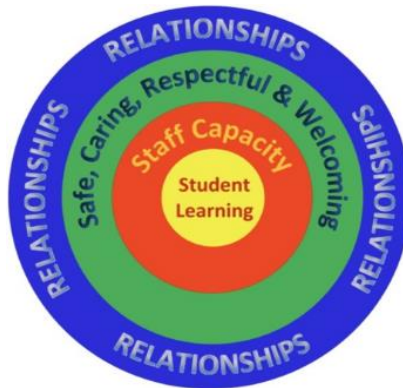




E.G. Wahlstrom School
Slave Lake, Alberta

Education Plan
2023-24



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: Lisa Palko

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 308 students and 33 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and a positive sense of self. We are dedicated to building relationships, spreading kindness, and promoting the enjoyment of learning. Within our school we provide support services to students in the areas of literacy, math, nutrition, and wellness 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:

Our school worked to build a strong literacy foundation for all students. For the fourth continuous year we engaged in a One Book, One School Project. This provided an opportunity for increased focus on reading strategies, vocabulary, oral language, and representation through discussion and shared 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. Literacy was supported through the Learning Commons with access to a wide variety of genres, presentations, and knowledgeable staff who support student interests. Our Grade 5 classes engaged divisionally with a One Book, One Grade project to further literacy skills and to build a stronger understanding of the Indigenous culture. There has been access to a variety of literacy experiences that involve book fairs, daily book exchange, reading contests, the creation of literacy centers and other engaging activities that promote the love of reading.

This year we introduced the Reading Comprehension Assessment Tool (RCAT) in correlation with the Fountas and Pinnell (F&P) reading assessment. We were able to identify students who had reading and comprehension deficiencies, with the goal of providing targeted interventions through the Leveled Literacy Intervention program (LLI), early reading intervention and guided reading supports.

The Math Intervention/Programming Instrument assessment (MIPI) results were utilized to identify school-wide areas of concern within mathematics. Using this assessment, math boost intervention groups were created, providing targeted intervention in the foundational skills of mathematics in all grades.

This year we introduced a change to our timetable to accommodate for the exploration of Career and Technology Foundations (CTF) and Science Technology Engineering Mathematics (STEM). This allowed students increased opportunities to research, think critically and problem solve through self-guided study and to explore their own interests.

This year we took a whole school approach to collaboration through a collaborative planning model. Teachers utilized data to set teaching and learning goals for their respective grade levels. 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 Coach (IEC) to further develop our understanding of foundational knowledge and to infuse more culturally relevant learning opportunities into our daily learning experiences. Our students engaged in more land-based learning opportunities this year.

We have expanded our healthy nutrition program beyond just providing healthy snacks and breakfasts for all students to now include student helpers in the kitchen. 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 introduced 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.

Throughout the year our school participated in many different kindness projects to support our Kindness Matters philosophy. Staff and students participated in kindness projects that supported both our school community and the broader community. We participated in the Terry Fox Run, donated to the food bank, provided turkey dinners for six families, and made monetary donations to support a family in need. We partnered with the Rotary Club of Slave Lake to create and share art projects with the senior citizens in the community.

Challenges

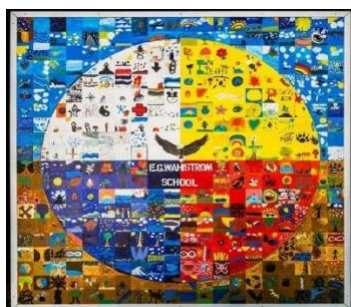
A lack of certified substitute teachers impacted the continuity of student learning. In grade four we identified some significant gaps in learning and in social emotional development because of COVID having impacted students in their primary formative years. Attendance continues to be a concern with some of our families.

Results of the Successes/Challenges

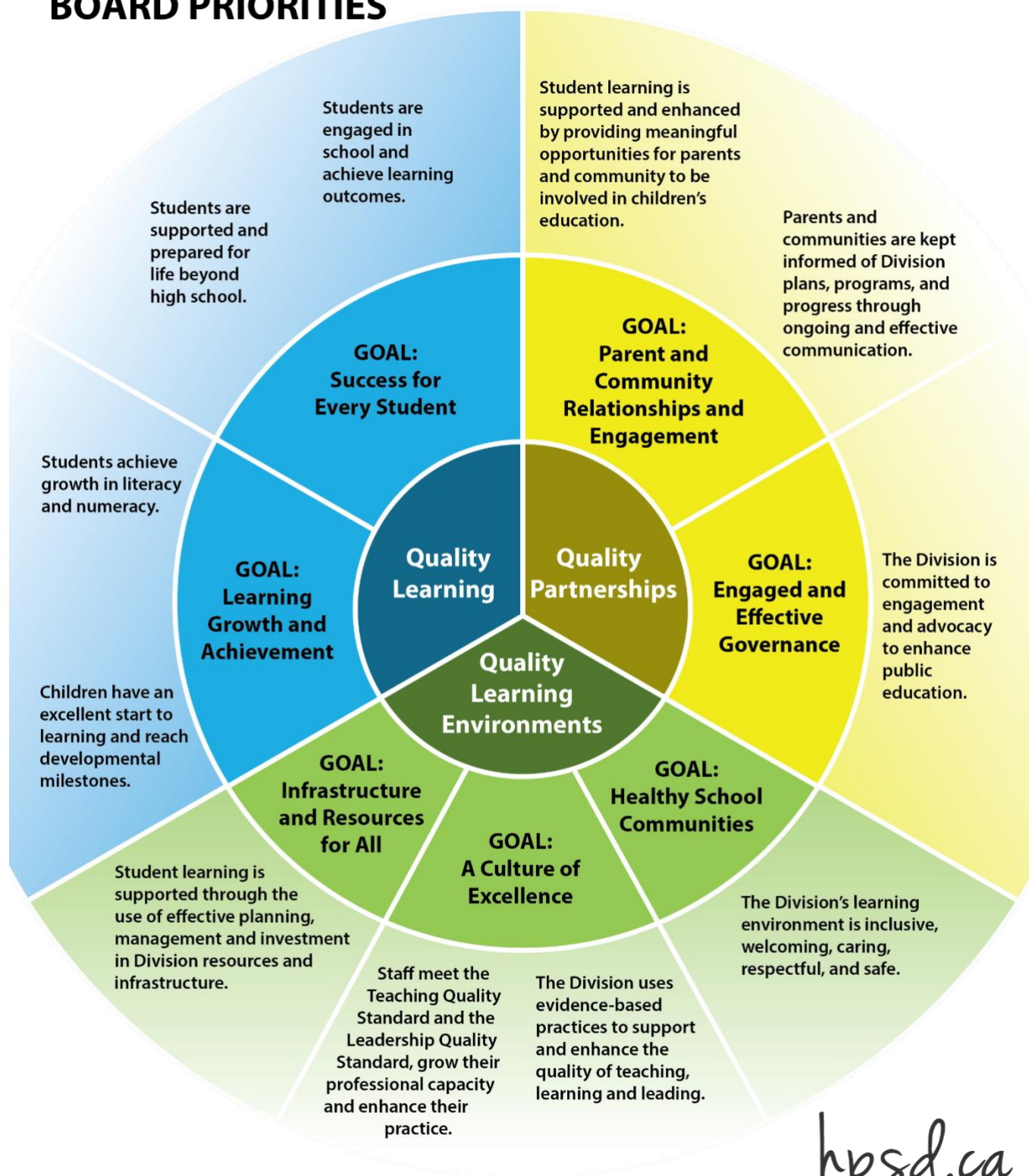
We recognize the importance of collaboration for building our capacity to support the learning needs and social emotional needs of students. This realization led us to the systems and structure within the Collaborative Response Model (CRM) through Jigsaw Learning. We focused on the refinement of the collaborative team meeting structures to build teacher capacity to support student learning. We built our understanding and ability to utilize data to make better teaching and learning decisions. We increased access to both literacy and numeracy interventions. Through the collaborative planning model and the creation of a literacy continuum we were able to identify areas for professional development.

We partnered with other schools to ensure successful transitions to and from EGW, we welcomed families through special person lunches, assemblies, basketball games, drama production, art showcase, science fair, in-person parent-teacher interviews, and parent volunteer opportunities.

We need to continue to foster effective relationships with our families to reduce the barriers to attendance. We need to continue to build teacher capacity in the area of differentiation and ensure that we maintain our current tier 2 and 3 interventions.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023

E.G. Wahlstrom School Goals:

1. **Achieve improved staff capacity for teaching and learning 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:

- Complete our literacy continuum of support.
- Refine continuum of supports for relationships, social/emotional and behavior.
- Facilitate Collaborative Team Meetings to utilize a continuum of support for relationships, social/emotional and behavior.
- Collaborative Planning meetings. Our school meetings will implement a consistent structure that utilizes data to inform teaching and learning and builds teacher capacity in the best instructional practices.
- Have scheduled Collaborative team Meetings, Collaborative Planning meetings, and Support Team Meetings regularly throughout the school year.
- Utilize our wellness coach to provide professional development with teachers to build capacity for dealing with mental health concerns of students.
- Have a school-based literacy and numeracy committee to make informed decisions that impact literacy and numeracy improvements.
- Maintain cycles for ongoing instructional coaching with administration and LST.
- Use the RCAT (Reading Comprehension Assessment Tool) formative assessments 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 to build teacher capacity to implement universal and targeted strategies effectively. LST will work with teachers to implement recommendations from student data and services providers.
- Have a Leveled Literacy Intervention/Literacy Support teacher to develop specialized intervention that can be provided in small group format.
- Have Individualized Student Plans, Positive Behavior Plans, and Medical Plans that are created accurately and timely for students that are in need.
- 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.
- Through PD teachers will collaboratively plan utilizing the Backwards by Design philosophy to increase their knowledge of curricular outcomes within the new Alberta curriculum for English and numeracy. Teachers will identify differentiated summative

assessments, scaffolded individual lessons and formative assessments. Opportunities to build capacity in teacher identified areas requiring growth will be provided.

Performance Measures:

- Alberta Assurance Education Measure – School Improvement will increase from 82% to 83.5% or better, Education Quality will increase from 95% to 95.5% or better and Program of Studies from 84.9% to 85.5% or better.
- 96% of students or more have completed the MIPI assessment.
 - Grade 4-31 % of our students currently require attention; after the next testing period we'll move to 28% students requiring attention.
 - Grade 5 33% of our students currently require attention; after next testing period we'll move to 28% students requiring attention
 - Grade 6 32% of our students currently require attention; after the next testing period we'll move to 28% students requiring attention.
- The Reading Comprehension Assessment Tool (RCAT)
 - Grade 4- 70% of our students currently are not meeting grade level expectations; after the next testing period we'll move to 60% of students requiring attention.
 - Grade 5- 60% of our students currently are not meeting grade level expectations; after the next testing period we'll move to 50% students requiring attention.
 - Grade 6-84% of our students currently are not meeting grade level expectations; after the next testing period we'll move to 74% of students requiring attention.
- Currently we use Fountas and Pinnell as a secondary assessment for the students who are identified through the RCAT as not meeting grade level expectations and who receive possible interventions.
- Grade 4s who received interventions was 16 students of which 50% made improvements within their reading and 4 no longer require the intervention. After the next testing period we'll move to 55% of students making academic improvements and 4 additional students no longer requiring the intervention
- Grade 5's who received interventions was 20 students of which 35% made improvements within their reading and 2 no longer requiring the intervention. After the next testing period we'll move to 40% of students making academic improvements and 2 additional students no longer requiring intervention.
- Grade 6's who received interventions was 9 students of which 100% made academic improvements. After the next testing period we'll maintain 100 % of students making academic improvements.
- HPSPD Assurance Survey- extent to which you agree or disagree that your child is achieving growth in the skills of literacy and numeracy.
 - Literacy - increase from 94% to 95%
 - Numeracy- increase from 91% to 92%

- 2. Achieve increased parent and community engagements.** (Aligns with Divisional priority: Quality Partnerships- Goal: parent and community engagements between school and community Outcome: student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in children's education)

Strategies:

- Continue with in-person whole school assemblies and special person lunches.
- Continue engaging community members through our One Book One School reading events.
- Involve more community services (ie AHS, RCMP, Community Futures) to provide learning opportunities to our students
- Increase parent volunteers (nutrition and reading programs), school council participation, and increase the number of student learning engagements with parents and community, class representatives (parent) per class (science fair, art gallery walks, career fair, STEM showcase), through class representatives (parent) per class, ongoing invitations, and messages home.
- Build an awareness of the school core/beliefs values between school/home/community by communicating our continuums of relationships, Social/emotional/ behavior and literacy to parents through our division messaging systems, social media, and parent engagement nights.
- 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.
- Use our school code of conduct to support and reinforce school wide expectations of behavior. Refine our code in action to be shared in classrooms and with parents.
- Utilize School Facebook Page, Classroom Webpages, and Classroom Newsletters to share celebrations 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, 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.
- Participate in Indigenous learning and reconciliation opportunities within the community.
- Invite parent participation through school based extracurricular activities such as drama, archery, student leadership and various student interest clubs.
- Increase engagement with school community partnerships to support identified mental health concerns by working with interagency organizations through existing partnerships with representatives who additionally sit on our school council and also through our school Wellness Coach who also develops these partnerships.

- 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.

Performance Measures:

- HPSD Assurance Survey- the perception that your child's school is a welcoming place to be will increase from an 88% to an 89%
- HPSD Assurance Survey- satisfaction with opportunities to be involved in decisions about your child's school and education
 - School- increase from 83% to 84%
 - Overall Education- increase from 78% to 79%
- Alberta Education Assurance Measure- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education will increase from 72.3% to 74%.
- Current School Council Attendance Data shows an average of 5 parents regularly attending. Our measure will be increasing this number to 7 parents regularly attending.
- Parent- teacher interview Data currently identifies an average parent attendance of 68% across all grades 4-6. Our measure will be an increase to 73% of parent attendance.

3. Achieve success for all students through engaging learning opportunities and tiered supports.

(Aligns with Divisional priority: Quality Learning - Goal: Success for every student - Outcome: Students are engaged in school and achieve learning outcomes.

Strategies:

- Analyzing school data to identify the needs in which we must continue to improve our healthy school community.
- Implement small group supports as needed regarding social emotional learning. Use 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.
- Utilize our wellness coach to support and implement small group social/emotional and mental health interventions with our students
- Administer and analyze the MIPI (Math Intervention/Programming Instrument) for all students and use the data to guide teaching practices for the intervention team.
- Administer and analyze the Reading Comprehension Assessment Tool (RCAT) for all students and use it to guide teaching practices and Tier 1 & 2 interventions.
- Administer and analyze Fountas & Pinnell Reading Assessment for students identified through the RCAT as of concern who may require Tier 3 reading interventions.
- Provide literacy tier 3 intervention to grades 4, 5, and 6 through the Leveled Literacy Intervention Program, 100 Lessons to Learn to Read program and the Florida reading Center.

- Provide math tier 3 intervention to grade 4, 5, and 6.
- Continue to expand tiered supports offered to support students needs.
- Designated block in timetable for STEM (science, technology engineering, mathematics) and CTF (career and technology foundations).
- Literacy centers in library
- Utilize outside services providers for students supports and accommodations.
- Continue to engage in land-based learning opportunities.
- Continue to explore engaging student use platforms to enhance student experiences within CTF and STEM

Performance Measures

- Alberta Education Assurance Measure- percentage of teachers, parents and students who agree that students are engaged in their learning at school will increase from 86.9% to 87.5%
- Alberta Education Assurance Measure- percentage of teachers, parents and students who are satisfied with the overall quality of basic education will increase from 95% to 96%
- Alberta Education Assurance Measure- percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school will increase from 84.5% to 86%
- Alberta Education Assurance Measure- 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 wellness and physical education will increase from 84.9% to 86%
- HPSP Assurance Survey- Satisfied or dissatisfied with the quality of education your child is receiving at school will increase from 87% to 88%
- HPSP Assurance Survey- Parents agree that their child finds schoolwork interesting will increase from 81% to 83%
- HPSP Assurance Survey- Parents agree that their child is learning what they need to know will increase from 86% to 87%
- HPSP Assurance Survey- Parents agree that their child is achieving growth in literacy and numeracy skills.
 - Literacy will increase from 94% to 95%
 - Numeracy will increase from 91% to 92%
- HPSP Assurance Survey- Parents agree that appropriate supports and services are available to their child will increase from 79% to 80%
- HPSP Assurance Survey- Parents agree that the specialized supports and services enables them to be a successful learners will increase from 84% to 85%
- HPSP Assurance Survey- Parents agree that children have the opportunity to engage in music, drama, art, technology, health, another language, physical education and land-based learning.
 - Music will increase from 63% to 65%
 - Drama will increase from 72% to 74%
 - Art will increase from 86% to 87%



- Technology will increase from 84% to 85%
- Health will increase from 85% to 86%
- Another language will increase from 85% to 86%
- Physical education will increase from 94% to 95%
- Land Based learning will increase from 74% to 75%