



# SCHOOL EDUCATION PLAN FOR THE 2021-22 SCHOOL YEAR



**SCHOOL:** Davidson Creek Elementary

**PRINCIPAL:** Kaye Schindeler

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**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

STAFF FTE	BUDGET
Certificated	Salaries
Classified	SES
	Total
	Surplus/deficit

**SCHOOL PROFILE AND CONTEXT**

Davidson Creek Elementary opened its doors in the fall of 2018. 600+ students call DCE their home along with the 40 dedicated staff.

This year school is proving to be challenging with the overall reduction in financial allocations. Regardless, we will still provide a great education for our students. Our staff are talented, resourceful, and work collaboratively to meet student needs. Our class sizes are between 22-28 students. With federal funding in the fall were we able unsplit a 4/5, 5/6 classes Since losing funding for Level 2 students, there is no extra support for struggling students. To the best of their ability, teachers will continue to differentiate their teaching, however, without funding this becomes increasingly difficult.

The year started with 87 online learners due to the continued COVID-19 pandemic. By the May 2021 we only had 37 online learners, as families chose to have their student return to classes.

With the grant for our First Nations, Métis, Inuit students we support 10 students who are not at grade level as well as support language and cultural indigenous teaching for our students who have identified as First Nations Métis or Inuit.

Our Lead Teachers support classrooms through Fountas and Pinnell and Math Benchmarking assessments to help find the gap in learning that occurred during online classes in the spring of 2020. They also support differentiated, scaffolded learning for these students. Our lead teachers also support staff in their professional development in literacy and numeracy.

## **EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

**SCHOOL GOAL:** To create a culture of literacy at Davidson Creek

### **STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:**

- Continuation of Reader's Workshop curriculum across all grades
- Continue developing Writer's Workshop
- Continuation of implementation of Lucy Calkin's Phonics program from K-2
- Continue to support implementation through training in Reader's Workshop with Lead Teachers
- Participate in March Book Madness
- Continue to build up a professional resource library for staff to grow in their practice
- Continued use of Lesson Pix to develop emergent literacy skills in younger students or those with special needs
- Track student Fountas and Pinnell reading levels on school-wide spreadsheet throughout the year (share in Staff Shared)
- Teacher will co-create criteria for what great writing looks like at each grade level
- Carry out whole school narrative quick writes using a common prompt at the beginning and end of the year
- Teachers to implement/continue use of Levelled Literacy Intervention (LLI) to give targeted support to at-risk readers across grade levels

**MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)**

- STAR reading benchmarking during the year to track growth
- Students achieve one year's growth
- Increase in students' independent reading levels
- Fountas and Pinnell Benchmark Assessment System

## **EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS**

**SCHOOL GOAL:** To create a culture of understanding and celebration of diversity with respect to First Nations, Métis, and Inuit cultures.

### **STRATEGIES/ACTIONS IMPLEMENTED:**

- For the Indigenous program all self-identified students are receiving support. The support varies by the needs of the students.
  - Students requiring academic support are supported with literacy using the LLI (Leveled Literacy Intervention) books, the Under One Sun program, or areas identified by the student's teacher. This helps to ensure more self-identified students grow in literacy and numeracy.
  - Students also receive cultural support. Cultural support is provided through the Under One Sun program, videos, and other lessons. Additionally, some students being taught Cree by Jeremy Albert, our indigenous EIPS consultant, as well as learning about beading with Cheryl Devin (virtual lessons). Students will gain understanding of their culture and will be able to celebrate the uniqueness and beauty of their culture.
  - Students significantly above grade level are being provided enrichment, as requested by the parents.
- For the entire student population, grade level resources have been recommended to teachers. Additionally, the grade fives will participate in the blanket exercise (COVID permitting) and the grade ones create a Project of Heart (COVID permitting) for reconciliation activities.
- We are also participating in many events throughout the year, including Orange Shirt Day, Metis Week, Have a Heart Day, and Indigenous Peoples' Day. For these events, videos and resources will be provided to teachers in order for them to participate with their class.

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- Accountability Pillar (AP) results reflect growth in this area
- More children self-identify as First Nations, Métis, or Inuit
- Survey students regarding First Nations, Métis and Inuit understanding

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## **EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS**

**SCHOOL GOAL:** Continue to develop a safe, caring, welcoming school community and culture.

### **STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL**

- Using the Seven Sacred Teachings to develop a strong and healthy sense of community, promote mental health and build strong relationships. This will be done mostly in the classroom due to COVID-19 restrictions.
- Hat day on Staff Meeting days where students/staff make donations to wear a hat. All donations go to the Strathcona Food bank or to the Strathcona Christmas Bureau.
- School wide dress up days like jersey day, Christmas sweater day, pajama day, school spirit day
- We will keep as many traditional activities as possible. For example, DARE, Christmas Concert, Speech Competition, Halloween, Valentine's Day, talent show, Dance-a-rama, Track and Field etc. All will be modified to ensure students safety.
- DCE Community Garden will be established in the spring of 2021
- Implement buddy reading program across grades (postponed)
- Encourage families to volunteer in the school and in classrooms (postponed)
- Linking Generations program with 3 teachers (postponed)
- Active School Transportation Initiative
- Parent lunch Read-in activity throughout the year (postponed)
- Participate in community service projects to deliver cards to the homes surrounding the school (postponed)
- AMA Patrollers established (September 2021)
- Gay Straight Alliance (GSA) if needed as well as resources to support students
- Incorporation of trauma sensitive classroom practices: breathing techniques, exercise/yoga, mindfulness, relationship building.

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- Accountability Pillar results reflect growth in this area.

## **EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

**SCHOOL GOAL:** Improved number sense for all students

### **STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:**

- Instructional Approach includes a balance of guided/direct teaching, collaborative learning, independent learning, and differentiation
- Practice is purposeful; it is modelled, shared, guided, and independent
- Fact fluency 2-3 times a week including games, talks, media, paper/pencil such as: Dice and card games, Mathletics, XtraMath, Oral games
- A variety of resources are implemented, including manipulatives, technology, literature, Mathology, Mathletics, and math games
- Implementation of Math Warm-Up into instruction such as: Number Talks, Splat Math, Estimation Clipboards, Thinking Thursday WODB (Which One Doesn't Belong), Always-Sometimes-, Never, MashUp Math, Between 2 Numbers, Math Mistakes, Convince Me That, Would You Rather, Estimation 180
- Accessing Lead Teachers for instructional coaching
- Connecting number sense across all subject areas
- Implement a new resource, Math Up
- Have a Numeracy Card Game Afternoon in which math card games would be led by the Student Leadership Team and/or Grade 5 students to all students in the school at various stations
- Using the weekly update as a platform to promote numeracy at home and in the community once a month
- Teachers and Numeracy Leads will conduct CSL Math Benchmarking Interviews with students that are flagged during the MIPI

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- EIPS Numeracy Benchmarking during the year to track growth
- Students achieve one year's growth
- More students achieving above 60% on the MIPI
  - Students achieving below 60% will complete the math benchmarking in February and June.
- Increase in PAT achievement Part A and B
- Math fact ongoing assessments that are consistent through the grades.
  - Math facts will have pre- and post-fact assessments

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- Accountability Pillar Results

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