



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

**SCHOOL:** Davidson Creek Elementary

**PRINCIPAL:** Helene Hewitt

**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:**

Our student-centred mission statement: Davidson Creek Elementary is a safe and caring community that welcomes and accepts you for who you are. It is our purpose to support and encourage you to grow and be the best version of yourself.

Having opened our doors as a brand-new school in the fall of 2018, our school is home to over 600 students and 45 dedicated staff.

As outlined in our school motto, a place where you belong, our resourceful and dedicated staff work collaboratively to meet student needs and ensure that all students are nurtured to become the best versions of themselves. Our class sizes are between 22-30 students. We have two kindergarten classes, a combined kindergarten/grade one class, four classes of grades 1-4, 2 classes of grade 5 and 6 as well as a combined class of grade 5/6. With the skills of our full-time counsellor and the expertise of our staff, we support the needs of our students through differentiation within an inclusive classroom environment.

Our school benefits from two active parent groups, our school council and the Davidson Creek Fundraising Society. These groups support the vision and mission of our school through their feedback in meetings as well as through parent sponsored events such as a monthly hot lunch program, a milk program and school wellness initiatives. Our parent group sponsors many of our lunch hour clubs such as our games club, garden club, intramurals, Pokémon card club and our Cute Things club.

With the grant for our First Nations, Métis, Inuit students we support Indigenous students who are not at grade level as well as support language and cultural Indigenous teaching for our students who have identified as First Nations Métis or Inuit.

We use a variety of screeners and benchmarking assessments in both literacy and numeracy to identify gaps in learning that may persist as a result of Covid-19. In addition, students have access to small group reading intervention instruction from a teacher and an educational assistant throughout the year.



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

### **SCHOOL GOAL 1:**

By developing teacher capacity in evidence-based reading and writing instruction, students will continue to demonstrate statistically significant growth in their decoding, reading comprehension and writing scores.

### **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.

Priority 2 Goal 1 Enhance high-quality learning and working environments; A Culture of Excellence and Accountability.

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

### **STRATEGIES:**

- Teachers will attend professional learning opportunities offered by our school or EIPS throughout the year on topics related to reading/writing instruction.
- Teachers will develop common long range plans and assessment plans within grade groups.
- Teachers will access high quality & evidence-informed instructional resources for each pillar of reading including:
  - o Phonemic Awareness: Heggerty and Bridge the Gap manuals
  - o Phonics: Wiley Blevin Phonics, The Phonics Companion, Walpole's
  - o Differentiated Reading Instruction manuals, University of Florida Institute
  - o Foundations manual (UFLI), Heart Word Magic, Map the Snap and decodable texts.
  - o Fluency: Precision Reading, Reader's Theatre, fluency games from the University of Florida Research Institute
  - o Vocabulary: Morph Mastery and Once Upon a Word manuals, Tier 2 and 3 vocabulary lists, thematic word walls, high quality read alouds and personal dictionaries
  - o Comprehension: High quality read alouds, book clubs and literature circles comprehension strategies selected from Readers Workshop
- Teachers will use the EIPS writing continuum as well as co-construct criteria for high quality writing in grade level teams throughout the year.
- Teachers will guide students to select examples from their writing products to include in a writing portfolio for each term.
- Teachers will collect data on phonemic awareness, phonics, fluency and reading comprehension throughout the year using a variety of progress monitoring tools including the government literacy screeners, STAR reading assessments, DIBELS fluency measures and other tools available at the school.
- Teachers will have access to one hour of collaboration time as a grade group each week with which to review materials, data and share best practices as a team following the Collaborative Response Model.
- Promote literacy skills as a weekly segment in the morning video announcements.



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

- Implement Precision Reading through older/younger reading buddies for 5-10 minutes a day for 6-8 weeks throughout the year to support fluency development.
- Engage parents through events such as Read In Week, Family Literacy Night in October, Parent Reading Coaches, instructional videos and tips for supporting students at home in the weekly Mustang Memo blog posts.
- Work with School Council to provide parent sessions on how to pick library books, meetings with local authors or lunch reading events throughout the year.

### **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 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, 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 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.
- Reading screeners such as the LeNS, CC3, RRST will have less than 10% of readers in the at-risk zone by the end of the year.
- Students in Precision Reading will show statistically significant growth in Words Read Correctly Per Minute (WPM) throughout the course of the intervention.
- Parent attendance at school literacy events will be consistent throughout the year with minimum target of 10% of our population.
- Writing portfolios demonstrate growth on the EIPS writing continuum in a variety of text formats including informational, descriptive, and persuasive texts.

### **SCHOOL GOAL 2:**

By building capacity for all teachers to implement best practices that support number sense and fact fluency, all students will demonstrate meaningful growth in math achievement.

### **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.

Priority 2 Goal 1 Enhance high-quality learning and working environments; A Culture of Excellence and Accountability.

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

### **STRATEGIES:**

- Teachers will access high quality, evidence-informed instructional resources and strategies such as Number Talks, Fact Fluency Kits, Nelson Pre-Assessment manuals, direct/explicit instruction, small group instruction and Non Permanent Vertical Surfaces (Visible Learning).
- Teachers will access the EIPS new curriculum instructional materials designed to support the implementation of the new curriculum.
- Teachers will access professional learning offered by the school and EIPS on using games to improve fact fluency, to implement the Fact Fluency Kits, to learn how to use the Navigation Tools, or other numeracy topics throughout the year.
- Teachers will analyze a variety of data such as government screeners, STAR Math, EIPS Math Benchmarking, Nelson Math Pre-Assessment manual and Provincial Achievement Test results to inform instruction.
- Invite math consultants to provide professional learning in staff meetings or in classrooms to model, coach and support teachers.
- Engage families in supporting their children with numeracy through parent events such as Family Math Night, lunch math events or other learning opportunities such as articles in the Mustang Memo, video clips and sessions on making sense of new curriculum.
- Teachers will access one hour of collaboration time as a grade group each week with which to review materials, data, and share best practices as a team following the Collaborative Response Model.
- Promote math and numeracy in a weekly segment in the morning video announcements.
- Participate in the Week of Inspirational Math.

### **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.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of EIPS stakeholders who agree students' individual needs are met.



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

- 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.
- Government math screeners indicate 10% or less students are in the at-risk category by the end of the year.

### **SCHOOL GOAL 3:**

By building mental health and wellness skills of students, staff and parents, we will foster a positive school community with a sense of belonging.

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

Priority 1 Goal 1 Promote growth and success for all students; Excellent Start to Learning.

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:**

- Employ the equivalent of a full-time counsellor to support students through small group skills instruction and co-taught lessons in classrooms.
- Maintain our positive referral program (Mustang Mentions) to support school values, vision and mission and celebrate students demonstrating good pro-social skills
- Staff will attend professional learning in mindfulness, Restorative Practices and Zones of Regulation to support students who are dysregulated and to create safe and caring classroom communities
- Partner with School Council to organize school wide events and activities to build community such as the Summer Sizzler, Carnaval, Movie Night, family dances.
- Host monthly school spirit days such as Jersey Day and theme days.
- Host community productions such as fine arts, First Nations, Métis and Inuit cultural experiences, EIPS Honour Choir, etc.
- Engage in community service projects such as Terry Fox Run, Jump Rope for Heart, Food Bank donation drives, etc.
- Gather in monthly assemblies around topics such as the 7 Sacred Teachings or our school rules, vision and motto to build our community identity and foster a sense of belonging.
- Foster a sense of belonging through a variety of extracurricular activities such as student clubs such as: Pokémon Card Club, D & D Club, Daebak Dance, Cute Things Club, Drama Club, Games Club, Intramurals, Propagation Fascination Club, Robotics Club, Running Club etc.
- Seek feedback and suggestions through a student Compass Committee (Div 2 student representatives), a staff Compass Committee (representative from each grade level) and School Council to address wellness needs of the community and provide leadership opportunities for all stakeholders.
- Partner with School Council to sponsor parent information nights with community resources or parent networking sessions on topics of interest such as supporting students with anxiety.
- Targeted lessons in class and through announcements related to mindfulness, gratitude, and self-regulation.
- Implement a monthly gratitude or acts of kindness/altruism challenge (ex. writing letters to seniors, sending Valentines to armed forces, sending notes to neighbours) throughout the school.
- Build community agency partnerships such as with Alberta Health, Saffron, AltView, Strathcona County Park and Recreation, etc.

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

- Increase students' sense of belonging by representing diverse ways of being, cultural practices, languages, celebrations and traditions in our library resources, video announcements, classroom materials, assemblies and public events.
- Provide social and wellness opportunities for staff such as Smoothie or Muffin Mornings, staff vs student lunch hour games, and opportunities to celebrate one another each month.

### MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: social skills and approaches to learning.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- 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 and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- 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.
- 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 students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- Event participation data will show a minimum of 10% of parents attending events.
- Track the number of counselling referrals.
- Track the number of Mustang Mentions (positive referrals) with the goal that every child will earn one before the end of the year.
- Track absenteeism rates of students and staff with a goal of reducing them over time.