

E.G. WAHLSTROM SCHOOL 2024-27 EDUCATION PLAN (YEAR 3)



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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For a school to be a wonderful place for children to learn, everyone must believe in the organization's values and recognize the role they play in its success. I am very proud that at EGW School, we embrace our core values and, most importantly, work together to create a kind, safe, supportive environment where students can learn and grow.

Throughout the year, we promote the message that Kindness Matters. This is reflected in all aspects of our school through various kindness initiatives that encourage individuals to be kind to themselves, maintain a growth mindset, and understand that their actions can have a lasting impact on others.

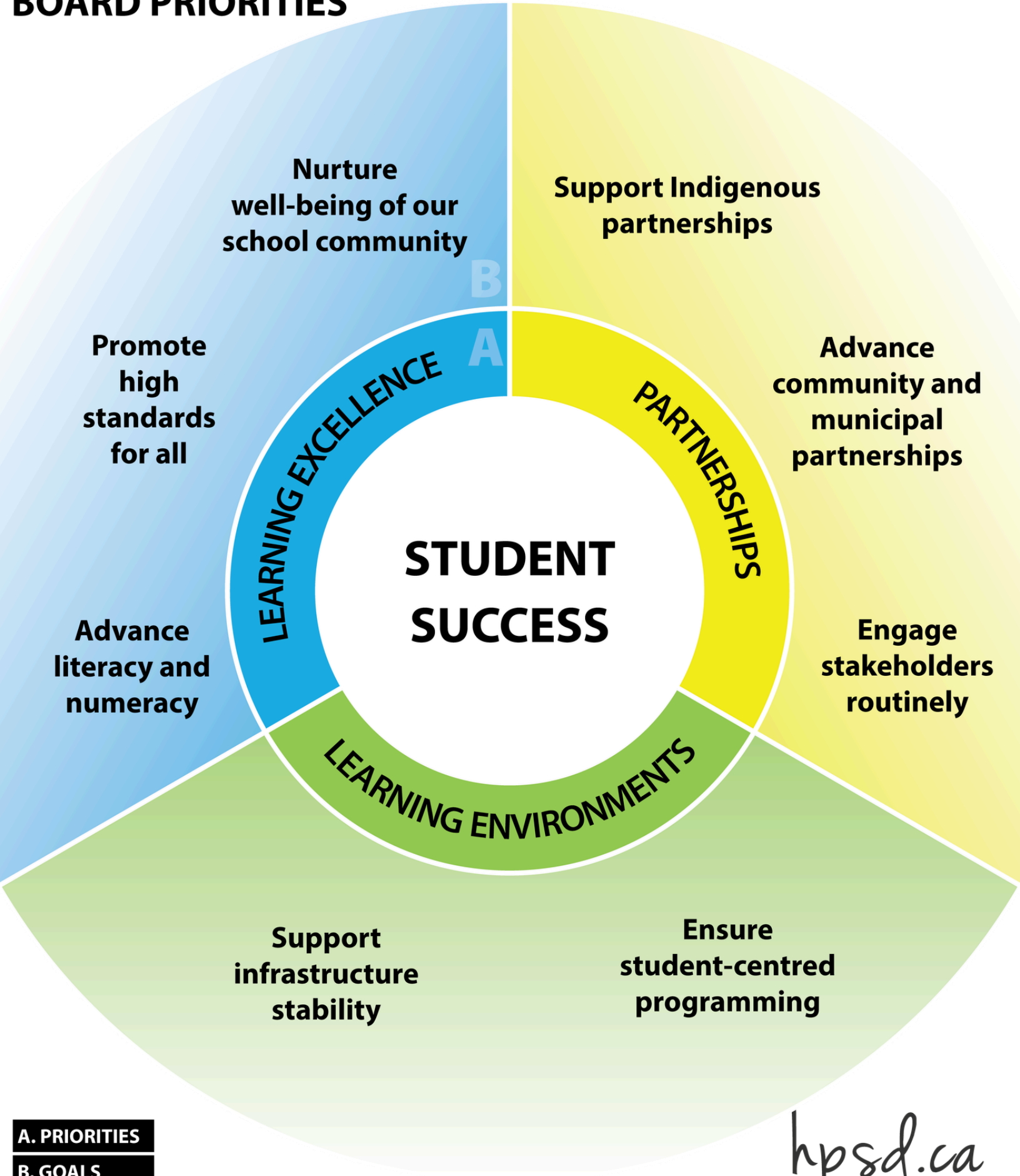
As a teaching staff, we believe in the power of collaboration and collective efficacy to challenge one another to grow in our professional practice and deepen student learning. When we work collaboratively, every part of our school benefits. I am proud of the work our teachers do, both inside and outside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

Audrey Ghostkeeper, Principal

A handwritten signature in blue ink that reads "Audrey Ghostkeeper". The signature is written in a cursive style with a light blue background behind it.A handwritten signature in blue ink that reads "Tannis Fiddler". The signature is written in a cursive style with a long, sweeping underline.

Tannis Fiddler School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

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Effective September 2026

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.
- 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.
- 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.

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.

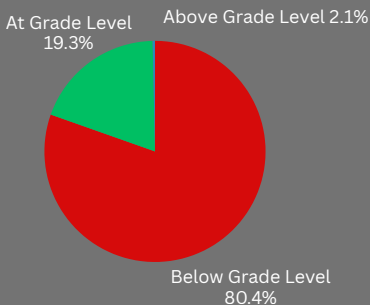
Word work

- 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.
- Select purposeful words aligned with the continuum to support effective instruction.
- Engage in Professional Development for the use of spelling inventories to assess student abilities along the continuum.
- Develop word work unit plans that clearly reflect instructional purpose and word selection.
- 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.
- Use collected evidence to support reporting and communication with families.
- Build understanding of differentiation to support diverse learner needs and multiple representations of curriculum.
- Engage in collaborative planning to analyze data, set goals, define best literacy practices, and implement assessment plans.
- Consistently assess and document guided reading observations.

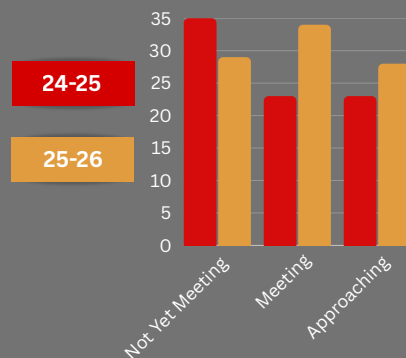
HLAT



Did not have access to updated data at time of report.

Target: Increase students at grade level to 21% and student above grade level to 3%

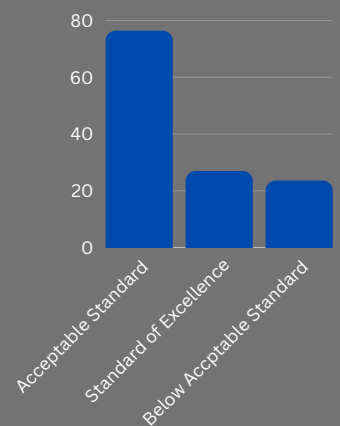
RCAT



We met our goal for meeting and improved in approaching in the past year.

New Target: Increase students meeting to 35% and students approaching to 30%

ELA PAT Grade 6



Target: Increase students meeting standard of excellence to 28% and students meeting acceptable standard to 78%

SCHOOL OUTCOME: COLLABORATE TO PROVIDE QUALITY LEARNING OPPORTUNITIES THAT IMPROVE STUDENT NUMERACY PROFICIENCY.

STRATEGIES

General

- Work with Divisional Numeracy lead for professional development in the areas reflected 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.
- Establish a school-based numeracy committee with representation from each grade level that meets monthly to review resources, support implementation of numeracy framework components, gather staff feedback through surveys to identify areas of needed support, and make informed decisions for improvement based on data and 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.
- 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.
- Implement the Elk Island Numeracy Assessment across all grades.

Pedagogy

- 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
- Engage in professional development about teaching along the continuum from concrete to abstract.

Resources

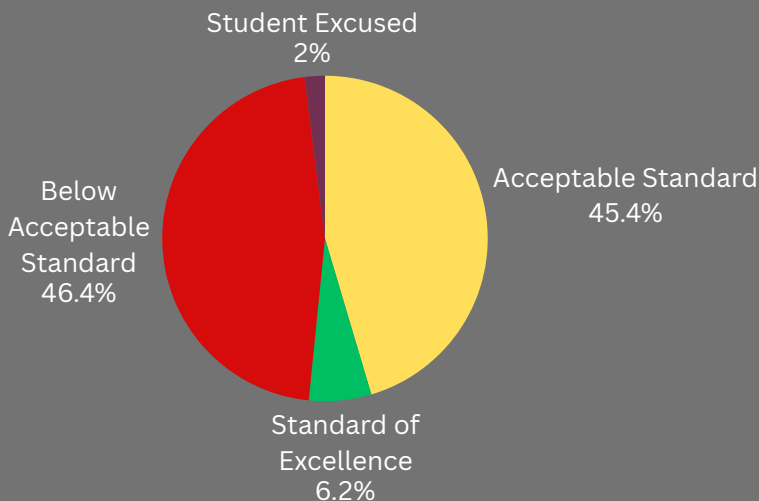
- Utilize resources and manipulative material provided to support the teaching and learning of the new math curriculum.
- All grades will use Math UP as a foundational resource for instruction and common language.
- Engage in professional development for numeracy best practices.
- Use IXL programs for numeracy to support differentiation and ongoing numerical practice with concepts.
- Use the Elk Island Assessment as a benchmark assessment and use the data to set areas for growth.

Assessment

- Use Elk Island assessment to determine students at risk and collaboratively set goals for improvement.
- 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.
- Reflect on current assessment practices in relations to the Numeracy Framework.

PERFORMANCE MEASURES

Math PAT Grade 6



EICS Assessment

This is the first year using the EICS, we did not have the data by the time of reporting.

Target- Improve acceptable standard to 47% and Standard of excellence to 7%

BOARD OUTCOME: PARTNERSHIPS - STAKEHOLDERS, INDIGENOUS AND COMMUNITY ENGAGEMENTS,

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 particularly with students with attendance concerns
- 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

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 or pertinent information and homework.

School Council

- Increase school council participation with a class parent representative for each class.
- Boost school council presence at school events and engagement nights.
- Provide signage and info to clearly identify the school council and its role.

School/community engagements

- 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.
- Participate in community events and learnign engagments.

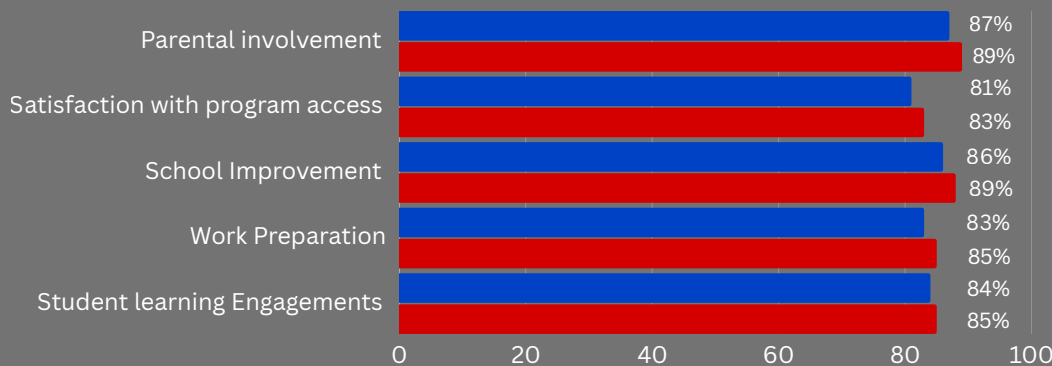
Parental involvement

- 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.
- Continue to use various methods for feedback on school systems and structures.

Performance Measures

Annual Education Results Report

● Current ● Target



Did not have access to the updated AERR Data at the time of reporting.

STRATEGIES

General

- Foster a sense of belonging for all staff, students, and families, ensuring everyone feels 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.
- Students are expected to meet SOAR behaviour expectations in order to participate in extracurricular activities and sports, and these expectations are taught and displayed school-wide through consistent visual supports and classroom instruction.
- Continue the 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.
- Develop ISPs, Behavior Plans, Medical Plans, and ELAL Benchmarks in collaboration with families, ensuring timely and accurate creation for students in need.
- The CASA classroom provides Tier 3/4 social-emotional learning support for students with mental health concerns, while professional development from the CASA team is used to strengthen staff understanding of behaviour and mental health.

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 and CASA team for professional development to help teachers build capacity in addressing students' mental health concern.

Citizenship

- Established student leadership team comprised of a representative from each class chosen by the class
- Engage leadership team with opportunities to represent, communicate, present, organize, collaborate on school improvement initiatives and build confidence
- Have student eld assemblies
- Have school wide jobs for students to take responsibility
- Utilize SOAR behaviour exptcations to promote postive interactions and accountability within our students.

Behaviour Expectations/Conflict Management

- Increase understanding of the difference between conflict and bullying through ongoing communication and explicit teaching
- Support conflict resolution through mediation and restorative practices
- Explicitly teach and reinforce SOAR school-wide behaviour expectations and use them to guide classroom rules, student behaviour, and conflict management strategies.
- Provide professional development on logical and natural consequences, the behaviour continuum, and behaviour management resources
- Strengthen parent awareness of how the school addresses bullying and social conflict through the annually shared Code of Conduct, which is also used to consistently reinforce expectations and accountability.
- Hold regular supervision meetings to ensure consistent implementation of documentation, expectations, and practices
- Use behaviour referrals for communication with administration and tracking student behaviour.

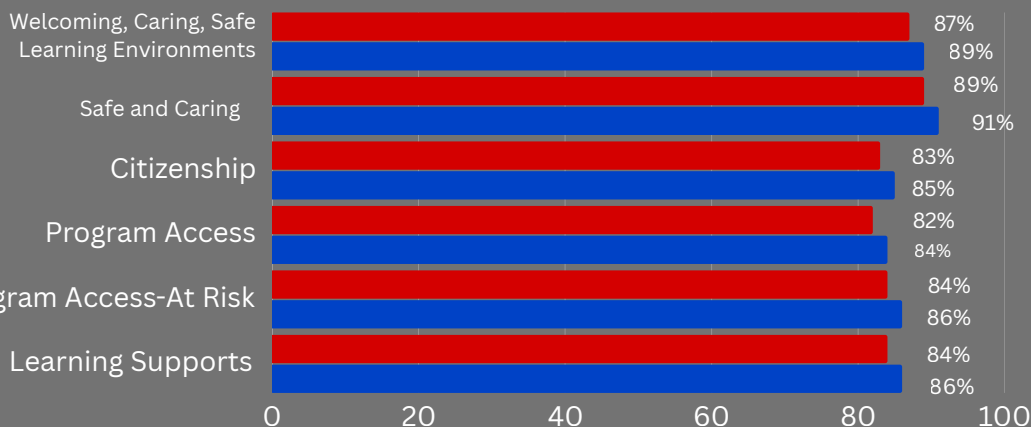
Assessment measures

- 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

● Current ● Target



Did not have access to the updated AERR Data at the time of reporting.