

E.G. WAHLSTROM SCHOOL 2024-27 EDUCATION PLAN (YEAR 1)



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

I'm truly honored and filled with gratitude for the chance to lead such an incredible school community at E.G. Wahlstrom. Our wonderful staff and students pour their hearts into embodying our three pillars: a culture of relationships, a culture of learning and a culture of support.

We strongly believe that building connections is the bedrock of our community. When we build meaningful relationships—with each other, our community, and our students—it sets the stage for their success, knowing they have a team rooting for them every step of the way.

We're all about growth here, for both students and staff alike. As educators, we're constantly reflecting on our teaching practices, striving to be the best versions of ourselves to inspire our students to do the same.

And when it comes to supporting our students we're dedicated to meeting them where they are and providing the tailored support they need to thrive. Always on the lookout for new ways to make the most of our resources, we're committed to giving our students every opportunity to shine and grow.

As we step into the 2024-2025 school year, we're excited to keep our focus on literacy, numeracy, and mental health! We'll be diving into the new curriculums, exploring the best practices in literacy and numeracy, and working together to ensure our students thrive socially, emotionally, and academically. We're committed to creating a supportive environment where AS Eagles, we SUCCEED!

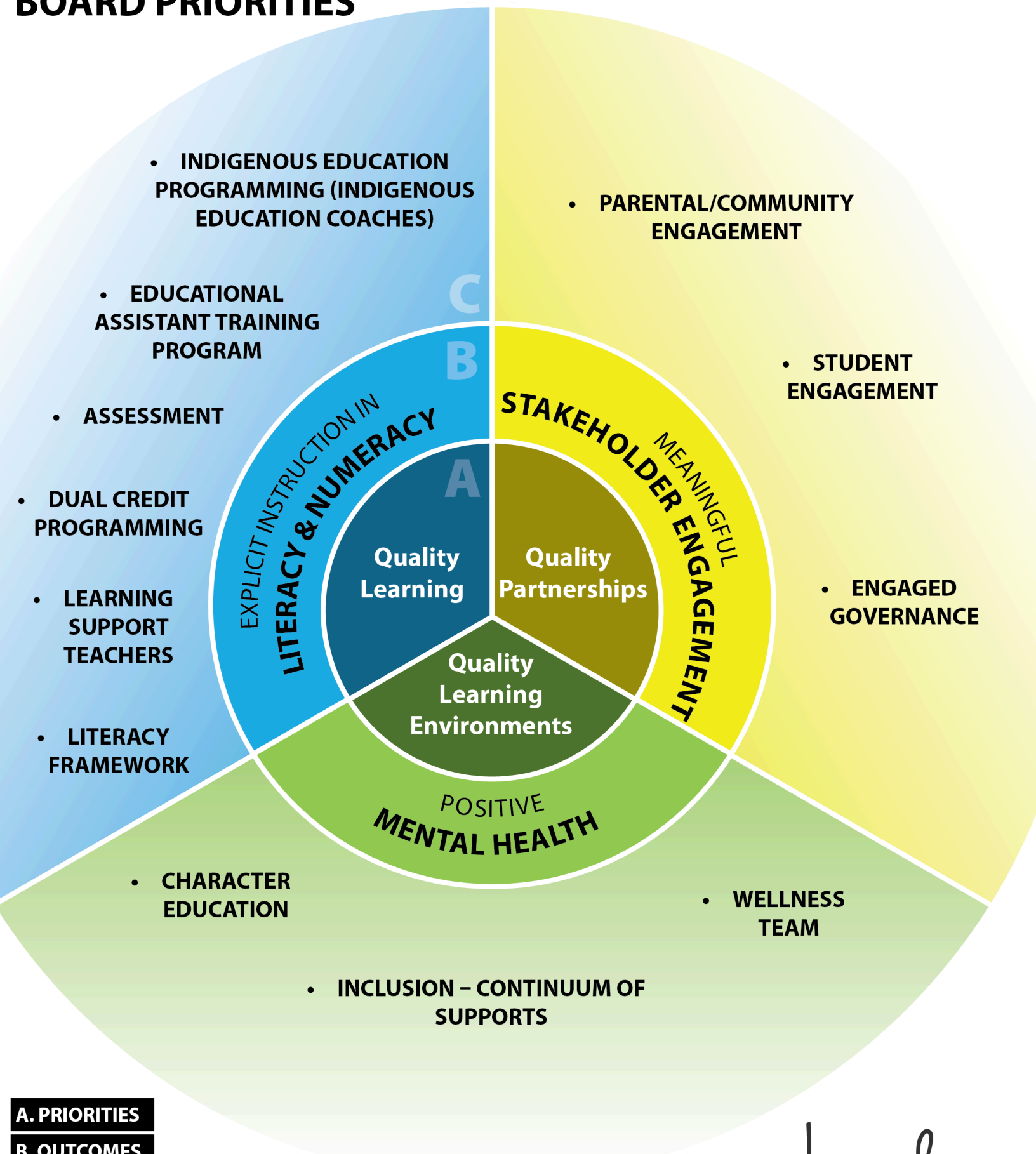
Audrey Ghostkeeper, Principal

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Kathryn Adams School Council Chair

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HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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BOARD OUTCOME: QUALITY LEARNING - LITERACY

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

STRATEGIES

General

- Have a School-Based literacy committee with a representative from each grade level to make informed literacy decisions for improvements based on data, divisional and school literacy plans.
- Engage in professional development focused on improving the areas of word work, reading comprehension and writing.
- Teachers will work collaboratively to plan and implement new ELAL curriculum.
- Our school will have a balanced approach to literacy including explicit teaching of word work, vocabulary acquisition, reading and writing.
- Have literacy components clearly labeled in teacher timetables to include allotted time for word work, explicit teaching of reading comprehensions (5 competencies), and writing.
- Increased self-directed professional development to work on individual goals.
- Supervision and growth plan focused on literacy and literacy assessment.

Reading

- Reading Comprehension Assessment Tool will be administered 3 times in the school year Sept, Jan, May and results will be collaboratively analyzed to determine areas for growth and next steps.
- Fountas & Pinnell testing will be used for students achieving below grade level determined based on the Reading Comprehension Assessment Tool data to determine the requirement of extra support or intervention.
- Small group/guided reading best practices will be used to support the teaching and learning of reading and reading comprehension.
- Gain an understanding of the 5 competencies outlined in the Reading Comprehension Assessment Tool and transfer that understanding to current teaching practices and curricular outcomes.
- Classroom teachers will use Reading Comprehension Assessment Tool black line masters at their discretion to support students in class programming and supports.

Writing

- Improve writing through the use of data to inform areas of strength and growth and determine the need for professional development on writing best practices.
- Writing components will be explicitly taught in relation to the curriculum outcomes.
- Writing lessons will encompass a balance of modelled, shared and independent writing.
- Students are exposed to a variety of writing styles and formats for communication.
- Have time allotted in timetable for the teaching and practice of cursive writing.
- Highest Level of Achievement will be administered twice in a school year Spring/Fall, results will be collaboratively analyzed to determine areas for growth and inform classroom instruction.

Word work

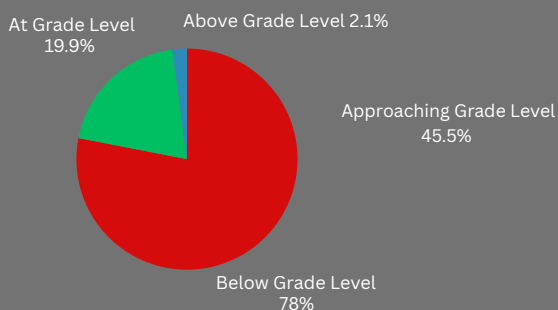
- Exposure to the four divisional literacy framework domains of phonological awareness, phonemic awareness, phonics and vocabulary acquisition to determine best resources.
- Awareness of the relationships between divisional framework and curriculum outcomes.
- Establish best practices for word work through engaging in relevant professional development on the four divisional literacy framework domains of phonological awareness, phonemic awareness, phonics and vocabulary acquisition
- Identify curriculum outcomes relating specifically to word work and establish an assessment plan that accurately measures student growth in word work based on the expectations of the curriculum.
- Select word work-related resources that support word work best practices with the goal of having chosen a resource to use school-wide.

Assessment

- All teachers will collect evidence of student learning through a balance of formative and summative assessment experiences.
- Determine as a school an assessment practice for cross-class small group/guided reading
- Gain an understanding of the connection between curriculum expectations and assessment in reading, writing and word work.
- Teachers will participate in collaborative planning to utilize data to set goals, establish best instructional practices in literacy and establish assessment plan to measure progress and effectiveness

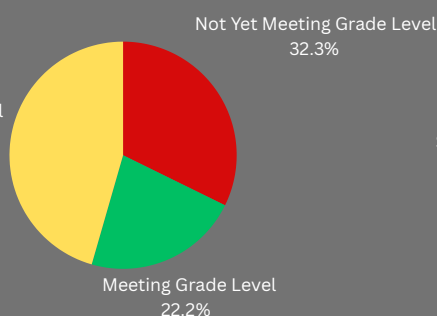
Performance Measures

HLAT



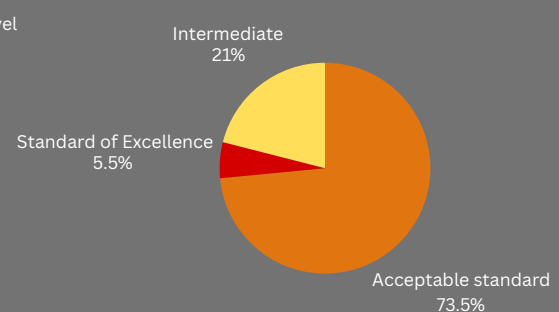
Target: Increase students at grade level to 21% and student above grade level to 3%

RCAT



Target: Increase students meeting grade level to 24% and students approaching grade level to 47%

ELA PAT Grade 6



Target: Increase students meeting standard of excellence to 6% and students meeting acceptable standard to 25%

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 to support numeracy board priorities and build teacher capacity in the areas of numeracy.
- 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 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 and implement new math curriculum
- Partner staff that are confident in the Math UP resource with those that are not as mentorship.
- 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 spiralling math instruction, utilizing collaborative planning of new curriculum.

Resources

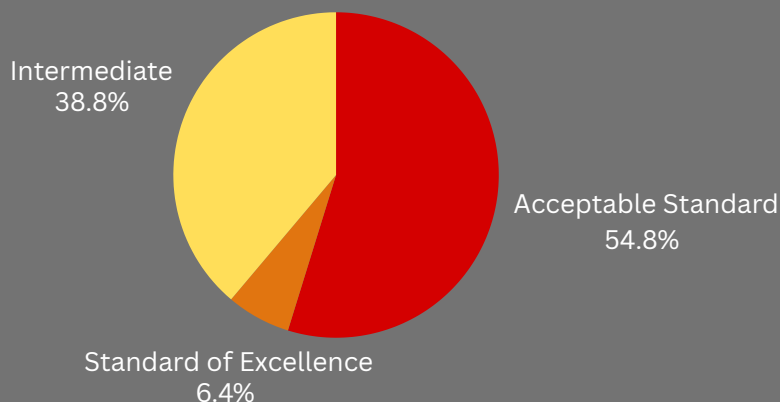
- Utilize resources and manipulative material provided to support the teaching and learning of the new math curriculum.
- All grades will use Math UP as a foundational resource for instruction.
- Create a common language across all three grades for math vocabulary utilizing the Math UP resource as a 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

- Implement the Elk Island Catholic Schools numeracy assessment with fidelity.
- Use the Elk Island Catholic Schools numeracy assessment to determine students at risk and utilize pre-assessment to guide intervention.
- 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.

PERFORMANCE MEASURES

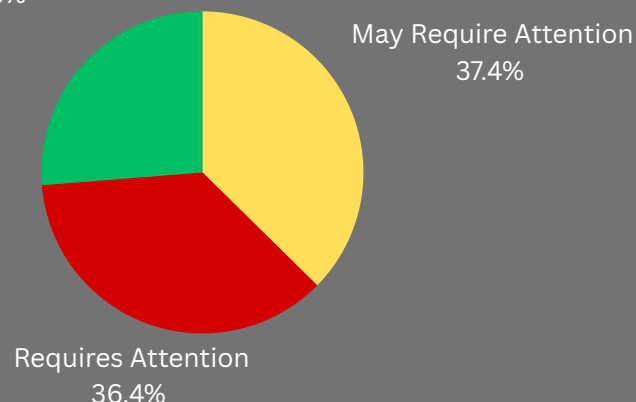
Math PAT Grade 6



Target- Improve acceptable standard to 56% and Standard of excellence to 7%

MIPI Assessment

Does Not Require Attention
26.3%



Target- Increase the students who do not require attention to 28% and decrease the student who require attention to 34%

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: ACHIEVE INCREASED PARENT AND COMMUNITY ENGAGEMENTS

STRATEGIES

General

- Communicate with their parent on an ongoing basis through a variety of methods.
- Establish positive interactions early on in the school year.
- Seek opportunities to increase parental involvement in the school and classroom.
- Ensure that parents are aware of any supports beyond tier 1 and 2 that their child is receiving.
- Participate in parent-teacher interviews 3 times in a school year.

Communication

- Utilize School Facebook Page, school and classroom newsletters to share what is happening in the school, celebrations and upcoming events to our school community.

School Council

- Increase school council participation through having a class representative (parent) per class.
- School council having an increased presence at school engagement events.
- Having signage and information available to easily identify school council and what to expect at school council
- Increase parental engagement by hosting engagement nights with a focus for feedback instead of the traditional formal meeting.

School/community engagements

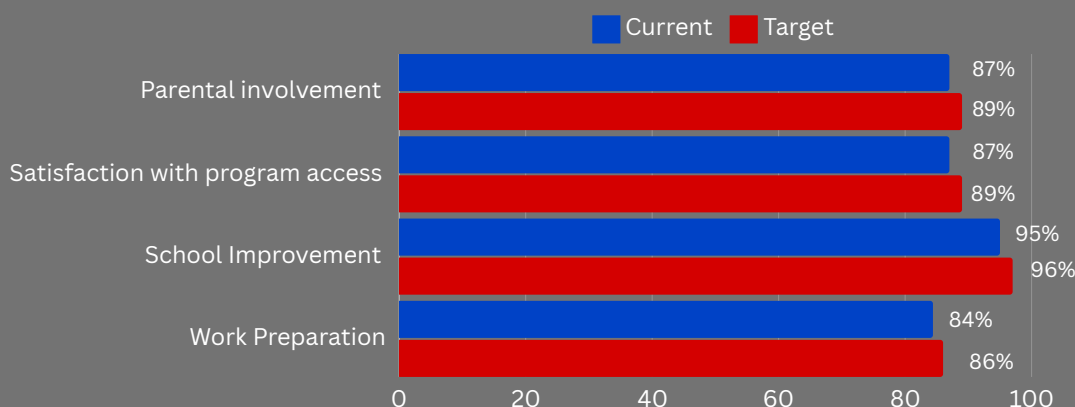
- Invite input from the school community and stakeholders (ex. parents, community members, students, etc.) on ways to improve our healthy school community in the areas of behaviour management, increasing student accountability and improving school-home communication.
- Invite parent participation through school-based extracurricular activities such as drama, archery, student leadership and various student interest clubs.
- Increase the number of student learning engagements with parents and community such as science fair, art gallery walks, career fair, STEM showcase etc.
- Continue engaging community members through our One School One Book reading events.
- Expand community readers beyond the One School One Book reading event through the library program
- Involve more community services (i.e. AHS, RCMP, Community Futures) to provide learning opportunities to our students
- Increase student engagement and participation through accessing off site educational experiences such as presentations and field trips and land-based learning opportunities.
- Increase kindness projects that engage the community

Parental involvement

- Increase parent volunteers by communicating volunteer opportunities through digital platforms, ensuring that volunteer expectations are clearly communicated and that any needed materials are prepared.
- Utilize student-led parent-teacher interview format to increase parental participation
- Continue in-person whole school assemblies and special person lunches

Performance Measures

Annual Education Results Report



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

- Refine and reflect on the relationship, social/emotional, and behaviour continuums
- Analyzing school data collected to inform and identify needs to continue to improve our healthy school community.
- Be committed to creating a sense of belonging for all staff, students, and family at our school, where people feel welcomed, safe, respected (as listed in our code of conduct and our school handbook) through modelling and embodying those values in our school, and sharing those values electronically and in print to students and staff.
- Use Zones of Regulation throughout the school as common language when supporting student regulation.
- Have all teachers trained and instructing the Zones of Regulation program throughout the year in their classrooms.
- Implementation of a congregated classroom (Interactions) to provide an inclusive environment that maximizes resources, providing an enriched educational experience that meets the individual needs for students with exceptionalities.

Character Education/Mental Health

- Grade levels will design and implement kindness projects throughout the year. The structure will follow the kindness project of Do Kindness, Notice Kindness, Share Kindness.
- Caught being kind will be ongoing throughout the year. Staff/students will identify authentic unprovoked kindness and submit a slip on a weekly basis. Students identified will be announced over intercom. Slips will be returned to the teacher who will then complete a kindness call/email for those children identified in their class.
- Engage leadership team with opportunities to represent, communicate, present, organize, collaborate on school improvement initiatives and build confidence
- Implement small group school supports as needed regarding social emotional learning.
- Use wellness coach to provide professional development with teachers to build capacity for dealing with mental health concerns of students

Behaviour Expectations/Conflict Management

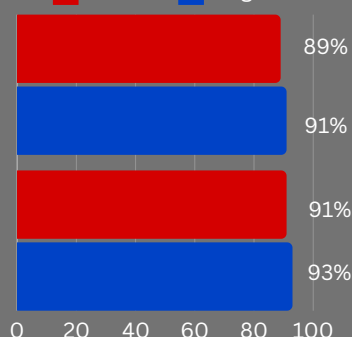
- Increased understanding about the difference between conflict and bullying through increased communication specifically relating to that topic throughout the year.
- Increase parents understanding about how the school positively deals with bullying or social conflict, within the school, through our Code of Conduct, which is shared electronically with parents and guardians annually.
- Explicit teaching throughout the year about the difference between conflict and bullying
- Explicit teaching to increase student understanding about how to positively deal with bullying or social conflict within the school.
- Utilize mediation and restorative practices within conflict resolution
- Utilize SOAR, our school behaviour expectations, to build classroom rules and expectations for student behaviour and conflict management.
- Continue to build understanding of positive behaviour supports
- Professional development around the use of natural consequences to manage behaviour and use of behaviour continuum and resources
- Use our school Code of Conduct to support and reinforce school-wide expectations of behaviour.
- Have scheduled times throughout the year for supervision meetings to ensure knowledge of school wide documentation and expectations and improve consistency.
- Use behaviour referrals to communicate with administration and track student behaviour.
- Implementation of the school-wide behaviour expectations of SOAR (Safe and responsible, Own our words and actions, Achieve a high level of expectations, Relationships are valued) through explicit teaching

Performance Measures

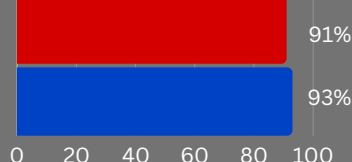
Annual Education Results Report

■ Current ■ Target

Welcoming, Caring, Safe Learning Environments



Safe and Caring



EGW School Survey

■ Current ■ Target

