



# 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 26.609 FTE	Salaries \$3,520,301
Classified 12 FTE	SES \$167372
	Total \$3, 687,673
	Surplus/deficit \$36, 885

**SCHOOL PROFILE AND CONTEXT**

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

Our staff are talented, resourceful, and work collaboratively to meet student needs. Our class sizes are between 25-30 students. We have four classes of K-3, three classes of grade 4, 2 classes of grade 5 and 6 as well as a combined class of grade 5 and 6. To the best of their ability, teachers will continue to differentiate their teaching, however, with reduced funding this becomes increasingly difficult.

With the grant for our First Nations, Métis, Inuit students we support Indigenous 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 and student absences during the 2020-21 school year. They also support differentiated, scaffolded learning for these students, including a designated LLI (Leveled Literacy Instruction) program. 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.

**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.)**

- 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.

**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.

- 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

**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.**

- 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
- Accountability Pillar Results



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## Learning Gap Allocations

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional educational assistant hours (to enhance the support of students and classroom teachers, e.g., Lead teacher; Instructional coaching, literacy/numeracy assessment, small group student support).</p> <p>Identify your plan for EA position and how this will address learning gaps.            Michelle Black is an EA who is trained in LLI (Levelled Literacy Intervention). Michelle will be providing LLI instruction with small, groups (following COVID guidelines) of students in grade 1 and 2. This position is 2 periods a day so that students to have daily, intensive reading support to help them achieve grade level.</p> <p>DCE school budget will also support this position by given our Lead Literacy teacher release time to work with Michelle and assessments students. The assessments will provide the data of how many children Michelle saw through the year and the growth that they achieved.</p>	<p>\$11, 725</p> <p>(Actual Cost \$11, 184)</p>
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	<p>\$0</p>
	<p>Materials/resources or non-capital equipment for the classroom (e.g., assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material/resources or non-capital equipment and how it will address learning gaps.</p>	<p>\$0</p>
		<p>Total Allocated</p> <p>\$11, 725</p>

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## Social/Emotional Support Allocation

Check all that apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.            Michael Versteegt, a grade three teacher at DCE, has a background in psychology. He will be providing support for students by working with students individually as well as hosting groups at lunch (ensuring all Covid Protocols are covered). He will support students who are experiencing anxiety, relationship issues, difficulty transitioning to daily school life, and help organization and study skills.</p> <p>He will work in partnership with Marlis Marler who will provide resources and guidance.</p> <p>This position is 8 periods a week in two period blocks, four days a week. This provides consistency for students who are strugglers.</p> <p>Data: attendance records, parent permission for small groups, session topics, lesson topics for each session            Michael will keep a log of his work in this position, and referrals from teachers.</p>	<p>\$17,687</p> <p>(Actual Cost \$18,607)</p>
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in providing social/emotional support).</p> <p>Identify your plan for professional learning and how it will address social/emotional needs of students.</p>	<p>\$0</p>
	<p>Materials/resources or non-capital equipment for the classroom (e.g., wellness resources, videos, books).</p> <p>Identify your plan for purchasing material/resources or non-capital equipment and how it will address social/emotional needs of students.</p>	<p>\$0</p>
		<p>Total Allocated</p> <p>\$17,687</p>



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