

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	18.90	Salaries	\$2,733,127
Classified	15	SES	\$101,725
		Total	\$2,830,106
		Surplus/Deficit	(\$23,439)

SCHOOL PROFILE AND CONTEXT

Principal: Andy Cunningham
Assistant Principal: Teri Pearn

Quick Facts:

- School officially opened on April 15, 1980
- Kindergarten through Grade 6
- 324 students enrolled as of May 18, 2021 (including 40 students 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 Connections Program
- Two full-day Kindergarten programs (Monday/Wednesday and Tuesday/Thursday)
- Music instruction at all grades

- First Nations, Métis and Inuit program in its 7th year. Strong relationship with Elder Bert Auger. Addition of an outdoor indigenous learning space this year
- Well stocked library and book room
- Well equipped with technology to support and enhance learning

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: Implement targeted small group instruction every day in LA classes so that all students will demonstrate growth in STAR assessments at each reporting period.

STRATEGIES:

- Reader's Workshop
- Guided Reading, Balanced Literacy
- Leveled Literacy Intervention
- Lucy Culkins Phonics
- Heggerty & Orton Gillingham – Phonics & Phonemic Awareness
- Use assessments such as Fountas and Pinnell, Bridge the Gap, Words their Way, RRST and DRT-2 to inform instruction
 - Small groupings based on reading level or specific strategies
- Professional Learning
 - Science of Reading – 5 Pillars
 - Reader's Workshop
 - Screening Tools
 - Collaboration between teachers, observation and feedback
- Scheduling common reading blocks between grades to allow for re-grouping student
 - Developing a communication system between teachers who share students
- Reading log system for students to independently track their own growth
- Develop strategy activities/games and organize them centrally for ease of access
- Development of a school-wide intervention system that focuses on early identification and specific interventions, starting in Kindergarten
 - Focus on what information is important for next year's teacher to begin programming
- Buddy Reading/Wee Read Together
- Wee Read
- Engage and empower parents as supports
 - Parent nights (virtual or in-person)
 - Videos highlighting strategies they can do at home, what is age appropriate

- Tip and information sheets

MEASURES:

- STAR: 100% of students demonstrate growth
- STAR: 80% of students demonstrate at least one year's growth
- 100% of classes implementing small group instruction during LA classes through admin observations
- EIPS Parent Survey: 93% of parents report noticeable growth in their child's literacy skills
- EIPS Staff Survey: 100% of staff report that they have had opportunities at work to learn and grow
- 100% of students who require Urgent Intervention will demonstrate growth in the Fountas and Pinnel Benchmark Assessment

RESULTS: (To be added for Results Review)

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: Implement daily basic fact fluency activities into math classes so that all students demonstrate one year of growth as shown on the MIPI and/or benchmark assessment.

STRATEGIES:

- MIPI and Math Benchmarking Kit to inform instruction
- Origo Fact Fluency Kits
- Building Fact Fluency by Graham Fletcher
- Equals Kit
- Number Talks
- Implementation of a grade level benchmark screener
- Professional Learning
 - Teacher collaboration
 - Consultants
 - Box Cars and One-Eyed Jacks
 - Fact Fluency
 - 8 High-level instructional Practices
- Math Games
- Individual Math Kits for students
- Manipulative use in every classroom

- Exploration of small group math instruction in some classrooms
 - Centers, Guided Math
- Buddy Games
- School-wide competitions
- Math Bulletin Board – problem of the week
 - Shown on weekly announcement videos
- Parental Engagement
 - Math Supply Fair
 - Math Kits at home
 - Game building night?
 - Math Videos – strategies/games
 - Family Game Night – division 1 and division 2
 - Box Cars and One-Eyed Jacks Family Night and Youtube Videos

MEASURES:

- 100% of students demonstrate growth on the MIPI
- 100% of students demonstrate growth on the grade level benchmark screener
- 100% of students who are in need of intervention demonstrate growth on the Math Benchmarking Kits
- EIPS Parent Survey: 93% of parents report noticeable growth in their child’s numeracy skills
- EIPS Staff Survey: 100% of staff report that they have had opportunities at work to learn and grow
- 100% of classes implementing number sense activities daily during Math classes through admin observations

RESULTS: (To be added for Results Review)

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL: Engage the school community in building relationships to increase the number of students who model characteristics of active citizenship throughout the year.

STRATEGIES:

- Community Involvement
 - Activities in the outer community such as shoveling snow, senior lodge visits, bottle drive and various fundraising initiatives

- First Nations, Metis and Inuit Programming
 - Community building around our outdoor Indigenous Learning Space
 - Building relationships with Elder Bert Auger and other Elders and knowledge keepers
 - Creating stronger relationships between the school and our indigenous families
 - Fostering relationships with the Strathcona Wilderness Center to enhance FNMI programming
 - Culture Camp
- Monthly Student Awards – Leadership, Diligence, Academics, Music
 - Awarded in class and shared at monthly assemblies with parents
- Wowzer Awards
 - Based upon 7 Sacred Teachings
 - Central display
 - Presented in class
 - Shared in weekly announcement videos
- Random Acts of Kindness – such as welcoming notes on lockers when students return
- Special theme days to build community
- Development of a yearly plan
 - Activities
 - Clubs
 - Initiatives
- Wee Read
- Wee Read Together
- Parental Engagement Activities
 - Utilizing students as teachers at home
 - Literacy
 - Parent nights (virtual or in-person)
 - Videos highlighting strategies they can do at home, what is age appropriate
 - Tip and information sheets
 - Numeracy
 - Math Supply Fair
 - Math Kits at home
 - Game building night?
 - Math Videos – strategies/games
 - Family Game Night – division 1 and division 2
 - Box Cars and One-Eyed Jacks Family Night and Youtube Videos
 - WBF Parent Feedback Survey (September)

- What are ways you can be involved in your child’s education?
 - Checkboxes and Other (suggestions)
- What do you need at home in order to feel confident in supporting your child’s literacy and numeracy?
- What areas our First Nations, Inuit and Metis programming are you more interested in learning about?
- Feedback on areas for growth in formal surveys
- End of the year survey
 - How did we do?
 - Where do we need to go next?

MEASURES:

- 85% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship as measured by the Assurance Survey
- 90% of parents are satisfied that the rights and responsibilities of citizenship are reinforced in my child’s school as measured by the EIPS Parent Survey
- 100% of classes involved in school community building activities
- Wowzer Tracking (Positive Referrals) compared to 2017-18 year

RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
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<p style="font-size: 2em; font-weight: bold; text-align: center;">X</p>	<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> <ul style="list-style-type: none"> • FTE increase to one teacher to provide Leveled Literacy Intervention and early literacy intervention for students requiring additional support • Students will be screened using the STAR, FnP Benchmark, RRST and DRT-2 	<p>\$13,141</p>
	<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>\$</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>	<p>\$</p>
		<p>Total Allocated</p> <p>\$ 13,141</p>

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
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<p>X</p>	<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> <ul style="list-style-type: none"> • Additional FTE time allocation to the assistant principal to provide daily availability to help students struggling with re-integration, friendship skills, self-esteem, depression and thoughts of suicide. 	<p>\$9,307</p>
	<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>	<p>\$</p>
	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	<p>\$</p>
		<p>Total Allocated</p> <p>\$ 9,307</p>