



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR



SCHOOL: Davidson Creek Elementary **PRINCIPAL:** Helene Hewitt

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered 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

STAFF FTE		BUDGET	
Certificated	28	Salaries	\$ 3,795,361
Classified	17	SES	\$ 136,558
		Total	\$ 3,944,641
		surplus/deficit	\$ 36,954

SCHOOL PROFILE AND CONTEXT

Our student-centered mission statement: Davidson Creek Elementary is a safe and caring community that welcomes and accepts you for who you are. It is our purpose to support and encourage you to grow and be the best version of yourself.

Having opened our doors as a brand-new school in the fall of 2018, our school is home to over 600 students and 45 dedicated staff.

As outlined in our school motto, a place where you belong, our resourceful and dedicated staff work collaboratively to meet student needs and ensure that all students are nurtured to become the best versions of themselves. Our class sizes are between 22-30 students. We have two kindergarten classes, a combined kindergarten/grade one class, four classes of grades 1-4, 2 classes of grade 5 and 6 as well as a combined class of grade 5/6. With the skills of our full-time counsellor and the expertise of our staff, we support the needs of our students through differentiation within an inclusive classroom environment.

Our school benefits from two active parent groups, our school council and the Davidson Creek Fundraising Society. These groups support the vision and mission of our school through their feedback in meetings as well as through parent sponsored events such as a monthly hot lunch program, a milk program and school wellness initiatives. Our parent group sponsors many of our lunch hour clubs such as our games club, garden club, intramurals, Pokémon card club and our Cute Things club.

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.

We use a variety of screeners and benchmarking assessments in both literacy and numeracy to identify gaps in learning that may persist as a result of Covid-19. In addition, students have access to small group reading intervention instruction from a teacher and an educational assistant throughout the year.



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR



1. **EIPS' PRIORITY:** Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments

SCHOOL GOAL: By continuing to develop teacher capacity in evidence-based reading and writing instruction students will continue to demonstrate statistically significant growth in their reading comprehension scores and writing portfolios.

STRATEGIES:

- All teachers in kindergarten to grade 3 will attend professional development in early literacy provided by EIPS and implement best practices such as sound walls, orthographic mapping, systematic vocabulary instruction, and the use of decodable books for beginning readers, explicit instruction, and small group instruction
- Teachers will access a variety of high quality and evidence-informed instructional tools including: Heggerty Phonemic awareness and Bridge the Gap manuals, Wiley Blevins Phonics, University of Florida Research Institute Phonics, The Phonics Companion, Walpole's Differentiated Reading Instruction manuals, Words Their Way, RAZ Kids Plus and Readers & Writers Workshop
- Teachers will access professional learning on topics related to Dyslexia and Developmental Language Disorder
- Teachers will regularly collect and analyze a variety of data to make decisions on instructional practice within grade level teams
- Teachers will use the EIPS writing continuum as well as co-construct criteria for high quality writing within grade groups
- All teachers will participate in a common school-wide write and assess writing using the EIPS writing continuum
- Teachers will have access to one hour of collaboration time as a grade group each week with which to review materials, data, and share best practices as a team following the Collaborative Response Model
- Promote literacy skills as a weekly segment in the morning video announcements
- Engaging parents
 - Family Reading Event during Read In Week
 - Instructional videos for parents
 - Articles with tips for supporting reading in the weekly Mustang Memo

MEASURES:

- STAR results will demonstrate meaningful growth with a target of one year
- Reading screeners such as the LeNS, CC3 and RRST, EYE-TA will demonstrate 7% or less students in the at-risk zone by the end of the year
- Writing portfolios demonstrate growth on the EIPS writing continuum in variety of text formats including informational, descriptive and persuasive texts
- 95% of students will achieve an acceptable standard and 25% standard of excellence on the Grade 6 Language Arts Provincial Achievement Test
- 90% of families who agree their child's demonstrating growth in literacy (EIPS Parent Survey)

RESULTS: (To be added for Results Review)

1. **EIPS' PRIORITY:** Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments

SCHOOL GOAL: By building capacity for all teachers to implement best practices that support number sense and fact fluency, all students will demonstrate meaningful growth.

STRATEGIES:

- Teachers will access a variety of high quality and evidence-informed instructional tools such as Number Talks, Fact Fluency Kits and the Nelson Math Pre-Assessment books
- Teachers will attend professional learning including:
 - Using math games for practice and skill building (Box Cars and One-Eyed Jacks)
 - Using Fact Fluency Kits with our division consultants
 - Using the Jump 2 Math floor mats
- Teachers will analyze a variety of data including government numeracy screeners, STAR Math, EIPS Math Benchmarking, Nelson Math Pre-Assessment manual & Provincial Achievement Test results, to improve and inform instruction
- Time with consultants to model, observe and discuss best instructional practices
- Engaging parents
 - Family Math Games Night
 - Blog tips, newsletter emails, unit 'snap shots' of "I can..."
 - Instructional videos for parents
- Teachers will have access to one hour of collaboration time as a grade group each week with which to review materials, data, and share best practices as a team following the Collaborative Response Model
- Promote math skills as a weekly segment in the morning video announcements
- Add a math focus to Education Week and participate in the Week of Inspiration Math

MEASURES:

- Government math screeners will indicate 7% or less students in the at-risk category by the end of the school year.
- 90% of students will achieve the acceptable standard and 20% the standard of excellence on the Grade 6 Mathematics Provincial Achievement Test
- 80% of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey)
- 90% of families who agree their child's demonstrating growth in numeracy (EIPS Parent Survey)

RESULTS: (To be added for Results Review)

3. EIPS' PRIORITY: 2. Enhance High-Quality Learning and Working Environments

3. Enhance Public Education Through Effective Engagement

SCHOOL GOAL: By building mental health and wellness skills of students, staff and parents, we will foster a positive and healthy school community.

STRATEGIES:

- Employ a full-time counsellor to support students through small group skills instruction as well as co-taught in-class lessons with teachers
- Develop and implement a positive referral program to support our school expectations and celebrate students demonstrating good pro-social skills (Mustang Mentions)
- Engage in the Roots of Empathy program
- Engage with a mental health worker from the Mental Health Capacity project in a few classes throughout the year to build self-regulation and socio-emotional skills
- Staff will receive professional development in Restorative Practices to address conflict and to support positive classroom communities
- Partnering with the School Council, to organize school wide events & activities that build community
- Host monthly school Spirit Days such as Jersey Day on Oilers' game days and other theme days throughout the year
- Host community productions (fine arts and Indigenous learnings - *Dufflebag* drama, Salisbury Drama group, hoop dancers, Metis dance)
- Engage in acts of altruism and service projects such as Terry Fox Run, Jump Rope for Heart, Food Bank and other community projects
- Partner with the DCE School Council to host community events such as the Summer Sizzler, Movie Night, Carnival and Family Dances
- Student led activities (morning announcements, spirit days...)
- Facilitate extracurricular activities such as student clubs which may include Art Club, Cute Things Club, Daebak Dance Club, DCETV Club, Drama Club, Games Club, Intramurals, Propagation Fascination Club, Robotics Club, Running Club, Pokémon Card Club, etc.
- Build community agency partnerships such as with Alberta Health, Saffron, AltView, Strathcona County Park and Recreation, etc.

MEASURES:

- Participation Data will show increased attendance at school events (interviews, family events, etc.)
- Track the number of counselling referrals
- Track the number of Mustang Mentions (positive referrals) with the goal that every child will earn one before the end of the year
- 95% of families who agree school staff care about their child (EIPS Parent Survey).
- 75% of families who agree their child's school expects students to behave responsibly and are dealt with fairly if not (EIPS Parent Survey).
- Reduced absenteeism records not related to illness of staff & students

RESULTS: (To be added for Results Review)

