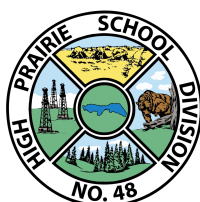**E.G. Wahlstrom School**
As Eagles, we SUCCEED!

Education Plan
2021-22

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: Kristoffer Herbert

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 355 students and 33 staff. We are committed to ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. We are dedicated to building relationships, spreading kindness, promoting passion and enjoyment of learning. Within our school we provide support services to all students through learning supports in the areas of literacy and math in addition to transitioning 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 2020-21 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 recess breaks within the day and evened out 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 supervisions to cohorts. The results of this change was a significant decrease in unwanted behaviours and an increase in effective relationships between staff and students.

Our school worked to build a strong literacy foundation for all students. We collaborated on a Two Schools, One Book Project with Ecole Routhier School. This provided an opportunity for increased focus on reading strategies, vocabulary, oral language, and representation through discussion and share 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. Access to technology enriched the literacy experiences when students transitioned from in school to online learning that allowed for quality education experiences to continue regardless of the students location. Literacy was supported within the school through the Learning Commons by having access to a wide variety of genres, presentations, and knowledgeable staff that can 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 build a stronger understanding of the Indigenous culture. There has been access to a variety of literacy experiences that involve virtual author visits, read alouds, virtual book fairs, Magic Bookmark 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 Levelled 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 areas of concern within mathematics school wide. 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, 5, and 6.

Access to Technology Support Aides and achieving one to one chromebooks has provided greater opportunities to engage in the inquiry process through greater access to platforms and research opportunities. Additionally we encountered that our learning environments supported more inclusion through having access to an increased number of supports and resources that allow adaptation of the various curriculums and increased opportunity for student engagement in learning experience outside the classroom environment. These experiences helped our students engage in opportunities to build digital citizenship by increased access and exposure to various technologies. Having increased access to Technology Support Aides (TSA) we were able to continue the School Robotics Club and move from an in person club to an online platform. Students were able to have weekly challenges that supported coding, critical thinking and problem solving. Students were able to design their individual robots and compete at the Divisional level which resulted in our school winning the Robo Rumble tournament.

This year we took a whole school approach to collaboration through professional learning communities (PLC). The communities supported both teacher chosen and school generated priorities and 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, we were able to purchase basketball nets to enhance the school playground.

All year long, 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.

All year long our school participated in many different kindness initiatives to support our Kindness Matters philosophy. Staff and students would participate in kindness projects that supported our school community but also the broader community as well. Here were some great examples from the year: We engaged in school/community partnerships through our school based learning commons with the public library to provide a free book of student choice to each child within our school. We continued to seek engagement with other entities within the community and partnered with Alberta Health Services (AHS) to virtually read to seniors in long term care and within the seniors lodges. We partnered with the Rotary Club of Slave Lake to create and share art projects for various celebrations and holidays to be donated to the seniors centers to decorate their facilities.

Challenges

Dealing with the COVID pandemic within our school this year brought on some new challenges. One of the biggest challenges 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 (ex. drama club, archery and basketball programs). At recess times we had to keep a limited number of students on the playground area at one time. As a result, we had to utilize the field space to the N.W. of the building. This space has no equipment and limited access to field related activities.

Not being able to mix students from various cohorts had an impact on limiting our access to tier 3 interventions. In the past years, we were able to easily mix students from various classes throughout the school to support common needs with smaller intervention groups. COVID protocol limited this access which resulted in less students being able to access these interventions. We also had limited access to personnel that were not on the school staff. This limited our access to outside service providers to support students adapted/modified programming needs as well as limited the number of Educational Psychological Assessments that we received and training needed for our staff. 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 or 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 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. All of these factors did have an impact on the quality of education within our school.

Results of the Successes/Challenges

Throughout the past school year we recognize the importance of collaboration on 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 creation 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. Moving into the next school year we need to put these continuums into action through collaborative team meetings and school support team meetings. 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.
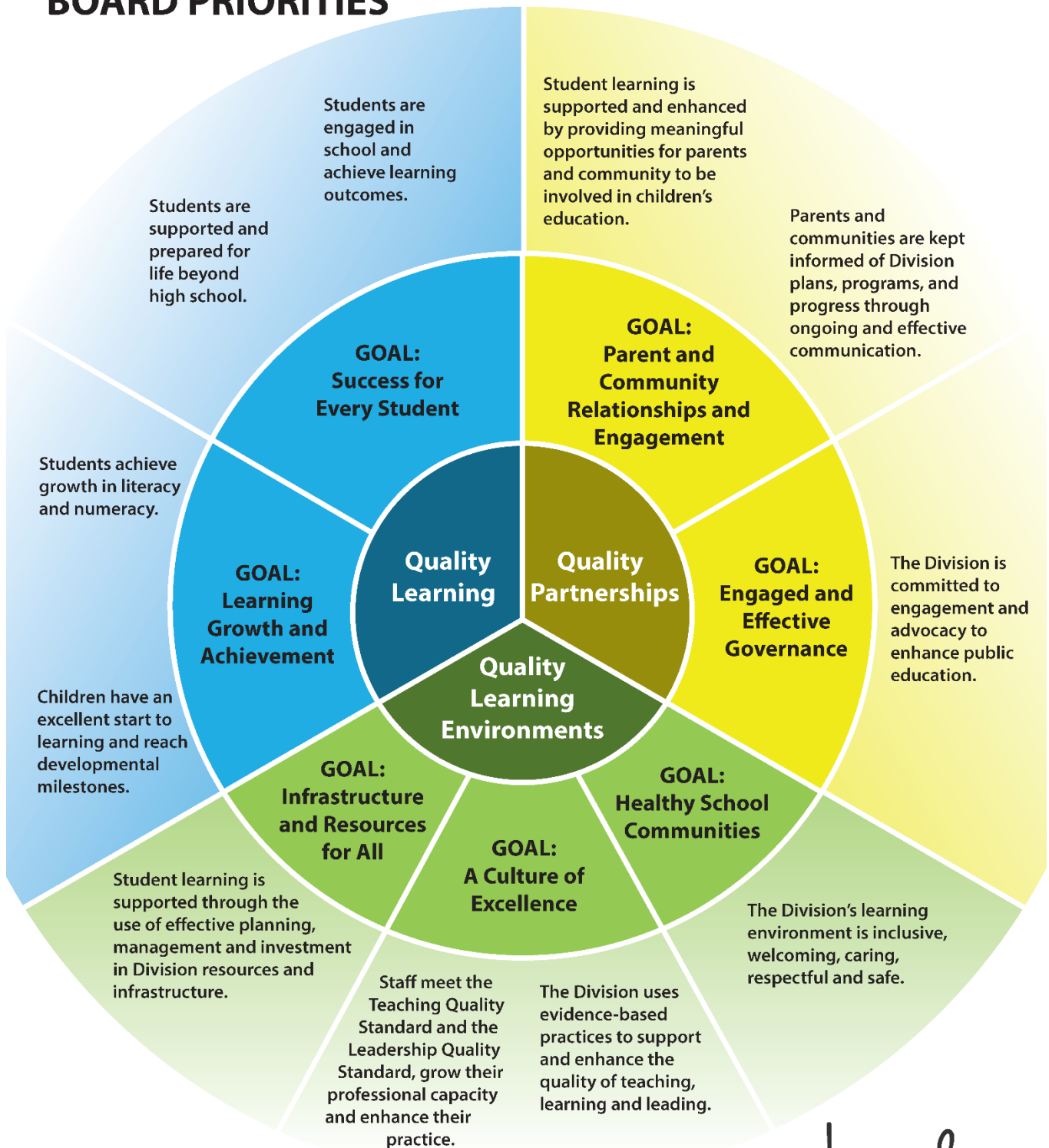
We recognize that through cohorting in response to the COVID protocols that school community and connections were negatively impacted for our students, staff, and families. To strengthen that connection we need to continue to find creative solutions to engage kids back into various extracurricular activities that will support building connections across our school and bring back an environment built on strong relationships and a sense of belonging to the school.

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.

We need to continue the success of the balanced day schedule but may have to look at ways to restructure to remove the use of the empty playground field space and provide each cohort equal access to the areas of the school that have playground equipment and sports fields.

HIGH PRAIRIE SCHOOL DIVISION
BOARD PRIORITIES

Students are engaged in school and achieve learning outcomes.

Students are supported and prepared for life beyond high school.

Student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children's education.

Parents and communities are kept informed of Division plans, programs, and progress through ongoing and effective communication.

GOAL: Success for Every Student

GOAL: Parent and Community Relationships and Engagement

Students achieve growth in literacy and numeracy.

Quality Learning

Quality Partnerships

GOAL: Learning Growth and Achievement

GOAL: Engaged and Effective Governance

The Division is committed to engagement and advocacy to enhance public education.

Quality Learning Environments

Children have an excellent start to learning and reach developmental milestones.

GOAL: Infrastructure and Resources for All

GOAL: Healthy School Communities

GOAL: A Culture of Excellence

Student learning is supported through the use of effective planning, management and investment in Division resources and infrastructure.

Staff meet the Teaching Quality Standard and the Leadership Quality Standard, grow their professional capacity and enhance their practice.

The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

The Division's learning environment is inclusive, welcoming, caring, respectful and safe.

Effective September 2021

hpsd.ca

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 behaviour.
   - Facilitated Collaborative Team Meetings to utilize continuum of supports for relationships, social/emotional and behaviour.
   - 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.
   - Follow the plan to support the administration of a full school numeracy assessment (ex. MIPI).
   - Administer and analyze the MIPI and NCAT numeracy assessments for identified students and use them to guide teaching practices for the intervention team.
   - All students that scored in the 0 - 49% range on MIPI will have an opportunity to access numeracy intervention.
   - Administer and analyze the Fountas & Pinnell literacy assessment for all students and use it to guide teaching practices for the intervention team.
   - 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.

   Performance Measures:

   - Accountability Pillar Report – School Improvement will increase from 82.8% to 83.5% or better, Education Quality will increase from 87.8% to 89% or better and Program of Studies from 83.5% to 85% or better.
   - 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.
   - 90% of students or more have completed the MIPI assessment.
   - Currently we have 31% of students performing below grade level using F & P data benchmark assessment. This will decrease to 26% or lower.

2. **Achieve quality inclusive learning environments that are supported with infrastructure and resources.** (Aligns with Divisional priority: Quality Learning Environments - Goal: Infrastructure and Resources for All - Outcome: Student learning is supported through the use of effective planning, management and investment in Division resources and infrastructure. As well aligns with Divisional priority: Quality Learning - Goal: Learning Growth and Achievement - Outcome: Children have an excellent start to learning and reach developmental milestones.)

   Strategies:
   - Refine school interventions (tier 3) to utilize data through Dossier (data monitoring tool) to target literacy and numeracy needs.
   - Using data, apply appropriate intervention, monitor, and then identify next steps as needed for student success.
   - Use Fountas & Pinnell assessment to provide school benchmark data and help guide proper intervention, as well to set goals for improvement.
   - 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 Levelled Literacy Intervention/Literacy Support teacher to develop specialized intervention that can be provided in small group format.
   - Have Individualized Student Plans, Positive Behaviour 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.
   - Understand what resources and supports fit into each level of the continuum of supports and how to utilize them effectively.

   Performance Measures:

   - Accountability Pillar Report – Education Quality will increase from 87.8% to 89% or better and Program of Studies from 83.5% to 85% or better.
   - 100% of benchmark data from literacy and numeracy assessments will be entered within Dossier.
   - 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 31% of students performing below grade level using F & P data benchmark assessment. This will decrease to 26% or lower.

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 collected to inform and identify needs to 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 behaviour 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 can design and implement kindness projects throughout the year. Structure will follow the kindness project of Do Kindness, Notice Kindness, Share Kindness.
- Implement small groups 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.
- Have all teachers instructing and maintaining the Zones of Regulation training throughout the year in their classrooms.
- Use our school code of conduct to support and reinforce school wide expectations of behaviour.
- 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.
- Be committed to creating classroom and school environments that are welcoming, safe, caring, and respectful.
- 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 in community engagement activities back to the amount of activities we held pre-covid. If we are unable to hold in person activities, increase ways to virtually invite parents/guardians and community within our school.
- Increase student engagement and participation through accessing off site educational experience such as presentations and field trips. If not available, look for alternative virtual educational experiences.
- Increase student engagement and participation through school based extracurricular activities such as drama, archery , student leadership and various student interest clubs identified in the EGW Student Survey data.
- Increase student understanding about how to positively deal with bullying or social conflict within the school.

Performance Measures:

- Accountability Pillar Report – Safe and Caring Schools measure will increase from 83.5% to 85% or better and Citizenship from 74.8% to 76% or better.
- High Prairie School Division School Survey - Increase the "how to deal with bullying" data on the school survey from 28% "will tell a teacher" to 35% or higher. Decrease response to school survey of the 10% stating "they would choose to fight" to 5% or lower.
- High Prairie School Division School Survey - 70 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 55 students or less.
- Our 2020-21 attendance average of missed days per student was 11.2%. We want to decrease this number to 8% or lower.
- Our 2020-21 parent/guardian interview attendance was an average of 75% over 3 times throughout the year. We would like to increase this to 78% or higher on average.