



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Woodbridge Farms Elementary

PRINCIPAL: Kari Huk

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT:

Quick Facts:

- Woodbridge Farms officially opened on April 15, 1980
- Programming for students in Kindergarten to Grade 6
- 306 students enrolled as of May 24, 2022
- 17 certificated staff and 14.5 classified staff
- Active parent council

Programming Highlights:

- Average of 2 classes at each grade level
- 3 split classes (1/2, 3/4 & 5/6)
- Three system programs: Communication Skills, Elementary Impact Gr. 4-6 (2 classes) & Connections (2 classes)
- Communication Skills – 12 students
- Elementary Impact – 26 students, 13 in each class
- Connections – 16 students
- Two full-day kindergarten programs
- Home to 22 First Nations, Metis and Inuit students and 9 English Language Learners



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 1:

Implement targeted small group instruction every day in Language Arts classes so that all students will demonstrate growth in literacy benchmarking assessments at each reporting period.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- Using the Collaborative Response Model and embedded collaboration time to examine and unpack literacy screener data to inform instruction and plan for small group instruction
- Available Screeners:
 - STAR
 - RRST
 - F&P
 - Core Phonics Survey
 - CC3
 - LENS
 - DRT
 - Bridge the Gap
 - Words Their Way
- Continue collaborative work to create a literacy continuum of supports, based on the 5 Pillars of Reading, focused on tier 1 and tier 2 strategies
- Resources used to compliment 5 Pillars of Reading instruction:
 - UFLI
 - Heggerty
 - Words Their Way
 - Leveled Literacy Intervention
 - Decodable Books
 - Reader's Workshop



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- Writers Workshop
- Empowering Writers
- Morpheme Magic
- Professional Learning for Staff:
 - 5 pillars of reading
 - Examining and Interpreting data from screeners to inform instructional planning
 - Assessment of reading - consistency with reporting to parents
 - Buddy Reading & Woodbridge Reads
- Engage and empower parents/caregivers as supports:
 - parent/caregiver information evenings
 - Videos highlighting strategies that can be used at home
 - Information sharing in weekly office parent email

MEASURES:

- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.

SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 2:

Implement daily number sense activities into math classes so that all students will demonstrate growth as shown on the STAR Math Screener and Alberta Education Numeracy Screeners for Grades 1-4.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Using the Collaborative Response Model and embedded collaboration time to examine and unpack numeracy screener data to inform instruction and plan for small group instruction
- Available Screeners:
 - STAR Math
 - Alberta Education Numeracy Screener
- EIPS Math Benchmarking Kit
- Resources:
 - Building Fact Fluency Kits - Graham Fletcher
 - Building Thinking Classrooms in Mathematics - Peter Liljedahl
 - Equals Kit
 - Individual Math Kits for each student
 - EIPS New Curriculum Landing Page
- Professional Learning for Staff:
 - Continue modeling and coaching of VNPS lessons with EIPS Consultants
 - Numeracy Differentiation and support PD for Educational Assistants with EIPS Consultants
 - Examining and Interpreting data from screeners to inform instructional planning
 - Low Floor/High Ceiling Math Quiz Questions on WBFTV each week
- Engage and empower parents/caregivers as supports:
 - parent/caregiver information evenings
 - Videos highlighting strategies that can be used at home
 - Information sharing in weekly office parent email

MEASURES:

- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.

SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 3:

Implement social emotional learning practices, mindfulness activities and utilize a trauma informed approach to support students' mental health, build resiliency and increase self-regulation throughout the day

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Social/emotional lessons taught by counsellor to each class - common strategies and language used across grades
- Brain Aligned Strategies introduced on WBFTV each week and displayed on bulletin board in the school hallway
- Re-vision Wowverine Awards to align with social emotional learning
- Targeted small group sessions with counsellor
- Division buddy classes throughout the year
- Beginning monthly staff meetings in circle to model use of sharing circles for staff
- Professional Learning for Staff:
 - August 28 District PL with Lori Desautels
 - Lori Desautels Book Study
- Engage and empower parents/caregivers as supports:
 - parent/caregiver information evenings
 - Information sharing in weekly office parent email
- Counsellor update on school website of topics being discussed at school and resources available in the community

MEASURES:

- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- 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 my school.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.