



**E.G. Wahlstrom School**

**As Eagles, we SUCCEED!**

**2020-23**

**Three-Year Education Plan**

**and**

**2019-20**

**Annual Education Results Report**



### About Us:

E.G. Wahlstrom School 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 34 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 numeracy in addition to transitioning and counseling services.

### Principal's Message:

As we embark upon a school year unlike any other, I want to express my deep gratitude for our students, staff, families, and community who have persevered in an extraordinarily challenging time. We have experienced unprecedented change since our school year was interrupted last March and I know this process has been difficult for everyone as we navigate the COVID-19 pandemic together.

Our school system has undergone a major transformation in preparation for reopening our doors to in person learning. Our schools and operations, especially, have undergone significant change to help support our commitment to health, safety, and wellbeing.

We know that school will look a lot different this year, but our commitment to our students remains unwavering and we are incredibly excited to welcome our staff and students back to the classrooms. We want all of our families to know that they are a valued partner in their child's education and we will be making every effort to stay connected as the year unfolds.

### As Eagles, we SUCCEED!

Kindest regards,

Kristoffer Herbert  
Principal, E.G. Wahlstrom

**Staff List:**

<b>Name</b>	<b>Position</b>
Kristoffer Herbert	Principal
Audrey Ghostkeeper	Vice Principal/Literacy Support
Shelly Cuthbert	Secretary
Wendy Hook	Secretary
Marni Morgan	4A
Teresa Rea	4B
Yolande Klyne	4C
Brenda Laboucan	4D
Andy Cahill	AHL – Grade 4
David Barr	5A
Desiree Remillard	5B
Amber Mackintosh	5C
Christina Holosney	5D
Jamie Green	5E
Ally Strickland	6A
Matt Steenson	6B
Hayden Zimmer	6C
Jane Zimmer	6D
Taylor Halbert	6E
Laura Kenny	French/Music
Colleen Malcolm	Physical Education/Numeracy Boost
Jenn Taylor	LST
Jan Shihinski	Librarian
Jean Litz	Educational Assistant
Morgan Bassett	Educational Assistant
Nicole Lacroix	Educational Assistant
Keira Wirstiuk	Educational Assistant
Lynn Bain	Educational Assistant
Michelle O'Neill	Educational Assistant
Evangeline Gelech	Educational Assistant
Jessica Perry-Rees	Educational Assistant
Heather Bablitz	Educational Assistant
Cristabel Encinas-Rodriguez	Wellness Coach
Tayla Sharp	Cleaning Technician
Carrie McGillivray	Indigenous Success Coach (2 days/week)

## May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	E G Wahlstrom School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.5	84.3	83.7	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	83.5	80.1	81.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.8	90.9	88.4	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	69.6	64.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.0	10.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	77.8	67.3	66.4	84.1	83.0	82.7	High	Improved	Good
	Citizenship	74.8	72.3	73.4	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	88.3	65.9	73.4	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	82.8	75.6	72.9	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

## OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	E G Wahlstrom School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	112	72.6	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	112	6.0	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	111	50.7	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	111	3.0	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	111	69.5	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	111	20.1	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	111	63.0	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	111	12.3	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	76.1	11.4	72.3	5.4	71.6	6.9	73.8	5.6	n/a	n/a	n/a	n/a
	Authority	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	52.9	5.7	44.6	2.7	48.7	1.7	58.9	4.7	n/a	n/a	n/a	n/a
	Authority	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	63.2	14.9	60.7	21.4	72.2	18.3	75.7	20.6	n/a	n/a	n/a	n/a
	Authority	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		

Social Studies 6	School	58.6	20.7	57.1	14.3	61.7	9.6	70.1	13.1	n/a	n/a	n/a	n/a
	Authority	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.9	71.4	76.6	72.3	74.8	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	92.3	83.6	82.5	81.8	94.0	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	75.0	70.7	78.4	70.4	63.4	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	72.3	59.8	68.9	64.7	67.0	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

**Assessment:****School Expectations:**

- All teachers will collect evidence of student learning through a balance of formative and summative assessment experiences.
- The evidence collected must be utilized to inform teaching practices and next steps.
- The evidence must be shared and communicated in a timely manner to give descriptive feedback to allow optimal growth and reflection.

**Actions:**

We will:

- Generate a common language and understanding of best assessment practices.
- Have PD/PLC time allotted to develop common assessment practices and language.
- Collect year plans, have ongoing observation and conversations to gather evidence that there is a balance of formative and summative assessment experiences.
- Have assessment that is ongoing and continuous.
  - The teacher is continually navigating through the evidence to ensure timely feedback, progression, understanding, and summative evaluation.
- Have assessment that is well planned, varied, timely, effective, purposeful and triangulates
- Assign every teacher an iPad for Idoceo app to gather formative assessment
- MIPI and Fountas & Pinnell assessment for all students.
- NCAT assessment for students who are identified as below grade level to help understand their skill level and where to intervene.

**Resources:**

- Alberta Assessment Consortium <https://aac.ab.ca/>
- Current research and literature on assessment
- Alberta Education
- Fountas & Pinnel
- MIPI and NCAT assessments
- Idoceo
- Supervisor of Curriculum

**Literacy:****School Expectations:**

- All teachers will assess using the Fountas & Pinnel (F&P) assessments. Each classroom teacher has the responsibility to ensure that F&P benchmarks testing is administered once per year for each student and no more than 3 times in a school year. The initial F & P testing will be for

students who are considered below grade level based on previous F & P data and teacher gathered data.

- When testing, we test to hard.
  - Instructional level is recorded in Clevr.
  - Divisional School fidelity is expected when administering the F&P benchmark.
- Our school will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.
- Our school will reflect and hone our Continuum of Supports (RTi) model for Literacy.
- Our school will implement consistency and monitor progress with established best instructional practices with a balanced literacy approach that has been created as a staff over the last two years.
- Our school will use F&P assessment to provide school benchmark data and help guide proper intervention.
- Our school will use the F&P reading continuum to help guide daily assessment and next steps for effective feedback, learning goals, and instruction.
- Our school will use the writing continuum to help guide daily assessment and next steps for effective feedback, learning goals, and instruction.
- Our school will have a School Based Literacy Committee to make informed decisions that impact our school literacy improvement.
- Our school will promote literacy to the entire school community and families (ex. One School, One Book)
- Analysis of the IXL programs (purpose, use, data, etc.). Get clear on how we want to use this resource within the classroom.

#### **Actions:**

We will:

- Continue Professional Development around the continuum of supports (RTi) model with Jigsaw Learning.
- Continue building and refining current EGW Literacy RTi model with all staff.
- Professional Development regarding Balanced Literacy Model (ongoing within classrooms).
  - Continue development of best guided reading practices.
  - Understanding of the 7 comprehension strategies and word attack strategies.
  - Assessment for guiding instructional decisions and student placement in the RTi model.
  - Continue development of word work.
  - Using the reading and writing continuum as an assessment tool to guide instruction.
- Set grade level improvement goals for literacy within PLC groups. Starting to use the collaborative response model to have solution based conversations to best support students.
- Participate in the One Book, Two Communities project - includes school activities, family activities, collaboration with Ecole Routier School, etc. - To be completed in January, more details to come. The book will be The Wild Robot.
- Have a protected block of guided reading.
- Assess students once a year using the Fountas and Pinnell testing kit.
- Use data gathered through F&P benchmark assessment, Educational assessment documents (Ed. Psych and WIAT), and daily classroom assessment to determine appropriate supports needed for students at a school intervention level.
- Work with LST to determine classroom based interventions based on student placement within the RTi model.
- Have a Literacy Intervention/Literacy Support teacher to develop specialized intervention that can be provided in small group format.
- Have a Literacy Intervention/Literacy support teacher that will provide interventions to classroom teachers and educational assistants to continue to provide specialized support within the classroom. This information will be communicated to families throughout the year.
- Have ongoing classroom observations to determine teacher and school readiness and next steps.
- Have a formed School Based Literacy Committee that meets once a month to:
  - Make decisions based on a school wide writing assessment benchmark
  - Set direction for F&P benchmark testing
  - Help with organizing One Book, Two Community project

- Keep all records in a classroom literacy bin (provided) that will transition to the next Grade level teacher. At the end of the year each bin will require:
  - An up-to-date writing continuum recorded for each student. When recording throughout the year, please use the following colours for each Grade: Grade 4 uses red, Grade 5 uses blue, Grade 6 uses black.
  - A current writing sample.
  - An up-to-date F&P folder with current level listed and reading assessments inside.
- All classes will get a membership to IXL (numeracy and literacy).

#### **Resources:**

- Collaborative Response Model (Jigsaw Learning)
- F&P benchmark assessment kits
- School developed continuum of supports (RTi) model
- LLI materials/kits
- Moving Up resources
- HPSD Supervisor of Curriculum
- F&P reading continuum
- Writing continuum
- IXL
- School established best instructional practices with a balanced literacy approach

#### **Numeracy:**

#### **School Expectations:**

- Our school will administer the MIPI to students in Grades 4 to 6 and demonstrate the use of data to inform instruction.
- Our school will identify and assess the numeracy interventions they are currently using.
- Our school will ensure that all staff and students understand that numeracy is foundational to all learning.
- We will follow the plan to support the administration of a full school numeracy assessment (ex. MIPI).
- We will analyze the results of the school numeracy assessment collaboratively and in a timely manner to transfer the information to quality instruction and identify students that require numeracy intervention support.
- We will identify our current numeracy interventions and transfer that information to help build and refine our Numeracy RTi model.
- Our school will implement consistency and monitor progress with established best instructional practices with Numeracy
- Analysis of the IXL programs (purpose, use, data, etc.). Get clear on how we want to use this resource within the classroom.

#### **Actions:**

We will:

- Scheduling the MIPI testing times and administering the testing. Oct 6 and Oct 7 administration of the MIPI assessment
- Collaboratively assess data from MIPI and develop groupings for Numeracy Support Groups.
- Use the data from the MIPI within the classroom to help support next steps for instruction.
- Have a team that will develop content within the numeracy support groups.
- Identify students using deeper assessment (NCAT) to make best decisions on who will require small group intervention and support.
- Analyze the school wide results and identify next best steps (Collaborative Response Model)
- Use IXL and identify how we are using the program and data. This information will be collected from teachers throughout the year.
- Continue building and refining current EGW Numeracy RTi model with all staff



- Have ongoing classroom observations to determine teacher and school readiness and next steps.
- All classes will get a membership to IXL (numeracy and literacy).

**Resources:**

- IXL
- MIPI and NCAT assessments
- Numeracy Support Teachers
- School established best instructional practices for numeracy
- Collaborative Response Model (Jigsaw Learning)
- School developed continuum of supports (RTi) model

**Character Education:**

**School Expectation:**

- We will develop and implement a character education plan that reinforces and builds on HPSP/EGW Core Values, leading students to be socially responsible and to succeed locally and globally.

**Actions:**

- Using School data collected to inform and identify needs
- Invite the input from the school community and stakeholders (ex. Parents, Community members, students, etc.)
  - By seeking feedback on identifiability of school core values/character education both within physical environment and communication
- Monthly check in to reflect on process, celebrate successes, and identify next steps

**CORE VALUES**

We will:

- Promote throughout school and community
  - Promote in school (walls, classrooms, newsletters, etc.)
  - Promote through social media (Facebook, School Webpages)
- Use core values in staff meetings and professional development to guide decisions and direction
- Use established School Core Values to guide classroom/school decision making throughout the year.
- Make School Core Values easily identifiable throughout the school environment.
- Build an awareness of the school core values between school/home/community.

**CHARACTER EDUCATION:**

We will:

- Complete monthly kindness challenges school wide (student & teacher). Celebrated virtually with classes and on social media. 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. We will also identify important character traits that can be linked to our Kindness Challenges and foster citizenship development.
- Create a classroom kindness project focus to be worked on throughout the year. Structure will follow the Kindness project of Do Kindness, Notice Kindness, Share Kindness
- Complete a monthly check in with teachers to share progress with school and community
- Present final projects throughout the year. This will be promoted between classes (virtually) and shared to our community via social media, webpages, etc.

**ZONES OF REGULATION:**

We will:

- Have all teachers instructing and maintaining the Zones of Regulation training throughout the year in their classrooms.

- Vertically/Horizontally align Zones curriculum Grades 4 to 6 (curriculum plan).
- Training for new staff. Embedded and ongoing throughout the school year. LST and Admin to help support as needed.
- Embed within our school Code of Conduct and Code-in-Action.
- Use alternate spaces in classrooms and in larger cohorts as calm spaces (links with RTi model).
- Implement small groups school supports as needed. Using Navigating the Zones resource/iPad apps (links with RTi model).
- Use Zones of Regulation throughout the school as a common language when supporting student regulation.

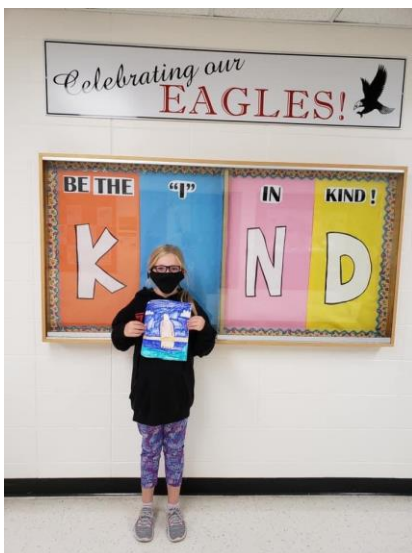
#### WITS

We will:

- Embed within our school Code of Conduct and Code in-Action
- Train for new staff. Work in PLCs and consult a colleague/mentor teacher.
- Use throughout school as a common language to conflict management.
- Begin to identify potential students that could move to LEADS team (Potential for Grade 6 students)

#### Resources:

- Kindness Project
- Zones of Regulation
- WITS
- Outside service providers
- Divisional Psychologist
- Counselling consultant
- HPSD core values
- <https://www.randomactsofkindness.org/>
- <http://www.actionforhappiness.org/kindness-project-in-schools>
- <http://ripplekindness.org/>
- <https://www.slideshare.net/actionforhappiness/the-kindness-project-for-schools>
- <http://ripplekindness.org/15-inspiring-kindness-trees-found-in-schools/>
- <https://thegreatkindnesschallenge.com/>



## OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.8	83.9	90.5	90.9	87.8	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	80.3	92.7	95.0	97.5	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	75.2	80.0	85.6	86.0	75.0	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	91.2	91.4	93.3	91.7	91.0	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

### Leadership Development:

- Our School has set up an internal mentorship program. We have experienced teachers that are paired with new teachers (within the first two years). Mentor Teachers provide a wealth of knowledge and experience for our new teachers and will also invite teachers in to watch lessons in action or help co-plan lesson, units, etc.
- Our School has a successful and growing Student Leadership Team. This group of students is made up of students from all classes and grade levels. They will come together at least once a month and bring forward the voice of the students. This team has helped plan theme days within our school, start kindness initiatives, find ways to share news with our families, act as ambassadors for guests and at assemblies, etc.
- Once a year, we empower our staff and design a self directed PD Day. This is a day that is dedicated to staff pursuing their personal growth plan goals and they get to design and plan their learning for the day. It is very individualized, but has a component where each teacher shares their knowledge or development with the group.
- Within our PLC meetings and Collaborative Response Model meetings we have opportunities for staff to serve as the facilitator of the group. This position of leadership helps keep the group focused on their goals and plan. They will lead the discussion and ensure that all norms of the group are upheld.
- Our school has worked very hard at creating a culture of trust and respect. As a result, our staff feel they can be vulnerable and take more risk with their growth and development. This type of culture allows for more staff taking on opportunities of innovative thoughts and projects. An important example of this in action is through our classroom showcasing. Staff have identified their areas of strength and next steps for growth. Through strategic pairing and connections, we are able to have staff go visit each other's classrooms and continue to grow through collaboration. This is very rewarding for the showcasing teacher and helps build their confidence to be a leader in something they are passionate about.
- Our school will have numerous teachers that are willing to present on PD days and share their expertise and experiences. This has been very beneficial for collaboration and continuing to build upon the collective capacity of all staff.

### Staffing:

- Generally our staffing is allocated as a Elementary generalist at each grade level. Teachers are responsible for instructing and assessing most subject areas.
- Recently, we have created a Physical Education program and assigned a staff member to be the lead on the daily instruction for all students at EGW School. This decision was based on data gathered over 3 years from stakeholders (ex. School Council) that identified that students were unprepared for junior high and wanted to see consistency with the Phys Ed. program. The implementation has been very successful and students/families seem to be really enjoying the programming.
- Our school has French as a Second Language programming. This is led by a specialty teacher.

- Feedback that we have received from school council, parents, staff, etc showed us that there was a want for have a strong music program. Currently, our FSL teacher splits their time teaching French and Music. The students and staff seem to be really enjoying these opportunities.
- Both the Phys. Ed. and FSL/Music teachers also serve to help bring a school intervention level to our numeracy development. These teachers are allotted 2 periods a day to work with small groups of students to support numeracy intervention and boost.
- The Vice Principal oversees all tier 3 intervention data and programming (mainly focusing on Literacy and Numeracy). The VP has a teaching component that supports small group intervention and instruction for literacy and numeracy development.
- Our school has a full time Learning Support Teacher that works with all classes and staff.

### **Professional Development:**

**Staff Vision:** To increase our staff capacity to deepen student learning.

**Staff Mission:** Through collaboration we will achieve quality learning to develop the highest levels of improvement.

### **Overall themes of the year:**

- Supporting staff mental health and wellbeing through check ins and professional development
- Providing opportunities to share successes and learning experiences collaboratively.
- Supporting students' mental health, wellbeing, and social emotional learning.
- Building and sustaining collaborative structures and processes.
- Process of accurately gathering quality data and evidence to best inform our best practices and school decisions.
- Continuum of Supports development
  - Specific focus on relationships, social emotional learning, and behaviour
- All PD will connect to the TQS and promote positive reflection on self and team practices.

### **Growth, Supervision, and Evaluation:**

Throughout the year our school will focus on:

- Developing relationships with all staff to establish mutual trust and respect.
- Having an established growth, supervision, and evaluation plan.
- Collecting information and data to help promote growth with all staff.
- Looking for established routines, procedures and behaviour management strategies in all classes.
- Administration being visible in hallways, classrooms, and recess time at all times of year.
- Having scheduled classroom observations, strategic walkthroughs, debriefs and meets to have debriefs focusing on successes, connection to TQS, and next steps for growth.
- Establishing collaborative networks within the building with staff and with other schools.
- Being present and available to discuss the PGP process and goals with teachers.
- Teachers hand in PGPs to the Principal and meetings are set up to discuss next steps for support to achieve goal(s).
- Coaching cycles which include and are not limited to Fountas and Pinnell training, guided reading and best Balanced Literacy practices, best practices for assessment, implementation of best practices for numeracy, and implementation of Continuum of Supports established by school staff.
- Monitoring of Google classroom and feedback for improvement and accessibility for parents.
- Monitoring communication with families (ex. Webpage, school messenger, telecommunications, emails, attendance, etc.)
- Formal observations and debriefs of all teachers under evaluation.

## OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

### Safe and Caring – Measure Details

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 school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.5	83.0	83.8	84.3	83.5	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	90.0	86.8	87.3	88.0	98.0	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	86.7	88.0	87.9	86.3	79.8	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	79.7	74.1	76.1	78.5	72.7	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.4	76.3	86.7	80.1	83.5	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	87.3	75.9	85.2	76.9	89.3	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	83.4	76.7	88.3	83.2	77.6	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

### Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	62.5	56.8	75.2	67.3	77.8	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	75.0	63.6	81.3	80.0	85.0	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	50.0	50.0	69.1	54.5	70.6	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	40.8	44.5	56.5	44.7	62.1	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	50.0	42.9	60.0	55.3	70.0	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	31.6	46.2	53.1	34.1	54.3	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

### Inclusion – Pyramid of Intervention:

- Our school will continue to develop, refine, and implement our list of universal strategies for all continuum of support (RTi) models.
- Our school will have a RTi model for Inclusion and we will hone and refine each tier throughout the year.
  - Strategies at Tier 1 and 2 will be defined and implemented daily in the classrooms.
- We will develop, refine and publish our pyramid of interventions specific to inclusion, relationships, and social emotional learning.
- We will clearly identify and understand all the components of a RTi model.
- We will understand what resources and supports fit into each level of the continuum of supports and how to utilize them effectively.



- We will continue to develop each tier in collaboration with Specialists/Supervisors (ex. Inclusion, Curriculum).
- As we complete our continuum of supports, we will publish the document.
- We will work with LST, Service Providers and Supervisor of Inclusion to increase knowledge of interventions and add to RTI model
- We will implement Collaborative Response Model (Jigsaw Learning) as our reference point for our RTi model
- We will have a model that will be related and connected to each individual area of instruction (Assessment, Inclusion, Literacy, Numeracy) and supports (relationships, social emotional learning, behaviour)

#### **Actions:**

We will:

- Continue to professionally grow and develop expertise regarding the RTI model.
- Have teachers that constantly strive to implement effective Tier 1 and 2 strategies in their classroom each day.
- Have teachers that use data to make recommendations to support students needs at all levels of the RTi Model.
- Have all staff be aware and understand the recommendations that have been provided by specialists and testing.
- Have ISPs, Behaviour Plans, and Medical Plans that are created accurately and timely for students that are in need. These documents should be created in collaboration with the family.
- Work with Jigsaw Learning and development team to build staff capacity regarding continuum of supports, collaborative response meetings, and data analysis to drive best practices.

#### **Resources:**

- Alberta Education
- Other Schools that have published their RTi models
- Service Providers
- Research and Literature regarding RTi models
- Supervisor of Inclusion/Supervisor of Curriculum
- Jigsaw Learning



#### **First Nation, Métis, and Inuit Programming (Indigenous Education Coaches):**

##### **School Expectations:**

- We will continue to work at diminishing the achievement gap.
- As needed, students will have access to targeted, researched based interventions.
- 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.
- Access to a variety of literacy to support student learning of indigenous culture and perspectives through the Library.

#### **Actions:**

We will:

- Work with Indigenous Educational Coaches to provide indigenous opportunities and education to students and staff.
- Use Indigenous Educational Coaches to make connection between school and available Elders and Indigenous people to support indigenous historical perspectives and culture
- Work with the Librarian to ensure access to literacy that supports indigenous culture. Promote and utilize resources within school (ex. Turtle Island Voices, Building Bridges, etc).

- Work with Indigenous Educational Coaches and librarian on ways to provide opportunities for students to have hands on experiences with literature and cultural experiences
- Provide opportunities within each PD days for Indigenous Educational Coaches or other indigenous stakeholders to provide education around treaties and legislation and agreements.
- Ensure staff has a solid understanding of the TQS and the Indigenous components within.
- Continue to find ways to promote a sense of belonging with our school classrooms, halls, and walls.
- Utilize the Classroom Resources section of the Indigenous Education resource created through HPSD website. See link [https://hpsd.ca/parents\\_and\\_students/indigenous\\_success/classroom\\_resources](https://hpsd.ca/parents_and_students/indigenous_success/classroom_resources)

#### Resources:

- School based Indigenous Educational Coaches
- Indigenous stakeholders
- School Librarian
- Variety of Resources (ex. Turtle Island Voices, Building Bridges, etc).
- Indigenous Education resource



#### Learning Technology Policy Framework:

##### School Expectations:

- Our school will “engage in year long professional learning and ongoing critical reflection” to improve technology integration. (Alberta Education Teaching Quality Standard, 2018)
- Our school will develop and implement a LTPF Policy Direction 1: Student Centered Learning plan.

##### Actions:

- We will develop a common understanding of LTPF Policy Direction #1
- We will develop a common understanding of the SAMR model.
- We will use the LTPF and SAMR model to be reflective of our current practice. From this information, we will set a goals for next steps for improvement.
- We will continue to improve infusing technology into daily student learning and staff professional development.
- We will continue to build banks of technology support and resources as a school.
- We will utilize technology within classrooms to help support different tiers in the RTi model.
- We will utilize the HPSD Tech Aide to help support our classrooms.
- All staff are trained on how to use the 3D printer and have access to the software.
- We will work in collaboration to better develop our use of Google Classroom, Google chat, Google meets, Google Docs and various Google ad ons within the classroom daily.

##### Resources:

- LTPF
- SAMR model
- HPSD tech aide
- LRC
- Current literature and research for tech in the classrooms

#### Learning Support Teachers:

##### School Expectations:

- Our school based LSTs will have daily coaching conversations with staff, regarding differentiated instruction.
- LST will be present within classrooms daily and frequently

- LST will observe classroom environments and students for Tier 2 strategies
- LST will provide feedback around Tier 2 strategies
- LST will provide modelling, team teaching and coaching to improve Tier 2 strategies
- LST will support the interventions of Tier 3 & 4 strategies
- Have a school based team (LST and Administration) will continually work together to establish supportive coaching needs within the school.
- Have a LST that continues work with the Supervisor of Inclusion and other LST's to develop coaching methods and conversations to help work with teachers
- Have a LST that keeps a log of the classroom visits
- Have a LST that will work with teachers to implement recommendations from student data and services providers

**Resources:**

- Supervisor of inclusion
- Inclusive ED library - Alberta Ed.
- LST PD provided throughout the year
- Service Providers and Educational psychologists
- LST/Supervisor of Inclusion created documents

**Wellness Coaches:**

In collaboration with our Wellness Coach:

- We will ensure healthy learning environments for students and staff.
- We will recognize the importance of students' emotional, social, intellectual and physical wellness to their success at school.
- We will acknowledge that mental well-being, physical activity, and nutrition play significant roles in children's overall health.
- We will acknowledge that students learn from role models at school, at home, and within the broader school community.
- We will promote lifestyles that support healthy attitudes toward mental well-being, physical activity, and nutrition.
- We will meet all provincial and curricular requirements with respect to daily physical activity (DPA), Physical Education, and Health.
- We will meet the time allocations for quality Physical Education
- We will create an environment where students can have a strong sense of self belonging and who feel cared for at school
- We will have embedded character education through curriculum to support mental well-being
- We will promote healthy food and beverage choices.
- Our wellness coach will be an integral member of our student and staff daily school life. Supports will be provided on a daily basis to meet with students, groups of students, universally with classrooms, or with staff as needed to support healthy learning environments.
- As a collaborative team, the administration, LST, and Wellness coach will work together to identify themes from data collected to help make best decisions on how to support and intervene with students, classes, and staff.

**Career Coaches:**

- In the past, we have had career coaches work with our Grade 5 classes to develop their blueprint for careers. We have also had career options presentations.
- We have worked with Community Future's Group to deliver presentations on student entrepreneurship and take part in community activities like building your own Lemonade Stand Business.

**Educational Assistant/Learning Commons Training Program:**



*Our Educational Assistant team have received training below:*

- Non-violent crisis intervention training - approx. 5 staff
- First Aid/CPR - approx. 5-8 staff
- Food safety/handling - approx. 4 staff
- Zones of Regulation - all staff
- Communication Tools (LAMP, TOUCHCHAT) - approx. 2 staff
- Heavy Work Programs - approx. 4 staff
- Lift Assist Training - approx. 3 staff
- Movement in the classroom - all staff
- Google read and write - as needed training is provided
- Divisional PD days - all staff

*Our Learning Commons Staff have received training below or attended:*

- 3D printer/Google Hangout/putting together iMovies sharing them with classrooms.
- Attending Annual Book buying trip to Edmonton - Collaboration with other librarians/information sharing
- Sharing resources across the division through L4U.
- Continued PD on use of L4U and Database clean-up
- Virtual training on running a book fair.
- Numerous virtual PD opportunities through the pandemic including:
  - Anxiety in children.
  - Mental health in children.
  - Best children's books of the year.
  - How to give better book talks.



## OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	65.9	74.7	79.6	65.9	88.3	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	74.4	85.2	82.7	72.0	92.9	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	57.4	64.3	76.6	59.8	83.7	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

### School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.9	69.0	74.0	75.6	82.8	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	50.0	63.6	62.5	65.0	95.0	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	71.4	64.3	76.5	79.2	68.4	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	82.2	78.9	83.0	82.7	85.0	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

### Parental Involvement:

Our School is actively involved with our parents and guardians by:

- Having a school council that meets monthly and focuses on continuous school improvement.
- Consistent communication all year from classroom teachers.
- Monthly newsletters
- Classroom webpages
- Google Classrooms
- Continuous involvement on School Facebook Page
- Making home connections with Kindness Challenges
- Promotion of literacy through One Book, Two Schools project.
- Getting involved with community events - food bank, Santa's anonymous, Moevember, friendship centre, community nights, Metis Week, Indigenous Day, and more.
- Working with Friends for Learning Fundraising Society.
- Hot Lunch parent group
- Special Person Lunch Days
- Book fairs
- Health and Wellness Blitzes

### Engaged governance:

- Throughout the year our school invites school trustees to monthly school council meetings.
- Each year we hold a report to the board, where school trustees can visit our school and have time to discuss our goals and plans for school improvement.
- School trustees are invited to special events ie: Winter Wonderland, One School One Book, PJs and Pancake Day, etc
- Actively engaged in school webpage and Facebook page.

### Safety Programs:

- Hour Zero - School Emergency Programming

- Hour-Zero is a national Canadian based program that specializes in school emergency planning. The program provides the tools, technology and training to deliver a comprehensive and consistent emergency programming.
  - All staff receive protocol training regarding Lock Downs, Shelter in Place, evacuations, status cards, Hold and Secures, etc.
  - We implement and plan for student release in case of emergencies.
  - Incident Command System protocols are followed.
  - Established routines and procedures
- Our school works with community emergency services.
- We have a developed SERT team that meets bi-monthly and conducts table top scenario exercises.
- We conduct risk assessments throughout the school year.
- Safety Drills are held throughout the school year.
- Hold bi-monthly staff safety meetings
- Food Handling/Safety training
- Non-Violent Crisis Intervention
- Public School Works training for all staff (ex. Anaphylaxis, slips, trips and fall, etc)
- Staff Handbooks sections devoted to safety protocols
- Student and Family Handbooks sections devoted to safety protocols

#### **CSTAG:**

- Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.
- CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.
- The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.
- Currently at our school we have two staff CSTAG trained who work with the Supervisor of inclusion and Divisional Psychologist as needed.

## COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan and student handbook can be found on our website at [Click here to link](#). This document covers the basic expectations and guidelines that we follow on a daily basis at E.G. Wahlstrom School. Within our internal school documents and staff handbooks we have more detailed expectations, plans, and guidelines. Please feel free to contact the school at 780-849-3539 during business hours or email ([egw@hpsd.ca](mailto:egw@hpsd.ca)) to get a more in-depth understand on how we maintain the highest levels of safety each day for all our Eagles. Safety is always our number one priority!

## E.G. Wahlstrom School Core Values

### At E.G. Wahlstrom we are committed to...

Building **RELATIONSHIPS** by making connections in our school and community.

Fostering a **RESPECTFUL** environment that makes everyone feel safe.

Being **KIND** and considerate of others.

Nurturing **GROWTH** through curiosity and lifelong learning.

Empowering students to be confident **LEADERS**.

Promoting **PASSION** and **ENJOYMENT** of learning.

### As Eagles, we SUCCEED!

