



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Woodbridge Farms Elementary

PRINCIPAL: Kerri Williams

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

Woodbridge Farms Elementary has been a foundational part of our community since its opening on April 15, 1980, providing enriching programming for students from kindergarten to Grade 6. We proudly serve 315 students supported by a dedicated team of 19 certificated staff and 15 classified staff who are committed to fostering a nurturing and engaging environment. Our diverse programming includes three combined classes (1/2, 3/4, and 5/6), as well as three Specialized System Programs: Communication Skills, Elementary Impact for Grades 4-6, and Connections. We also offer two full-day kindergarten programs. Our school is home to 24 First Nations, Métis, and Inuit students, as well as 10 English Language Learners. Our active School Council and Parent Association play a vital partnership in strengthening the connection between home and school.

Motto: Be Safe, Show Respect, Work Hard, Finish Strong, Be You!

Mission: Our mission is to inspire the citizens of Woodbridge Farms Elementary to create a learning community of support, engagement and respect.

Philosophy: 3R's of Woodbridge Farms: When students learn to show Respect and take Responsibility, they achieve optimal Results.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P3G1 Enhance Public Education Through Effective Engagement; Parent

SCHOOL GOAL 1:

Implement a targeted initiative to improve students' executive functioning skills and integration of restorative practices to increase students' well-being, resiliency, and self-regulation strategies as measured by the Alberta Education Assurance Survey and EIPS Engagement Surveys.

STRATEGIES:

- Share brain aligned strategies at various times throughout the school year during school assemblies, morning announcements, staff meetings, bulletin board displays, home communication platforms, etc.
- Share counselling information and available community resources in the Wolverine Weekly parent/caregiver update
- Targeted small group sessions with the school counsellor as required (i.e., emotional regulation, coping with anxiety, self-esteem and confidence building, friendship and peer relationships)
- Implement student buddy classes and peer/teen mentorship programs to build a sense of community
- Integrate executive functioning skills by embedding relevant activities and lessons into classroom routines
- One Collaborative Response Team meeting a year will focus on social emotional skills and executive functioning
- Invite EIPS Support for Students consultants to support classroom teachers with co-regulation strategies as needed
- Collaborate with other schools and community partners to offer parent/caregiver information evenings

MEASURES:

The 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.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

The percentage of EIPS stakeholders who agree their school is safe.

The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.

The percentage of students who agree their teachers care about them.

The percentage of students who agree they are safe at school.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P1G1 Promote Growth and Success for All Students; Excellent Start T

SCHOOL GOAL 2:

Implement daily number sense activities to build teacher capacity in evidence-based numeracy practices to ensure students demonstrate measurable growth on the Government of Alberta Numeracy Screeners, Provincial Achievement Tests, as well as on math benchmarking tasks and classroom assessments as measured by the Alberta Education Assurance Survey and EIPS Engagement Surveys.

STRATEGIES:

- Students have access to manipulatives and differentiated supports as needed
- Kindergarten to Grade 6 students receive explicit instruction and modeling moving students from concrete (hands-on, manipulatives), to pictorial, to symbolic understanding
- Staff use a range of resources and screeners, such as Building Fact Fluency Kits, Number Talks, Vertical Non-permanent surfaces, Math Benchmarking Kits, Building Thinking Classrooms in Mathematics, Math Equals Kits, etc.
- Daily number sense activities in kindergarten to Grade 3 classrooms
- Collaboration with and coaching by EIPS numeracy consultants when needed
- One Collaborative Response Team meeting a year will focus on number sense strategies
- Benchmarking to identify gaps in learning and targeted number sense instruction as required
- Examining and interpreting data from kindergarten to Grade 3 GOA Screeners to inform instructional planning twice a year



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

MEASURES:

The percentage of families who agree the numeracy skills their child's learning at school are useful.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.

The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

OTHER MEASURES:

The percentage of students who demonstrate growth on the Government of Alberta Numeracy Screeners administered as outlined by the Province of Alberta.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P1G1 Promote Growth and Success for All Students; Excellent Start T

SCHOOL GOAL 3:

Build teacher knowledge and skills in evidence-based literacy practices so students demonstrate growth in reading, particularly in decoding and accuracy, as well as in written expression, focusing on sentence structure. Student progress will be measured through Government of Alberta Literacy Screeners, Provincial Achievement Tests, school reading assessments, classroom evaluations, and writing rubrics. As well as, by the Alberta Education Assurance Survey and EIPS Engagement Surveys.

STRATEGIES:

- Kindergarten to Grade 6 students will receive explicit and systematic reading instruction focused on phonemic awareness, phonics, and vocabulary (i.e., explicit morphology instruction)
- Kindergarten to Grade 6 students will receive explicit and systematic writing instruction focused on sentence structure, sentence combining, and revising (i.e., small group/individual writing conferences with specific student feedback)
- Staff use a range of resources and screeners, such as Words Their Way, UFLI, Phonics Companion, Heggerty, Orthographic Mapping, Leveled Literacy Intervention, Decodable Books, Empowering Writers, Morpheme Magic, Bridge the Gap, etc.
- Small group reading instruction and intervention (i.e., participation in the READ program and building collective efficacy) as required
- Grade 4 to 6 book clubs targeted to student levels and interests
- Kindergarten to Grade 6 teachers will participate in the EIPS 2024/2025 Writing Pilot and collaboratively mark EIPS writing tasks
- One Collaborative Response Team meeting a year will focus on reading and/or writing strategies
- Collaboration with and coaching by EIPS literacy consultants as required



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MEASURES:

The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

The percentage of families who agree the literacy skills their child's learning at school are useful.

OTHER MEASURES:

The percentage of students who demonstrate growth on the Government of Alberta Literacy Screeners administered as outlined by the Province of Alberta.