



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Davidson Creek Elementary

PRINCIPAL: Helene Hewitt

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

Student-centred 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 650 students and 45 dedicated staff.

As outlined in our school motto, a place where you belong, our resourceful and dedicated staff work as a team to ensure that all students are nurtured to become the best versions of themselves. Our class sizes range from 24-35 students. We have three classes of kindergarten, Grade 1, Grade 2 and Grade 6. We have five Grade 3 classes and four classes of Grade 4 and Grade 5.

With the skills of our counselling team and the expertise of our staff, we support the needs of our students through differentiation within an inclusive classroom environment. Our school participates in the Collaborative Response Model where teams meet each month to examine our student data (both academic and behavioural) and to discuss best practices in improving our classroom instruction. We use a variety of literacy and numeracy screeners and assessments to identify learning gaps which are addressed through small group instruction within the classroom.



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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 and a variety of school wellness initiatives. Our parent group sponsors lunch hour clubs including Games Club, Garden Club, Propagation Fascination Club, Intramurals, Pokémon Card Club, Positive Playgrounds Club, Daebak Dance Club, and Cute Things Club.

With our First Nations, Métis, Inuit grant allocation, we support students and families who identify as First Nations Métis or Inuit with access to cultural teachings and activities such as our monthly smudging. Our First Nations, Métis and Inuit lead teacher provides instruction to all classes in the school throughout the year to meet the calls to action from the Truth and Reconciliation commission.

Through our many clubs, community involvement opportunities and the skills of our school team, we strive to make every person who walks through our doors feel like they belong.



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EIPS PRIORITIES AND GOALS:

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

SCHOOL GOAL 1:

By building brain-aligned mental health and wellness skills of students, staff and parents, we will foster a safe and welcoming environment that supports student regulation and readiness to learn.

STRATEGIES:

- Participate in the Mental Health Capacity Building Project in partnership with Strathcona County Family and Community Services
- Participate in restorative practices such as talking circles in all classrooms
- Provide four lessons on how brains manage stress to all classes including simple strategies to help settle our nervous systems throughout the day
- Complete a book study of Dr. Lori Desautels book Connections over compliance: Rewiring our perceptions of discipline with staff as well as with our school council
- Engage parents through a variety of events such as Family Wellness Night, the Summer Sizzler, a school dance, Family Literacy Night, Family Math Night
- Establish reset spaces for students in their classrooms
- Establish reset spaces for staff within the school
- Establish a continuum of supports for self-regulation on one of our professional learning days
- Create student wellness activities throughout the year including spirit days, clubs, and sporting events
- Establish a regular staff wellness drop-in activity afterschool (pickleball, badminton, Zumba, etc.)
- Track counselling and office referrals each term for trends
- Track attendance patterns each term for trends
- Track positive referrals each term (Mustang Mentions)

MEASURES:

The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.



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The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.

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

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.

The percentage of parents and caregivers who agree teachers care about their child.

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

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

The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.

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 EIPS staff who agree I receive recognition or praise for doing good work.

The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.

OTHER MEASURES:

Attendance data: number of absences/term measured in full-days looking for trends

Office referrals: number of disciplinary visits to the office that are logged

Counsellor referrals: number of visits to the counsellor for support tracked informally by the counselling team.



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EIPS PRIORITIES AND GOALS:

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

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

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

SCHOOL GOAL 2:

By developing teacher and parent capacity in evidence-based practices for developing fluency in foundational math skills, students will demonstrate statistically significant growth in basic computation skills.

STRATEGIES:

- Staff will analyze math data including the government screeners, STAR Math, and common grade level assessments to improve and inform instruction
- Each class will practice fact fluency for two minutes, three times a day every day (the practice activity will match grade level expectations and individual needs of students in the class)
- Students in grades 1-6 will graph their progress on their daily fact practice with a goal of improving their personal best
- Staff will develop a bank of evidence-based foundational math fact practice strategies to use in class and to share with parents for home practice
- Each grade will select no more than two key standard algorithms as a focus for instruction with ample opportunities for practice and feedback. Teachers will offer an alternate algorithm to students who are unsuccessful with the standard algorithms as needed
- Teachers will access professional learning on fact fluency as well as evidence-based instructional practices for integrating conceptual and procedural knowledge
- Teachers will receive professional learning opportunities on balancing direct, explicit instruction and inquiry-based instruction
- Involve parents in community math opportunities such as a Math-a-thon fundraiser, math tips in the Mustang Memo and Family Math Night



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MEASURES:

The percentage of Grade 3 students performing mathematics at grade level, as measured by the STAR Math assessments.

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:

Government of Alberta Numeracy Screener Data - # of at risk students between screening windows

Formative fact fluency assessment data collected monthly by school (grade level common in-class assessments)