

## School Education Plan: 2025 - 2026

**SCHOOL:** Woodbridge Farms School

**PRINCIPAL:** Kerri Williams

### 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

Woodbridge Farms Elementary has been a foundational part of our community since opening its doors on April 15, 1980, offering enriching educational programming for students from kindergarten to Grade 6. We proudly serve 315 students, supported by a dedicated team of 19 certificated staff and 15 classified staff, all committed to fostering a nurturing, inclusive, and engaging learning environment.

Our diverse programming includes three combined-graded classes (Grades 1/2, 3/4, and 5/6), as well as three Specialized System Programs: Communication Skills, Elementary Impact (Grades 4-6), and Connections. We also offer a full-day kindergarten program.

Woodbridge Farms is proud to support a diverse student population, including 24 First Nations, Métis, and Inuit students and 10 English Language Learners. Our active School Council and Parent Association play a vital role in strengthening the partnership between home and school.

**Motto:** Be Safe, Show Respect, Work Hard, Finish Strong, Be You!

**Mission:** Our mission is to inspire the citizens of Woodbridge Farms Elementary to create a learning community rooted in support, engagement and respect.

**Philosophy:** 3R's of Woodbridge Farms: When students learn to show **R**espect and take **R**esponsibility, they achieve optimal **R**esults.

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### SCHOOL GOAL 1

Implement the Mental Health Capacity Building (MHCB) in Schools Initiative to enhance student engagement by improving students' executive functioning skills and strengthening staff capacity to support student well-being, resiliency, and self-regulation. Success will be measured by improvements in stakeholder feedback on school safety, supportive learning environments, teacher-student relationships, and the promotion of responsible, respectful, and engaged citizenship, as reported in the Alberta Education Assurance Survey and EIPS Engagement Surveys.

### EIPS PRIORITIES AND GOALS

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

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

- Participate in Year One of the Mental Health Capacity Building in Schools Initiative—a three-year, research-informed program focused on developing and supporting mental and emotional well-being through promotion and prevention efforts.
  - Embed social-emotional learning (SEL) into daily instruction to teach emotional literacy, self-regulation, and problem-solving.
  - Organize Wellness Days and classroom challenges that focus on kindness, gratitude, mindfulness, and stress reduction.
  - Provide ongoing professional learning opportunities on trauma-informed practices, resilience-building, and executive functioning strategies.
  - Utilize collaborative planning time for staff to integrate MHCB principles into daily instruction and routines.
  - Incorporate visual schedules, calming corners, sensory spaces, and positive behaviour supports to reduce anxiety and promote self-regulation.
  - Establish clear, consistent routines and school-wide expectations (e.g., Be Safe, Be Respectful, Be Responsible).
  - Foster daily positive staff-student interactions (e.g., greetings at the door, two-minute connections).
  - Monitor changes in student engagement and well-being using reflections, classroom surveys, and observational checklists.
  - Celebrate student progress and milestones through recognition assemblies, student-led activities, and classroom celebrations.
  - Provide targeted small-group sessions with the school counsellor as needed (e.g., emotional regulation, anxiety coping strategies, self-esteem and confidence building, peer relationships).
  - Implement student buddy classes and peer/teen mentorship programs to promote positive cross-grade relationships.
  - Integrate executive functioning skills into classroom routines through targeted activities with support and guidance from the MHCB school coach.
  - Use Collaborative Response Team meetings as a forum for staff to share SEL and executive functioning strategies and discuss student needs.
  - Invite EIPS Support for Students consultants to collaborate with classroom teachers on co-regulation strategies as needed.
- Host family wellness nights and parent/caregiver information sessions aligned with classroom SEL themes to strengthen school-home connections.

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### MEASURES

- The percentage of teacher, parent/caregiver, 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 parents/caregivers who agree their family's encouraged and supported in helping their child be successful in learning.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of EIPS stakeholders who agree their child's school encourages learners to be responsible, respectful, and engaged citizens.

### RESULTS

#### SCHOOL GOAL 2

Students will demonstrate measurable growth in numeracy through the implementation of daily number sense activities grounded in evidence-based practices. Progress will be assessed using the Government of Alberta Numeracy Screeners, Provincial Achievement Tests, math benchmarking tasks, and classroom assessments, along with stakeholder feedback from the Alberta Education Assurance Survey and EIPS Engagement Surveys.

#### 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

### STRATEGIES

- Students have access to math manipulatives and differentiated supports to meet individual learning needs.
- Kindergarten to Grade 6 students receive explicit instruction and modeling that progresses from concrete (hands-on manipulatives) to pictorial, to symbolic representations.
- Staff utilize a variety of evidence-based resources and tools, such as Building Fact Fluency Kits, Number Talks, Vertical Non-Permanent Surfaces, Math Benchmarking Kits, *Building Thinking Classrooms in Mathematics*, Math Equals Kits, and Facts on Fire.
- Kindergarten to Grade 6 classrooms implement daily number sense routines to strengthen foundational numeracy skills.
- Staff collaborate with and receive coaching from EIPS numeracy consultants as needed to support effective instructional practices.
- Collaborative Response Team meetings provide opportunities for staff to discuss best practices and share effective number sense strategies.
- Staff conduct benchmarking to identify gaps in student learning and deliver targeted number sense instruction as needed.
- Teachers analyze and interpret data from the Government of Alberta (GOA) Numeracy Screeners for Kindergarten to Grade 3 twice per year to guide instructional planning.

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The school collaborates with other schools and community partners to host parent/caregiver engagement events (e.g., Math Family Game Nights).

### MEASURES

- 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 the numeracy skills their child's learning at school are useful.
- The percentage of students who demonstrate growth on the Government of Alberta Numeracy Screeners administered as outlined by the Province of Alberta.

### SCHOOL GOAL 3

Students will demonstrate measurable growth in reading, specifically in decoding and accuracy, and in written expression with an emphasis on sentence structure. Progress will be assessed using Government of Alberta Literacy Screeners, Provincial Achievement Tests, school-based reading assessments, classroom evaluations, and writing rubrics, along with stakeholder feedback from the Alberta Education Assurance Survey and EIPS Engagement Surveys.

### 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

### STRATEGIES

- Kindergarten to Grade 6 students will receive explicit and systematic reading instruction focused on phonemic awareness, phonics, and vocabulary development (e.g., morphology instruction).
- Kindergarten to Grade 6 students will receive explicit and systematic writing instruction targeting sentence structure, sentence combining, and revising, supported through small-group or individual writing conferences with targeted feedback.
- Staff will utilize a range of evidence-based resources and screeners, including UFLI, Phonics Companion, Heggerty, Orthographic Mapping tools, decodable books, Empowering Writers, Morpheme Magic, and Bridge the Gap.
- Small-group reading instruction and targeted intervention will be provided as needed (e.g., participation in the READ program) with a focus on building collective teacher efficacy.
- Grade 4 to 6 students will participate in book clubs aligned with their personal interests and “just right” fit to foster engagement and reading fluency.
- Collaborative Response Team meetings will offer staff opportunities to share effective reading and writing strategies, review student progress, and plan responsive instruction.

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- Staff will collaborate with and receive coaching from EIPS literacy consultants as needed to support the implementation of best practices.

### MEASURES

- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 English Language Arts PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of kindergarten students meeting EIPS Kindergarten Developmental Screener Early Academic components and developmental milestones – pre-test and post-test measures.
- The percentage of students who demonstrate growth on the Government of Alberta Literacy Screeners administered as outlined by the Province of Alberta.

### RESULTS