



E.G. Wahlstrom School
As Eagles, we SUCCEED!

Education Plan
2022-23



Vision: Through quality relationships and safe/welcoming learning environments we foster continuous growth and achievement.

Mission: Through collaboration we will achieve consistent school improvement to deepen student learning.



Principal: Lisa Palko

Vice Principal: Audrey Ghostkeeper

About Us:

E.G. Wahlstrom School, a part of High Prairie School Division, is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school with an enrollment of approximately 335 students and 33 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and a positive sense of self. We are dedicated to building relationships, spreading kindness, and promoting passion and the enjoyment of learning. Within our school we provide support services to students in the areas of literacy, math, nutrition and counseling services.

About the Plan:

This plan was developed in collaboration with our students, parents, and staff through discussion groups, surveys, and our school council meetings. This plan will be used to guide decisions at school to meet the identified needs of our school community.

Successes:

E.G. Wahlstrom School had a successful start to the 2021-22 school year due to an effective COVID re-entry plan. This plan allowed for the implementation of a balanced day schedule which provided our students with access to two nutrition and two recess breaks within the day and evened the instructional minutes between the morning and afternoon. The new schedule structure allowed for sorting students effectively into cohorts, maintaining a smaller teacher to student ratio during unstructured times of the day, and maintaining consistent supervision within the cohorts. The results of this change was a significant decrease in unwanted behaviors and an increase in effective relationships between staff and students.

Our school worked to build a strong literacy foundation for all students. For the third continuous year we engaged in a One Book, One School Project. This provided an opportunity for increased focus on reading strategies, vocabulary, oral language, and representation through discussion and shared projects related to the chosen book. With access to one to one Chromebooks students were able to utilize various technology features to enhance their collaboration experiences while having greater access to various platforms. Literacy was supported within the school through the Learning Commons by having access to a wide variety of genres, presentations, and knowledgeable staff that support student interests while having access to current and culturally relevant literature. Our Grade 5 classes engaged divisionally with a One Book, One Grade project to further literacy skills and to build a stronger understanding of the Indigenous culture. There has been access to a variety of literacy experiences that involve book fairs, the creation of a Lego Wall, daily book exchange, reading contests and other engaging activities that promote the love of reading.

Continuing to utilize the Fountas and Pinnell (F&P) reading assessment we were able to identify reading and comprehension deficiencies within our grade 4 students and provide interventions through the Leveled Literacy Intervention program (LLI). The goal of this approach was to provide a targeted intervention to our earliest grade to boost their reading and comprehension skills prior to them moving to Grade 5 and 6.

The Math Intervention/Programming Instrument assessment (MIPI) results were utilized to identify school-wide areas of concern within mathematics. A secondary assessment was utilized through the Numeracy Common Assessment Tool (NCAT) assessment to identify deficiencies within foundational skills. Using those two assessment approaches math boost intervention groups were created, providing targeted intervention in the foundational skills of mathematics in grades 4. The goal of this approach was to provide a targeted intervention to our earliest grade to boost their math skills prior to them moving to Grade 5 and 6.

Access to one to one Chromebooks has provided opportunities to engage in the inquiry process through greater access to platforms and research opportunities. Additionally, our learning environments supported more inclusion through having access to an increased number of supports allowing for the adaptation of various curriculums and opportunity for student engagement beyond the classroom environment. These experiences helped our students engage in opportunities to build digital citizenship by increased access and exposure to various

technologies. A teacher- led grade 4 Robotics club allowed for students to have weekly challenges that supported coding, critical thinking and problem solving. Students were able to design their individual robots and compete at the school level Robo Rumble competition.

This year we took a whole school approach to collaboration through professional learning communities (PLC). The communities supported both teacher chosen and school generated goals in an effort to improve teaching and learning. Whole school engagement with Jigsaw Learning took place to develop collaborative systems, structures and continuums to further enhance teacher collaboration and development.

Throughout the school year our staff collaborated with the Indigenous Education Coaches (IEC) to further develop our knowledge and understanding of foundational knowledge in an effort to infuse more culturally relevant learning opportunities into our curriculum and daily learning experiences.

We have maintained a recycling program that supports both bottle and paper recycling throughout the school. In doing so, grade levels were able to support their field trips and virtual learning opportunities.

We maintained a healthy nutrition program which gave full access to healthy snacks and breakfasts for all students. This program also helped provide students in need with healthy lunch options. Each month we took part in taste tests, provided by the school Wellness Coach, that introduced students to healthy alternatives to drinks and snacks. Our wellness coach also brought many initiatives that helped promote and bring awareness to topics such as: bullying, positive mental health, community safety, healthy lifestyles, Zones of Regulation, conflict resolution, growth mindset, and goal setting.

Throughout the year our school participated in many different kindness initiatives to support our Kindness Matters philosophy. Staff and students participated in kindness projects that supported both our school community and the broader community. We participated in the Every Child Matters Walk and the Terry Fox Run. We donated to the food bank, provided turkey dinners for six families, held a Kindness fundraiser for a sick student, raising \$11 000. We partnered with the Rotary Club of Slave Lake to create and share art projects for various celebrations and holidays.

Challenges

Dealing with the COVID pandemic within our school continued to be a challenge this year. One of the biggest challenges for the first half of the year was having separation within our larger school community and limiting continuous connection with our students/staff. For example, our grade 4 students had limited or no access to our grade 5 and 6 students this school year. Another limiting factor was not being able to effectively run many of our school clubs and teams that have been very successful in the past years. COVID protocol resulted in fewer students being able to access Tier 3 interventions. For the first half of the year parental involvement within the school declined as they did not have physical access to the building so

were unable to offer volunteer opportunities, meet the teacher in person, explore the building, or their child's classrooms, attend assemblies and other school based events.

Due to the fluctuating COVID case numbers in our community throughout the year, it created varying levels of anxiety/stress for staff, students, and families. This had an impact on different areas within our school. There was an increase in student and staff absenteeism and an increase in students requiring social/emotional support through our wellness coach. Within classrooms we had a decline in student engagement, parental involvement in student academics and an increase in parental concern or communication for the wellbeing of their children. A lack of certified substitute teachers impacted the continuity of student learning. All of these factors did have an impact on the quality of education within our school.

Results of the Successes/Challenges

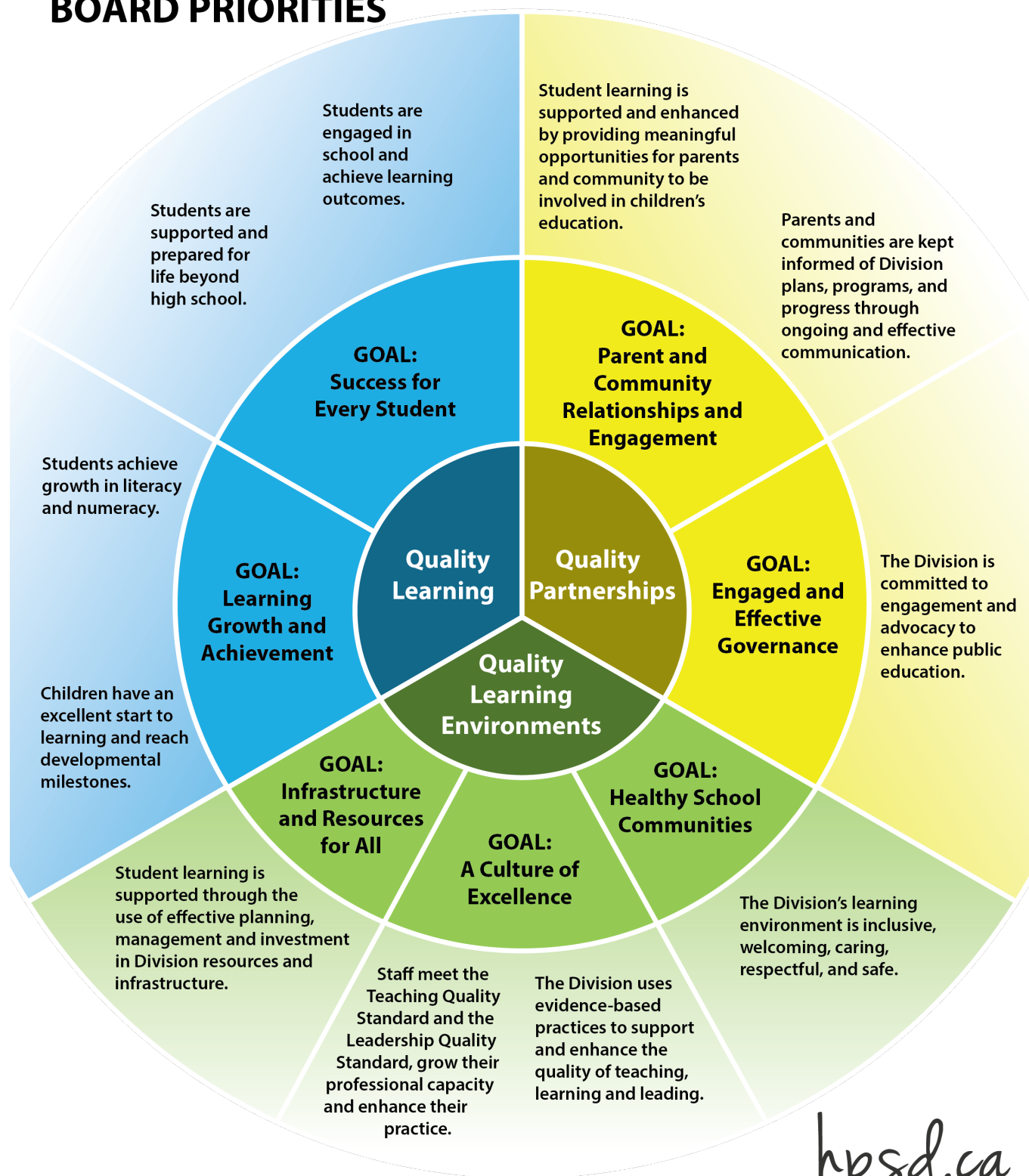
We recognize the importance of collaboration for building our capacity to support the learning needs and social emotional needs of students. This realization led us to the systems and structure within the Collaborative Response Model (CRM) through Jigsaw Learning. We focused on the application of continuums of support for relationships, social/emotional and behaviour. It was important that we connected to our school core values/beliefs, vision, and mission. We established our collaborative team meetings to focus on key issues we were seeing in our students and to build our collective capacity to support their needs, including reaching out to outside services. The implementation of Dossier (data monitoring tool) will assist us in the organization, tracking, and monitoring of student data through the school year and through grade level transitions.

We recognize that through cohorting, in response to the COVID protocols, school community connections were negatively impacted for our students, staff, and families. In the last half of the school year, when COVID protocols were lifted, we recognized the need to strengthen the connections between our students, families and community. We partnered with other schools to ensure successful in-person transitions to and from EGW, we welcomed families back through special person lunches, basketball games, in-person parent-teacher interviews, grade 3 family lunch, and parent volunteer opportunities.

We need to continue to utilize our wellness coach to the fullest potential to support both teacher and student mental health and wellness. This will be completed on a universal and targeted level all year long.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2022

E.G. Wahlstrom School Goals:

1. **Achieve success for every student through collaboration and quality learning opportunities**
(aligns with Divisional priority: Quality Learning Environments - Goal: A Culture of Excellence - Outcomes: Staff meeting the Teacher Quality Standard and the Leadership Quality Standard, grow their professional capacity and enhance their practice and The Division uses evidence based practices to support and enhance the quality of teaching, learning, and leading. As well it aligns with Divisional priority: Quality Learning - Goal: Learning Growth and Achievement - Outcome: Students achieve growth in literacy and numeracy).

Strategies:

- Start to build a continuum of support for assessment.
- Refine continuum of supports for relationships, social/emotional and behavior.
- Facilitated Collaborative Team Meetings to utilize continuum of supports for relationships, social/emotional and behavior.
- Professional Learning Committee meetings. Our school meetings will implement consistency and monitor progress with established best instructional practices in literacy, numeracy, assessment.
- Have scheduled Collaborative team Meetings, PLC, and Support Team Meetings regularly throughout the school year.
- Have a School-Based literacy and numeracy committee to make informed decisions that impact literacy and numeracy improvements.
- Administer and analyze the MIPI and NCAT numeracy assessments for identified students and use them to guide teaching practices for the intervention team.
- Administer and analyze the Reading Comprehension Assessment Tool (RCAT) for all students and use it to guide teaching practices and Tier 1 & 2 interventions.
- Administer and analyze Fountas & Pinnell Reading Assessment for students identified through the RCAT as of concern who may require Tier 3 reading interventions.
- Provide literacy tier 3 intervention to grades 4, 5, and 6 through the Leveled Literacy Intervention Program and the 100 Lessons to Learn to Read program.
- Provide math tier 3 intervention to grade 4, 5, and 6.
- Use the Fountas and Pinnell reading continuum to help guide daily assessment and next steps for effective feedback, learning goals, and instruction.
- Have a school based Learning Support Teacher (LST) to support classroom based interventions and build teacher capacity to implement universal and targeted strategies effectively.
- Have a Leveled Literacy Intervention/Literacy Support teacher to develop specialized intervention that can be provided in small group format.
- Have Individualized Student Plans, Positive Behavior Plans, and Medical Plans that are created accurately and timely for students that are in need.
- LST will work with teachers to implement recommendations from student data and services providers.
- All teachers will collect evidence of student learning through a balance of formative and summative assessment experiences.

- Use the Learning and Technology Policy Framework and SAMR model of substitution, augmentation, modification and redefinition to be reflective of our current technology practices.
- Through PD teachers will collaboratively plan utilizing the Backwards by Design philosophy to increase their knowledge of curricular outcomes, identity differentiated summative assessments, scaffolded individual lessons and formative assessments.
- Through PD teachers will collaboratively utilize the best practices for assessment to build common rubrics, checklist, and performance assessments

Performance Measures:

- Alberta Assurance Education Measure – School Improvement will increase from 79.1% to 81% or better, Education Quality will increase from 91.4% to 92% or better and Program of Studies from 83.8% to 85% or better.
- 90% of students or more have completed the MIPI assessment.
- Performance growth within the MIPI data assessment after applied math boost interventions
 - Grade 4 decrease from 35.2% student requiring attention to 30%
 - Grade 5 decrease from 37.4% students requiring attention to 35%
 - Grade 6 decrease from 36.6% student requiring attention to 34%
- Performance growth within NCAT data assessment after applied math boost intervention:
 - Students who scored NCAT Level C (grade 4)
 - 33/69 or less on operations and 25/50 or less on number sense will have a 10% increase in both measures.
 - Students who scored NCAT Level D (grade 5)
 - 40/81 or less on number sense and 17/34 or less on operations will have a 10% increase in both measures.
 - Student who scored NCAT Level E (grade 6)
 - 40/83 or less on number sense and 20/41 or less on operations will have a 10% increase in both measures.
- Currently we have 44.9% of students performing below grade level using F & P data benchmark assessment. This will decrease to 40% or lower.
- HPSD Assurance Survey- extent to which you agree or disagree that your child is achieving growth in the skills of literacy and numeracy
 - Literacy - increase from 81% to 83%
 - Numeracy- increase from 77% to 80%

- 2. Achieve increased parent and community engagements.** (Aligns with Divisional priority: Quality Partnerships- Goal: parent and community engagements between school and community Outcome: student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in childrens' education)

Strategies:

- Engage parents through maintaining a high student presence on social media
- Re-establish in-person whole school assemblies and special person lunches
- Continue Kindness projects that engage the community
- Continue engaging community members through our One Book One School reading events
- Involve more community services (ie AHS, RCMP, Community Futures, FCSS) to provide learning opportunities to our students
- Increase parent volunteers (nutrition and reading programs)
- Increase school council participation
- Increase the number of student learning engagements with parents and community (science fair, art gallery walk, career fair)

Performance Measures:

- HPSD Assurance Survey- the perception that your child's school is a welcoming place to be will increase from an 83% to an 85%
- HPSD Assurance Survey- satisfaction with opportunities to be involved in decisions about your child's school and education
 - School- increase from 68% to 72%
 - Overall Education- increase from 64% to 67%
- Alberta Education Assurance Measure- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education will increase from 75.1% to 77%.
- Community Consultation Data currently identifies concerns with parents not having access to the school to assist with various volunteer opportunities. Our measure will be that this will no longer be identified as a concern at the next community engagement meeting.
- Community Consultation Data currently identifies concerns with a lack of awareness of the supports that schools have access to regarding outside services. Our measure will be that at the next community engagement meeting, parents will be able to identify what outside services we engage with.
- Current School Council Attendance Data shows an average of 5 parents regularly attending. Our measure will be increasing this number to 7 parents regularly attending.
- Parent- teacher interview Data currently identifies an average parent attendance of 71% across all grades 4-6. Our measure will be an increase to 75% of parent attendance.

3. **Achieve a healthy school community that is welcoming, caring, respectful, safe, and supports the wellbeing of students/staff.** (Aligns with Divisional priority: Quality Learning Environments - Goal: Healthy School Communities - Outcome: The Division's learning environment is inclusive, welcoming, caring, respectful and safe.)

Strategies:

- Analyzing school data to identify the needs in which we must continue to improve our healthy school community.
- Use established core values/beliefs within classrooms, communication, staff meetings and professional development to guide decisions and direction.
- Build an awareness of the school core/beliefs values between school/home/community.
- Refine and reflect on the relationship, social/emotional, and behavior continuums.
- Research, refinement, and implementation of a school-wide approach to the building of interpersonal skills that encompasses previous work on zones of regulation, code of conduct, and kindness character education programming.
- Complete monthly kindness challenges school wide (student & teacher). These challenges will be celebrated virtually on our social media platforms. The kindness challenges will be implemented around specific weeks throughout the year that include but are not limited to: mental health week, bullying awareness week, etc.
- Classes will design and implement kindness projects throughout the year. Structure will follow the kindness project of Do Kindness, Notice Kindness, Share Kindness.
- Implement small group school supports as needed regarding social emotional learning. Using navigating the zones resource/iPad apps (links with continuum of supports).
- Use Zones of Regulation throughout the school as a common language when supporting student regulation.
- Use our school code of conduct to support and reinforce school wide expectations of behavior.
- Utilize School Facebook Page, Classroom Webpages, and Classroom Newsletters to share celebration and success of what is happening in the school to our entire community.
- Be committed to creating a sense of belonging for all staff, students, and family at our school, where people feel welcomed, safe, respected
- Staff will have a sound understanding of the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives. We are committed to infusing this knowledge into our classrooms.
- Increase student engagement and participation through school based extracurricular activities such as drama, archery , student leadership and various student interest clubs
- Increase engagement with school community partnerships to support identified mental health concerns
- Increase frequency of collaborative team meetings to once a month to identify students' keys issues and to build teacher collective capacity

- Maintain the frequency of weekly collaborative support meetings to intervene at a tier 3 level
- Increase student understanding about how to positively deal with bullying or social conflict within the school.
- Utilize our wellness coach to support and implement small group social/emotional and mental health interventions with our students
- Utilize our wellness coach to provide professional development of teachers to build capacity for dealing with mental health concerns of students

Performance Measures:

- Alberta Education Assurance Measure – Safe and Caring Schools measure will increase from 91% to 92% or better and Citizenship from 86.2% to 87% or better.
- HPSD Assurance Survey- to the extent that parents agree or disagree:
 - Child's school is a welcoming place to be will increase from 83% to 85%
 - Child is safe at school will increase from 83% to 85%
- HPSD Assurance Survey- Satisfied or dissatisfied with the access to services in a timely manner
 - Wellness counseling - increase from 72% to 75%
- High Prairie School Division School Survey - Increase the "how to deal with bullying" data on the school survey from 29% "will tell a teacher" to 31% or higher. Decrease response to school survey of the 7% stating "they would choose to fight" to 5% or lower.
- High Prairie School Division School Survey - 13% of students identified in the school student survey that "no one would notice if they did not attend school." We would like to reduce this to 10% students or less.
- High Prairie School Division School Survey- 85% of students identified that they have an adult at the school that they can talk to if they had a problem. We want to increase that to 87%.
- High Prairie School Division School Survey- 66% of students feel that they belong at school. We want to increase that to 70%.
- Our 2021-22 data shows that 16.06% of students are identified as having attendance concerns. We want to decrease this number to 10% or lower.

