

E.G. WAHLSTROM SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Mission

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

Vision

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

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MESSAGE FROM THE PRINCIPAL

For a school to be a wonderful place for children to learn, everyone needs to believe in the values of the organization and the impact that they can have on its success. I am very proud that at EGW school, together, we all embrace our core values and most importantly, work towards being a kind, safe, welcoming environment for students to learn and grow.

Throughout the year, we champion the slogan that Kindness Matters. We promote this in all aspects of our school through various kindness projects that ensure, as individuals, we are kind to ourselves and maintain a growth mindset while also learning to recognize that our impact on others can have a lasting impact.

As a teaching staff, we believe in the power of collaboration to support collective efficacy to ensure we are challenging one another to grow in our professional practice to deepen student learning. When we work collaboratively, all layers of our school benefit, and I am proud of the work that our teachers do inside and outside of their classroom to be the best versions of their professional selves to support students. We believe that As Eagles, we SUCCEED!

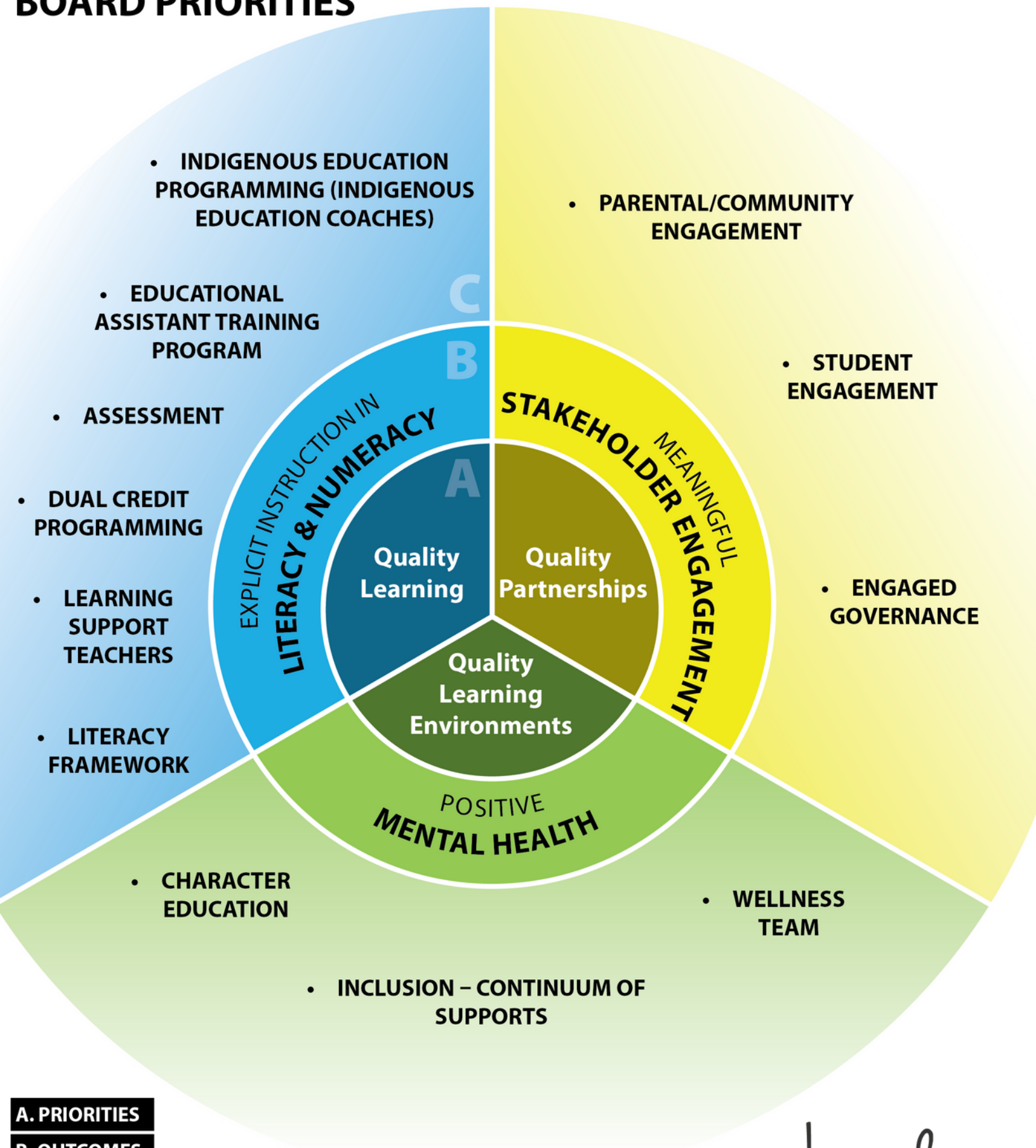
A handwritten signature in blue ink that reads "Audrey Ghostkeeper". The signature is fluid and cursive, with the first name "Audrey" and last name "Ghostkeeper" clearly distinguishable.

Audrey Ghostkeeper, Principal

A handwritten signature in blue ink that reads "Stuart Adkins". The signature is cursive and elegant, with the first name "Stuart" and last name "Adkins" clearly distinguishable.

Stuart Adkins School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES

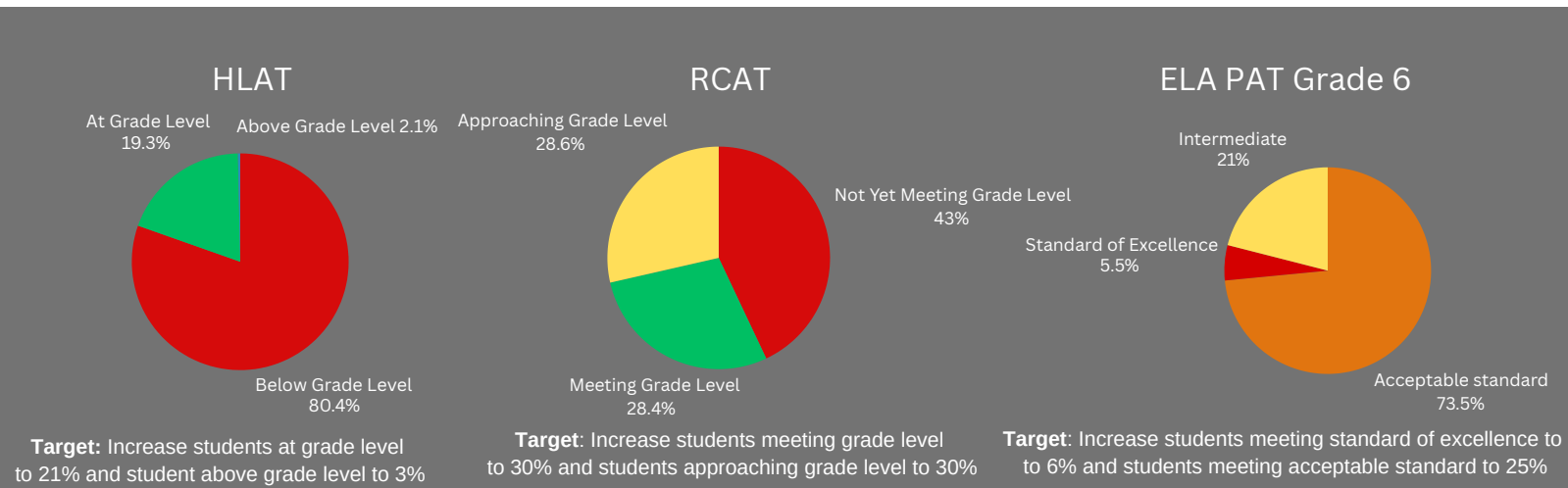


A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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Strategies

- General**
- Facilitate collaborative team meetings to build teacher capacity and implement tiered literacy supports.
 - Maintain a school-based literacy committee with grade-level representatives to guide data-driven improvements aligned with divisional and school literacy plans.
 - Provide targeted professional development in word work, reading comprehension, and writing.
 - Use a balanced literacy approach, emphasizing explicit instruction in word work, vocabulary, reading, and writing.
 - Promote school-wide literacy engagement with families through initiatives like One School One Book, Facebook updates, and family events featuring literacy strategies and resources (new).
 - Enhance home support with parent communication on practical literacy tools, digital resources, and the school's homework philosophy (new).
 - Ensure teacher timetables include dedicated time for word work, reading (5 competencies), and writing.
 - Conduct regular classroom observations and feedback aligned with the divisional literacy framework (New)
 - Coaching sessions with administrators focused on strengthening literacy instruction.
- Reading**
- Administer the Reading Comprehension Assessment Tool in September, January, and May; collaboratively analyze results to identify student instructional levels and next steps.
 - Use Fountas & Pinnell with fidelity for students identified as below grade level based on assessment data to determine support needs.
 - Intervention teachers will use Fountas & Pinnell materials regularly to monitor student progress.
 - Classroom teachers may use Fountas & Pinnell and Reading Comprehension Assessment Tool Black Line Masters to support in-class programming.
 - Implement guided reading and small group instruction using best practices to enhance reading and comprehension.
 - Deepen understanding of the tool's five competencies and apply them to instructional practices and curricular goals.
 - Deliver Tier 3 reading intervention for Grades 4–6 using UFLY, Heggerty, and Levelled Literacy Intervention.
 - Maintain a protected guided reading block focused on effective instruction.
 - Continue engagement with Layers of Reading professional development (new).
- Writing**
- Administer the Highest Level Achievement Test in fall and spring; analyze results collaboratively to identify growth areas and guide instruction.
 - Teach writing explicitly based on curriculum outcomes, using a balanced approach of modeled, shared, and independent writing.
 - Expose students to diverse writing styles and formats for effective communication.
 - Allocate dedicated time for cursive writing instruction and practice.
 - Continue engagement with Layers of Writing professional development (new).
- Word work**
- Establish best practices for word work through PD focused on the four divisional literacy domains: phonological awareness, phonemic awareness, phonics, and vocabulary acquisition.
 - Continue professional development on the word work continuum: alphabet, pattern, and meaning layers (new).
 - Select purposeful words aligned with the continuum to support effective instruction (new).
 - Increase use of spelling inventories to assess student abilities along the continuum (new).
 - Develop word work unit plans that clearly reflect instructional purpose and word selection (new).
 - Create an assessment plan to measure student growth in word work, aligned with curriculum expectations.
 - Identify and implement school-wide word work resources that support best practices
- Assessment**
- Collect evidence of student learning through both formative and summative assessments.
 - Deepen understanding of the link between curriculum expectations and assessment in reading, writing, and word work.
 - Maintain a digital mark book documenting triangulated evidence (observations, conversations, products), accessible to administration (new).
 - Use collected evidence to support reporting and communication with families (new).
 - Build understanding of differentiation to support diverse learner needs and multiple representations of curriculum (new).
 - Engage in collaborative planning to analyze data, set goals, define best literacy practices, and implement assessment plans.
 - Consistently assess and document guided reading observations



BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: ACHIEVE SUCCESS FOR EVERY STUDENT THROUGH COLLABORATION AND QUALITY LEARNING OPPORTUNITIES

STRATEGIES

General

- Work with Divisional Numeracy lead for professional development in the areas reelected in the Numeracy Framework
- Develop a understanding of clear Mathematical Goals, Reasoning and Problem Solving, Mathematical Connections and Representation, Shared Learning, Intentional Questioning, Building Fluency, Confidence Building, Student Understanding into teaching and learning.
- Numeracy committee will meet every month to review resources to help with implementing the numeracy framework components and to create surveys for staff to gain feedback for areas teachers identify needing support with. (new)
- Establish a School-Based numeracy committee with a representative from each grade level to make informed numeracy decisions for improvements based on data, divisional and school numeracy plans.
- Teachers will work collaboratively to plan, implement and reflect new math curriculum.
- Partner staff that are confident in the Math UP resource with those that are not as mentorship.
- Offer numeracy interventions for students at risk. (new)
- Our school will implement consistency and monitor progress with established best instructional practices with Numeracy through supervision and instructional coaching.
- Supervision and growth plan focused on numeracy and numeracy assessment.

Pedagogy

- Numeracy committee will do whole school number talks to expose staff and students to the concept.
- Apply the understanding of spiraling math instruction, utilizing collaborative planning of new curriculum.
- Implement the understanding of spiraling math instruction, utilizing the EGW long range plans for spiraling in relation to the MathUp resource

Resources

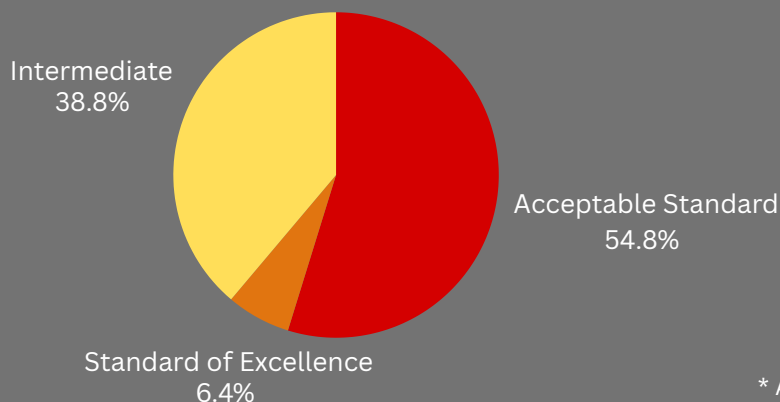
- Utilize resources and manipulative material provided to support the teaching and learning of the new math curriculum.
- All grades will use Math UP as a foundational resource for instruction.
- Create a common language across all three grades for math vocabulary utilizing the Math UP resource as a foundation for mathematical instruction.
- Engage in professional development for numeracy best practices.
- Use IXL programs for numeracy to support differentiation, benchmark assessments, and growth

Assessment

- Use IXL assessment to determine students at risk and collaboratively set goals for improvement (new)
- Creation and use of common assessments.
- Collaborative marking of assessments and analysis of results.
- Utilize critical thinking skills through the use of assessment questions that are open-ended and require multiple skills.
- Use of pre and post assessments to determine student readiness and growth. (new)
- Reflect on current assessment practices in relations to the Numeracy Framework. (new)
- Find a new whole school benchmark assessment (New)

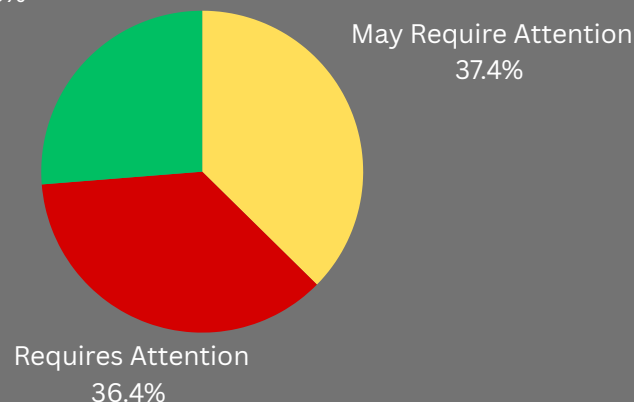
PERFORMANCE MEASURES

Math PAT Grade 6



MIPI Assessment

Does Not Require Attention
26.3%



* As a division we are no longer using MIPI for Numeracy data. We will be working with our school based numeracy committee to find another whole school benchmark assessment

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: ACHIEVE INCREASED PARENT AND COMMUNITY ENGAGEMENTS

STRATEGIES

General

- Communicate regularly with parents through various methods.
- Provide a one-pager with classroom expectations, homework, communication policies, and general info.
- Establish positive interactions early in the year.
- Encourage increased parental involvement in the school and classroom.
- Keep parents informed of any additional supports their child is receiving.
- Participate in three parent-teacher interviews each year.
- Distribute the parent handbook and code of conduct at the start of the year.
- Use agendas for daily communication across all grades (New)

Communication

- Contribute regularly to the school Facebook page.
- Ensure all families have been contacted by the end of September.
- Communicate timely and ongoing updates about interventions or wellness support.
- Send weekly email updates to parents. (New)

School Council

- Increase school council participation with a class parent representative for each class.
- Boost school council presence at school events.
- Provide signage and info to clearly identify the school council and its role.
- Host engagement nights focused on feedback, rather than formal meetings, to increase parental involvement

School/community engagements

- Invite input from the school community (parents, students, community members) on improving behavior management, student accountability, and school-home communication.
- Encourage parent involvement in extracurricular activities like drama, archery, leadership, and student clubs.
- Increase student learning opportunities with the community, such as science fairs, art gallery walks, career fairs, and STEM showcases.
- Continue community engagement through One School One Book reading events.
- Expand community reader involvement through the library program.
- Collaborate with community services (e.g., AHS, RCMP, Community Futures) for student learning opportunities.
- Increase student engagement through off-site educational experiences like field trips and presentations.
- Promote kindness projects that involve the community.

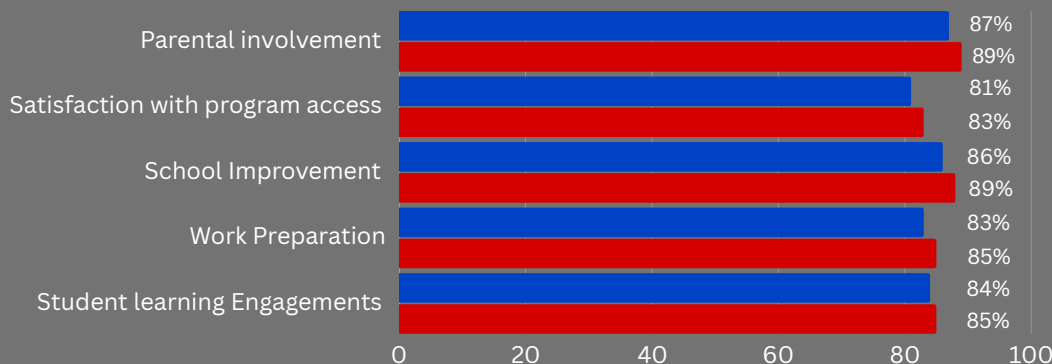
Parental involvement

- Increase parent volunteers by sharing opportunities through digital platforms, clearly outlining expectations, and preparing necessary materials.
- Use student-led parent-teacher interviews to boost parental participation.
- Continue holding in-person whole school assemblies and special person lunches.

Performance Measures

Annual Education Results Report

● Current ● Target



BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: ACHIEVE A HEALTHY SCHOOL COMMUNITY THAT IS WELCOMING, CARING, RESPECTFUL, SAFE, AND SUPPORTS THE WELL-BEING OF STUDENTS/STAFF

STRATEGIES

General

- Foster a sense of belonging for all staff, students, and families, ensuring everyone feels welcomed, safe, and respected, as outlined in our Code of Conduct and school handbook. This will be modeled, embodied, and communicated through digital and print mediums.
- Use Zones of Regulation as a shared language for student regulation across the school.
- Display and teach SOAR expectations school-wide, both visually and in classrooms. (NEW)
- Continue the congregated Interactions classroom to create an inclusive environment that meets the diverse needs of students with exceptionalities.
- LST will collaborate with teachers to apply recommendations based on student data and service providers.
- Understand the continuum of supports and use resources effectively.
- Ensure staff are knowledgeable about treaties, legislation, the Truth and Reconciliation Commission, and Indigenous perspectives, incorporating this into classroom teaching. (NEW)
- Develop ISPs, Behavior Plans, Medical Plans, and ELAL Benchmarks in collaboration with families, ensuring timely and accurate creation for students in need. (NEW)
- Offer a CASA classroom for Social/Emotional learning as a tier 3/4 support for students with mental health concerns. (NEW)
- Use professional development from the CASA team to enhance understanding of behavior and mental health. (NEW)
- Have a SOAR behaviour expectations to participate in extra curricular activities and sports. (NEW)

Character Education/Mental Health

- Kindness Projects: Each grade level will design and implement kindness initiatives throughout the year, following the Do Kindness, Notice Kindness, Share Kindness structure.
- Caught Being Kind: Ongoing throughout the year, staff and students will recognize unprovoked acts of kindness. Weekly slips will be submitted, and students will be announced over the intercom. Teachers will follow up with kindness calls/emails for students in their class.
- Leadership Team Engagement: Provide students with opportunities to represent, communicate, present, organize, and collaborate on school improvement initiatives, fostering confidence.
- Social-Emotional Supports: Implement small group interventions for social-emotional learning as needed.
- Wellness Coach Support: Utilize a wellness coach for professional development to help teachers build capacity in addressing students' mental health concern

Behaviour Expectations/Conflict Management

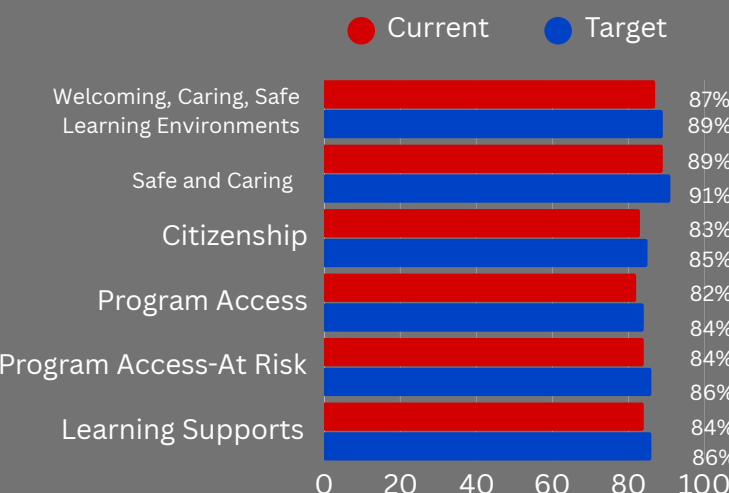
- Conflict vs. Bullying Awareness: Increase understanding of the difference between conflict and bullying through ongoing communication and explicit teaching throughout the year.
- Parent Communication: Enhance parents' awareness of how the school addresses bullying and social conflict, referencing our Code of Conduct, shared electronically with families annually.
- Explicit Teaching: Teach students throughout the year about distinguishing conflict from bullying and how to handle both positively.
- Conflict Resolution: Implement mediation and restorative practices as tools for resolving conflicts.
- SOAR Expectations: Use our school-wide behavior expectations (SOAR) to shape classroom rules, student behavior, and conflict management strategies.
- Positive Behavior Supports: Continue building understanding and application of positive behavior support systems.
- Professional Development: Offer PD on natural consequences, the behavior continuum, and available resources to support behavior management.
- Code of Conduct: Utilize the Code of Conduct to reinforce and support school-wide behavior expectations.
- Supervision Meetings: Schedule regular meetings to ensure consistency in implementing school-wide documentation, expectations, and practices.
- Behavior Referrals: Use behavior referrals for communication with administration and tracking student behavior.
- SOAR Implementation: Explicitly teach and reinforce SOAR behavior expectations across the school

Assessment measures

- As a division we no longer use the wellness survey reported below. Our school improvement committee will work with our wellness coach to create a new survey for data gathering

Performance Measures

Annual Education Results Report



EGW School Survey

