



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** A.L. Horton Elementary School

**PRINCIPAL:** Keri Busenius

### **ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:**

To provide high-quality, student-centred 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:**

**Mission:** 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.

A.L. Horton Elementary is a Kindergarten to Grade 6 school with 320 students, 16 teaching staff, and 13 support staff. At A.L. Horton Elementary, we value the mental, physical, social, and emotional well-being of every student. Strong connections and relationships help us to develop a growth mindset to do hard things – such as apologies, long-term projects, critical thinking, and appreciating differences of opinion. We value honesty, respect, courage, kindness, and leadership, and believe in using our strengths to help others in the community and in the world. Just as our community is diverse, so are we. Valuing different languages, cultures, and abilities helps us to be better together.

A.L. Horton Elementary is in Vegreville, located approximately 100 kilometers east of Edmonton. Our school offers both English and Ukrainian Language programming as well as specialized programming for students in Play and Learn at School (PALS) and Learning - Individual Knowledge and Skills (LINKS).

**Assistant Principal:** Amy Rice

**Counsellor:** Chloe Giebelhaus

\*Pleasant Ridge Colony School is a Grade 1-8 school with 17 students. The school is located 25 minutes southeast of Vegreville. Currently one teacher and an educational assistant work at the colony school. Students speak German at home and learn English at school. School programming is guided by a colony liaison and is focused on literacy and numeracy skills.



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

### **SCHOOL GOAL 1:**

Through a schoolwide focus on restorative practices, differentiated numeracy learning activities, small group math instruction, and carefully aligned assessment practices, student engagement and achievement in mathematics will increase as shown by STAR, PAT, survey, and report card data.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

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

### **STRATEGIES:**

#### **KEY STRATEGIES IN FOCUS:**

- School administration supports teachers and students in the math classroom as small group instruction unfolds in terms one and two.
- Regular collaboration with EIPS Math Consultant for modeling and coaching of small group math instruction. \*
- Explore math journaling to build student confidence with numeracy language and visuals.
- Math Buddies time is integrated into the timetable to allow division 1 and 2 classrooms to interact and play math games, the focus being on language, a growth mindset, relationship, and leadership.
- Collaborative response team discussions focused on numeracy, growth mindset, independence, stamina, and engagement. \*
- Investment in IXL Learning online program for differentiated numeracy tasks, with a specific focus on serving multilingual learners.

#### **STRATEGIES TO MAINTAIN:**

- Maintain math kits in each classroom.
- Grade partners collaborate to curate foundational math game ideas, target vocabulary, and problem-solving tasks for multiple math strands.\*
- 100% of Grade 2-6 teachers use Math Word Walls to provide a visual reminder for students of targeted numeracy vocabulary.
- 100% of K-6 teachers use daily Math Talks across the math strands to promote numeracy conversations and a growth mindset. \*
- Use benchmarking assessments (STAR Math and Math Benchmark Kit) to identify areas of strength and areas for growth for grade levels and individual students. \*
- Video announcements prompt math talks and generate conversations within classrooms once every week or two as a model for new staff.

\* Key strategies for Pleasant Ridge Colony

### **MEASURES:**

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.



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- 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 Grade 3 students performing mathematics at grade level.
- 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 demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of families who agree teachers care about their child.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- Student engagement surveys.
- Tracking report card data related to problem solving, number sense, and number operations.



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### **SCHOOL GOAL 2:**

Through a schoolwide focus on restorative practices, engaging literacy tasks, small group writing instruction, and carefully aligned assessment practices, student engagement and achievement in writing will increase as measured by Grade K-6 writing tasks in terms 1, 2, and 3 and Grade 6 PAT data.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

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

### **STRATEGIES:**

#### KEY STRATEGIES IN FOCUS:

- School administration supports teachers and students in the classroom as small group writing instruction and 1:1 conferring unfold in terms one and two.
- Work collaboratively with EIPS division consultants to improve understanding of mini lessons, small group writing instruction, and conferring with writers. \*
- Explore online writing tools and opportunities, including Google Docs/Translate/Slides and Chat GPT.
- Collaboratively plan and host professional learning with eastern edge schools also working on writing instruction and assessment. \*
- Teacher collaboration time for grade level and cross grade teams to look at student work, improve assessment practices, and plan diagnostic writing instruction. \*
- Collaborative response team discussions focused on writing, relationships, stamina, and engagement. \*
- Investment in IXL Learning online program for differentiated reading tasks, with a specific focus on serving multilingual learners.
- Finding real audiences for writing tasks including those produced in English and Ukrainian language classes.

#### STRATEGIES TO MAINTAIN:

- Purchase Empowering Writers or Writers Workshop Units of Study for each grade as a primary resource to ensure common language of instruction and promote teacher collaboration. \*
- 100% of K-6 teachers provide reading instruction using Readers Workshop Units of Study.
- Complete a regular inventory of the book room to replace and replenish texts each year.
- Classrooms participate in March Book Madness to increase exposure to types of text.
- Reading Buddies is integrated into the timetable so division 1 and 2 classrooms can read to and with others, the focus being on talking about books and using effective reader strategies. \*
- School wide tracking of data (STAR, Fountas and Pinnell, EIPS writing continuum) to guide allocation of resources. \*
- RAZ-Kids, Epic Books, Read Theory, and other no- and low-cost websites continue to support reading skills and student engagement in text.

\* Key strategies for Pleasant Ridge Colony

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### MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of Grade 3 Students reading at grade level.
- 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 teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- 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 families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- Student engagement surveys.
- Writing Continuum levels increased.
- Level of reading increased as measured by Fountas & Pinnell Benchmark system.



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### **SCHOOL GOAL 3:**

Through an intentional focus on diversity of ethnicity, language, race, ability, identity, ancestry, and interests, student awareness, understanding, and appreciation of similarities and differences will increase as measured by student surveys and a school-wide diversity writing and drawing task in fall and spring.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

### **STRATEGIES:**

#### **KEY STRATEGIES IN FOCUS:**

- Communicating about school diversity focus areas through various avenues:
  - o Emails to parents from the school, principal and teachers. (The preferred communication method from the parent survey.)
- Monthly or term specific print classroom newsletters sent home to all families.
- Highlights include diversity focus areas for the school and classroom (eg., Asian Heritage month, Black History month, Ukrainian Easter baking, National Day for Truth & Reconciliation, privilege, racism and unexamined bias, stories shared with diverse characters and places).
- Monthly emailed school newsletters - new section to highlight diversity focus areas in the school and classrooms.
- Adding meaningful comments on report cards and highlighting appreciation of diversity where it fits best.
- Maintaining an active social media presence; displaying exciting activities in the school and upcoming events.
- Provide engaging activities for students that they will be motivated to talk about with their parents. (eg., guest speakers, speech competition linked to diversity, artists in residence).
- Create opportunities for parents/caregivers to engage within the classroom learning context, such as providing videos of cultural activities (baking, places of importance) they are comfortable sharing.
- School Council meetings - to include a cultural connection (clothing, food, music, etc.) as parents and staff are willing to share.
- Hot lunch and/or schoolwide event opportunities to feature foods from various cultures and ethnicities, if available.

#### **STRATEGIES TO MAINTAIN CONNECTION AS WE FOCUS ON DIVERSITY & APPRECIATING DIFFERENCES:**

- Continue 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.
- Continue phone calls to parents/guardians.
- September absenteeism phone calls by teachers to check in after one day absent.
- September positive greeting calls by teachers to all families.
- Phone calls throughout the year to highlight strengths and/or concerns.
- Continue Mental Health Capacity Building (MHCB) coach working with small student groups, staff, and whole classes to teach and support self-awareness and mental health.

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- Continue school counsellor and school administration connecting students and families with wraparound community agencies for support.
- Invite parents to participate in and/or collaborate with staff to organize various activities during the school year, including:
  - o Volunteering for events and in classes.
  - o Meet the Teacher Night.
  - o Fundraising Opportunities.
  - o School events \*, such as Christmas Concerts and the Vesna Ukrainian Cultural evening in the spring.
  - o Eat with your child at lunch days – one per school term and on a hot lunch day.
- Classroom teachers, support staff, and school administration coaching and supporting dysregulated students and students with mental health needs, including using a proactive RESET process.
- Student behaviour and discipline procedures are contextual, focused on safety and a welcoming school environment, and are centered on the following:
  - o teaching and coaching dysregulated students and students in crisis so they can repair relationships and resume learning.
  - o educating parents in the school community about discipline with dignity, mental health, self-regulation, and the knowledge that children do well and make appropriate behavioural choices if they can.

\* Key strategies for Pleasant Ridge Colony

### MEASURES:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- Student surveys.
- Student writing and drawing task related to appreciation of diversity.