SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Glen Allan Elementary   **PRINCIPAL:** Jennifer Ference

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:

Glen Allan Elementary Quick Facts:
- Glen Allan Elementary School (GLN) opened in1972 and is located in Sherwood Park, Alberta
- GLN is an inclusive education setting with 316 students registered in kindergarten to Grade 6 for the 2022-23 school year
- GLN students are currently served by 27 staff members including 15 teachers and 12 support staff
- Total school budget is $2 296 679 which includes 95% allocated to staffing

Programming Highlights:
- Students supported through small group instruction, targeted numeracy and literacy interventions with certificated teachers and educational assistants including Levelled Literacy Intervention (LLI).
- Inclusive and intervention supports from .5 FTE counselling time, Supports For Students' consultants, Speech-Language consultants, Occupational Therapy consultant, Hearing consultant and Assistive Technology team
- Sensory room available to support students with self-regulation strategies
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.1 FTE)
- 1 to 1 Chromebooks for students in grades 1–6
- iPads available for kindergarten and Grade 1
- Variety of extra-curricular activities
- Active and supportive School Council who coordinate a variety of events for the school community as well as volunteer and fundraise

SCHOOL GOAL 1:

By implementing consistent and intentional targeted small group numeracy instruction, Glen Allan staff will work collaboratively so all students will demonstrate growth in their number sense as indicated on their progress reports in November, March, and June and measured by their STAR Math assessments in September, January and June.

EIPS PRIORITIES AND GOALS:

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:

- Small Group instruction to enhance learning incorporating:
    o Use of manipulatives and math kits
    o Use of vertical non-permanent surfaces (VNPS) for student
    o "Catch and Release" model for differentiation
    o Fact Fluency Kits and Number Talks
- Making data informed decisions for targeting small group instruction needs with the use of:
    o STAR Math and numeracy screeners
    o Benchmarking to identify gaps in learning
    o Collaborative Response Team Meetings

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 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, 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 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 years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- 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 overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of staff implementing weekly small group instruction in their math classes.
- The percentage of students who achieve 3, 4, 5 on their elementary report cards in math categories.
- Number of students who received numeracy interventions to close the gap in numeracy skills.

SCHOOL GOAL 2:

By implementing consistent and intentional targeted small group literacy instruction, Glen Allan staff will work collaboratively to increase the number of students who achieve a minimum of one year's growth in literacy as measured by their STAR reading assessments in September, January and June in conjunction with classroom assessments.

EIPS PRIORITIES AND GOALS:

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:

- Small Group instruction incorporating:
  - o Guided reading and Student Conferencing
  - o Phonics work including Heggerty, Orthographic Mapping
  - o Word Work
  - o Mini-Lessons
  - o Differentiation for reading levels by using book clubs, instead of whole class novel studies
  - o CAFE
  - o Work with Literacy and Inclusion Consultants to promote Literacy for All
- Making data informed decisions for targeting small group instruction needs with the use of:
  - o STAR Literacy Assessment
  - o Fountas and Pinnell Reading Benchmarking Assessments
  - o Leveled Literacy Intervention
  - o Reading Readiness Screening Tool (RRST) to assess striving readers
  - o Diagnostic Reading Tool (DRT) to assess striving readers
  - o Collaborative Response Team Meetings

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 EIPS stakeholders who agree students are encouraged to do their best.
- 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 teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- 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 overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of staff are implementing small group instruction in their ELA classes on a weekly basis.
- The percentage of students who achieve 3, 4, 5 on their elementary report cards in English Language Arts and Literature categories.
- Number of students who received literacy interventions to close the gap in reading.

SCHOOL GOAL 3:
By working collaboratively to foster a positive school culture of collective responsibility, more students will engage in respectful interactions and model active citizenship as measured by the Alberta Education Assurance Survey and EIPS Engagement Surveys.

EIPS PRIORITIES AND GOALS:
Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:
- Support student mental health and positive relationships integrating:
  o Fair and consistent approach to supporting positive behaviour
  o Facilitate opportunities for students to participate in self-regulation workshops with the counsellor
  o Utilize self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
  o Variety of seating arrangements and student collaboration options
  o Collaborative Response Team Meetings
- Foster a school climate focused on positive relationships, social engagement, wellness, and connection integrating:
  o School spirit days
  o School assemblies
  o FitKids Block once a week with guest presenters
  o Building relationships and connections with Elders, Knowledge Keepers and First Nations, Metis and Inuit advisors to share teachings and learnings.
  o Collaboration with GASC to host activities such as school dance, welcome BBQ, and Book Fair.
  o Community services (Saffron, altView, Dare)
- Provide leadership opportunities for students using:
  o Grade group buddies
  o Community and global service projects and initiative

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 staff who agree overall, I am satisfied with my school or department as a place to work.