



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Woodbridge Farms School **PRINCIPAL:** Andy Cunningham

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	18.5	Salaries	\$2,683,393
Classified	15	SES	\$103,289
		Total	\$2,786,682
		Surplus/deficit	(TBD)

SCHOOL PROFILE AND CONTEXT

Principal: Andy Cunningham

Assistant Principal: Teri Pearn

Quick Facts:

- School officially opened on April 15, 1980
- Kindergarten through Grade 6
- 330 students enrolled as of May 4, 2020 (including 36 students placed in 4 system program classrooms)
- 18.5 certificated and 15 classified staff
- Active and engaged School Council and Parent Association
- Out of School Care Program is operated by the Boys' and Girls' Club of Strathcona County

Programming Highlights:

- Average of 2 classes at each grade level, with 2 split classes
- District site for three system programs: Communication Skills, Elementary Transitions (2 classes) & the Elementary Autism Program (New!)
- Two full-day Kindergarten programs (Monday/Wednesday and Tuesday/Thursday)
- Music instruction at all grades
- Numerous student leadership opportunities and activities including office helpers, student leadership team, sign team, recycling team, assembly set-up crew, garden team, spirit team, greeters, library leaders, milk helpers, track team/running club, basketball team and intramurals
- First Nations, Métis and Inuit program in its 6th year



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- Well stocked library and book room
- Well equipped with technology to support and enhance learning

This School Education Plan reflects an increase in the school budget by \$346,992 and an increase in 1.5 certificated and 1 classified staff from the 2019-20 school year. This increase is directly related to adding two new system program classes.

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL #1: More students demonstrate one year of growth in literacy.

STRATEGIES/ACTIONS IMPLEMENTED:

- Teacher collaborative work focusing on innovative and engaging learning environments
 - Targeted professional learning (eg. Reader's Workshop, Dr. George Georgiou)
 - Non-instructional time blocked together to enable teachers to collaborate
- Use of benchmarking assessments to identify areas of strength and areas for growth as a grade group as well as individual students who will require intervention
 - STAR, Fountas and Pinnell Benchmark Assessment, Reading Readiness Tool, WBF Writing Benchmark
- School wide tracking of student data
 - STAR, Guided Reading, Levelled Literacy Intervention, Writing Benchmarks
- Build capacity of staff to differentiate for students' needs
 - Continuation of Collaborative Response Model
 - Collaborative Team Meetings
 - Pyramids of Intervention
 - Benchmarking Data
 - Implementation of Reader's Workshop
 - Intentional use of small group reading
 - More teachers utilizing Writer's Workshop or Empowering Writers
 - Classroom strategies based upon benchmarking data
 - Literacy Consultant to provide coaching and professional development for teachers
 - Use of software supports including Raz-Kids, Read and Write for Google, Read Theory, Epic
 - Imagine software for English as a Second Language students
- Reading intervention such as Levelled Literacy Intervention and Guided Reading



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- 0.2 FTE teacher for LLI and ESL support
- Wee Read Program
- Wee Read Together Program
- Regular cross-grade buddy reading opportunities throughout the school year
- Integration of all *Under One Sun* resources into literacy intervention programs

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.)

- Results:
 - Reading – STAR, Fountas & Pinnell, LLI, Reading Readiness Tool, Reading Screening Assessments (TOWRE, TOSREC)
 - Writing – picture prompt response, growth shown in all classrooms
- PAT Scores:
 - Improvement in overall student achievement on Language Arts Provincial Achievement Test
 - Percentage of students achieving Standard of Excellence scores
- EIPS Parent Survey:
 - Increase in parents' belief that their child has shown growth in their literacy skills

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL #2: More students demonstrate one year of growth in numeracy.

STRATEGIES/ACTIONS IMPLEMENTED:

- Teacher collaborative work focusing on innovative and engaging learning environments
 - Targeted professional learning such as Number Talks, Equals Kit, Math Benchmarking Tool, Math Games, Box Cars and One-eyed Jacks
 - Development of a common math vocabulary throughout the grades
 - Teacher collaborative work focusing on consistent programming, assessments, evaluation and feedback
 - Non-instructional time blocked together to enable teachers to collaborate
 - Common goals between grade levels embedded into Professional Growth Plans
- Use of benchmarking assessments to identify areas of strength and areas for growth as a grade as well as individual students who will require intervention
 - MIPI and Math Benchmark Kit



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- Build capacity of staff to differentiate for students' needs
 - Collaborative Response Model
 - Collaborative Team Meetings
 - Pyramids of Intervention
 - Benchmarking Data
 - Classroom Strategies based upon benchmarking data
 - Math Consultant to provide coaching and professional development for teachers
 - Benchmark Tool Kit, Equals Kit, Math Games & Math Vocabulary
 - Collaboration time for classified staff with focus on the Equals Kit
 - Use of Math benchmarking kit for specific students
 - Software such as prodigy and other iPad apps
- Intentional focus on basic computational strategies to mastery
- Develop individual math kits for students in classrooms
- Math Buddies – school wide scheduled opportunities for older “buddies” to work with younger students and teach them math games to reinforce basic skills

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.)

- Results:
 - MIPI, Math Benchmarking Kit
- PAT Scores:
 - Improvement in overall student achievement on Math Provincial Achievement Tests
 - Increase in achievement on High Level of Complexity questions
 - Percentage of students achieving acceptable standard on Part A above provincial average
- EIPS Parent Survey:
 - Increase in parents' belief that their child has shown growth their numeracy skills

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL #3: Students will be better prepared for lifelong learning, the world of work and citizenship.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

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- Leadership opportunities for students:
 - Focus on leadership opportunities within the school (eg. WELL team)
 - Local humanitarianism a priority
- Recognition of student achievements and contributions to school culture through
 - Student awards at assemblies (academics, leadership, diligence and music)
 - Wowzer Awards – focused on the 7 Sacred Teachings
- Girl CODE (Community, Optimism, Diversity, Empowerment) – teacher-led group
- Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
- Wee Read & Wee Read Together Program
- Support from outside resources such as: Fire Safety, Saffron Centre, Drug Abuse Resistance Training (DARE) program, Academy of Tobacco Prevention, FCSS
- Implementation of First Nations, Métis and Inuit projects throughout the school to promote acceptance of diversity within our student population
 - Orange Shirt Day
 - Moose Hide Campaign
 - Blanket Exercise for Grade 6 students
 - Bear Witness Day
 - National Indigenous Peoples' Day
- Intentional teaching of the 7 Sacred Teachings
 - Health classes and at assemblies
- Staff will develop a greater understanding of foundational knowledge about First Nations, Metis, and Inuit culture and history
 - Continuation of work with Elder Bert, division consultant and FNMI advisor
 - Professional Development at staff meetings
- Continuation of “Buddy Bench” initiative
 - Intentional teaching about buddy bench
- Restorative Circles
 - 8 staff members trained in Spring
 - Building staff capacity and understanding at staff meetings
- Community Circles at staff meetings and in classrooms

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.)



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- Accountability Pillar Survey:
 - Increase in work preparation scores compared to three year average
 - Increase in citizenship scores compared to three year average
- EIPS parent survey:
 - Increase in percentage of parents who agree that their child is being taught the knowledge, skills and attitudes necessary to be successful in life
 - Increase in the percentage of parents who agree/strongly agree that the rights and responsibilities of citizenship are reinforced at their child's school
- Increase in the number of student leadership opportunities and clubs/activities
- Wowzer Tracking (Positive Referrals) compared to 2017-18 year