



## SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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**SCHOOL:** Andrew School

**PRINCIPAL:** Kelly Sawatzky

**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**

**Andrew School Quick Facts:** Andrew School is a rural K-6 school with approximately 59 students located 100 km northeast of Edmonton in the village of Andrew, Alberta. The population of the Village of Andrew is approximately 406 residents. The school shares a facility with the Village of Andrew municipality and houses a joint school and community library. Andrew School has 5 certificated staff and 4 support staff with a budget of \$702, 245.

**Programming Highlights:**

- French as a Second Language (grades 4-6)
- Licensed Preschool Program

**EIPS' PRIORITY:**

Promote growth and success for all students.

- Students achieve a minimum of one year's growth in literacy and numeracy

Enhance high quality learning and working environments.

- A culture of excellence and accountability



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### **SCHOOL GOAL 1:**

- By building capacity for all staff to regularly implement evidence-based practices in the five pillars of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and within writing, all students will demonstrate one year's growth as measured by reading screeners, the STAR assessment, and EIPS writing continuum administered in September, January, and May.

### **STRATEGIES:**

- Use of targeted small group instruction to enhance literacy skills
- School-wide professional learning to target specific areas to improve literacy practice such as: Read alouds, shared reading, guided reading, modelled writing, guided writing, and conferring
- Implement new curricular outcomes in English Language Arts and Literature
- Work with Literacy and Inclusion Consultants to provide literacy for all
- Use of rich tasks that promote target language-use in authentic contexts
- Continued use of Phonics Units of Study in Grades K-2
- Teachers will differentiate for reading levels by using book clubs, instead of whole class novel studies
- Assessment will include observations and conversations
- Continued use of Vertical, Non-permanent Surfaces in the ELAL
- Use the Diagnostic Reading Tool (DRT) to assess striving readers
- Continue using the Reading Readiness Screening Tool (RRST) to assess striving readers
- Use of an explicit and systematic phonics structure for Early Literacy Skills
- Build language and vocabulary using word and sounds walls, and regular vocabulary instruction displayed in all classrooms
- Use of EIPS Writing Continuum and school-wide photo prompt used September, January, and May
- Staff will use evidence-based methods of universal instruction emphasizing the skills in all five pillars of literacy
- Continued use of Leveled Literacy Intervention
- Continued use of Words Their Way school-wide
- Recognize the growing diversity of student population through literature choices and purchasing in libraries and classrooms

### **MEASURES:**

- 100% of staff are implementing the best practices from the 5 pillars within their language arts classes as measured by principal observations



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- Demonstrate growth of five standard score points on the TOWRE, TOSWRF, and TOSREC (5-7% is one year's growth)
- Use of RRST (Reading Readiness Screening Tool)
- Demonstration of one year's student growth in achievement in literacy on the STAR assessment.
- Increase in the percentage of students achieving excellence on the Grade 6 and Provincial Achievement Test results.
  - Writing - 80% scoring Proficient on PAT Part A
  - Reading - 80% scoring Proficient and 20% achieving excellence
- 100% of parents will agree that their child is demonstrating growth in literacy on the EIPS parent survey

### **RESULTS: (This section completed in November 2023 for Assurance Review)**

#### **EIPS' PRIORITY:**

Promote growth and success for all students.

- Students achieve a minimum of one year's growth in literacy and numeracy

Enhance high quality learning and working environments.

- A culture of excellence and accountability (

#### **SCHOOL GOAL 2:**

- By implementing intentional use of best practices and small group instruction, all students will demonstrate growth in their number sense as indicated on their progress reports in November, March, and June. 80% of grade 6 students will demonstrate an achievement level of acceptable on the June PAT.

#### **STRATEGIES:**

- Small-group instruction structure in place
- Staff will attend relevant professional development on using small group instruction to create understanding
- Staff will use the building fact fluency toolkits to build fluency and number sense with whole and small group
- Within the BFF kits, staff will focus on basic facts, problem solving and process
- Students who require intervention as measured by STAR Math will use Math Benchmarking tool
- Tier 3 interventions will be administered to students requiring intensified support using the EQUALS toolkit
- Continue to utilize time with consultants to model, observe, and discuss best instructional strategies



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- Align outcomes in math across grades to promote consistency
- Support teacher fluency of content within the new Program of Studies
- Teachers will analyze data from STAR Math, common assessments, and PATs to improve and inform instruction
- Visual math using technology (desmos/Mathigon/Mathletics)
- Assessment strategies utilize observation, conservation, and products

### **MEASURES:**

- 100% of staff are implementing the best practices in building fact fluency within their mathematics classes as measured by principal observations
- 80% of Grade 6 students will achieve the acceptable standard on their Math 6 PAT
- 80% of students will be doing Math at grade level as measured by STAR
- Students will demonstrate growth on teacher created informal assessments of number sense
- 100% of parents will agree that their child is demonstrating growth in numeracy on the EIPS parent survey

### **RESULTS: (This section completed in November 2023 for Assurance Review)**

#### **EIPS' PRIORITY:**

Enhance high-quality learning and working environments.

- Positive Learning and Working Environments
- A Culture of Excellence and Accountability

Enhance public education through effective engagement

- Parent Engagement

#### **SCHOOL GOAL 3:**

- Through effective engagement of students, parents, staff, and community, Andrew School will provide a learning environment that encompasses respect, empathy, and resiliency as measured through surveys, assemblies, school events, and ongoing communication with its partners.



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### STRATEGIES:

- Introduce Wildcats Financial
- Use of Terrific Kids Recognition
- Use Digital Citizenship lessons in each classroom
- Student leadership opportunities which plan for school events, humanitarian projects, and having an advisory role in school routines/structures
- School celebration events
- Continued use of the breakfast program
- Sharing of school information and student achievements on school website and social media sites
- Community engagement opportunities to invite community partners to special events
- Meaningful restorative discipline practices and encouraging accountability for one's behavior, choices and actions
- Participate in weekly themes throughout the year such as Random Acts of Kindness Week, Bullying Awareness Week, and Mental Health Awareness Week

### MEASURES:

- High amount of Andrew Bucks earned (as tracked in spreadsheet)
- Positive feedback from visitors shared in a common space (Staff Shout Out Board)
- 100% of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship
- 100% 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 school
- 100% of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years
- 90% of families agree school staff care about their child (EIPS Parent Survey)
- 90% of families agree their child's school expects students to behave responsibly and are dealt with fairly if not (EIPS Parent Survey)
- 95% of families agree students find schoolwork interesting (EIPS Parent Survey)

### RESULTS: (This section completed in November 2023 for Assurance Review)

