



SCHOOL EDUCATION PLAN 2021-2022

SCHOOL: Glen Allan Elementary **PRINCIPAL:** Jennifer Ference

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	16.086	Salaries	\$2,331,815
Classified	7.293	SES	\$76,343
		Total	\$2,408,158
		surplus	()

SCHOOL PROFILE AND CONTEXT

Glen Allan Elementary Quick Facts:

- Glen Allan Elementary School (GLN) opened in 1972 and is located in Sherwood Park, Alberta
- GLN is an inclusive education setting with 336 students in kindergarten to Grade 6 for the 2021-22 school year
- GLN students are served by 31 staff members including 19 teachers and 12 support staff
- Total school budget is \$2 408 158 which includes 96.2% allocated to staffing

Programming Highlights:

- Students supported through Levelled Literacy Intervention (LLI)
- Inclusive and intervention supports from .6 FTE counselling time, Supports For Students consultants, Speech-Language consultants, Occupational Therapy consultant, Hearing consultant and Assistive Technology team
- Sensory room available to support students with self-regulation strategies
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.1 FTE)
- Numeracy and Literacy Lead teachers
- 1 to 1 Chromebooks for students in grades 1–6
- iPads available for kindergarten and Grade 1
- Variety of extra-curricular activities including cross country running, track, basketball, volleyball, intramurals, choir, Young Author’s Conference, Science Olympics, Debate Club and Chess Club



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- Variety of student leadership opportunities including: Library Leaders, Student Council, Environment Club, Facilities Crew and Clean-up Crew
- Active and supportive School Council who coordinate a variety of events for the school community as well as volunteer and fundraise

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL: By implementing intentional use of best practices and small group instruction, all students will demonstrate growth in their number sense as indicated on their progress reports in November, March and June.

STRATEGIES:

- Utilize Math Intervention Programming Instrument (MIPI) for consistent benchmarking across all grade levels
- Review MIPI results to plan for targeted intervention and small group supports
- Administer Communicating Student Learning (CSL) Math Benchmarking Interview for flagged students below 50% on MIPI
- Lead Teacher release time to facilitate professional learning and support best practices for staff
- Partner with the EIPS numeracy consultant on an on-going basis – Number Talks, Running Records, Equals Math Kit
- Professional learning opportunities for teachers and educational assistants related to numeracy with follow up support from EIPS numeracy consultant and lead teachers
- Numeracy session at Community of Practice for educational assistants
- Display common numeracy vocabulary visuals in every classroom
- Math manipulative toolkits available for every student
- School wide participation in Week of Inspirational Math
- School wide numeracy activities and projects
- Grade 6 PAT review
- Utilize Equals Math Kit for instructional programming for struggling students
- Educational assistant time for additional small group numeracy support
- Enrichment pullout classes for Grade 6 students once a week



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- Collaborative grade cohort team meetings every 8 weeks to monitor progress of students and determine action plans for success
- Visual display of students to use at collaborative team meetings
- Create school wide continuum of supports
- Co-construct criteria with staff for effective small group numeracy instruction
- Share activities to reinforce foundational math skills at home
- Pilot Numeracy Common Assessment Tool (NCAT) data collection to guide programming

MEASURES:

- 100% of staff are implementing best practices in small group and number sense instruction as measured by administration observations
- 100% agreement on the EIPS Staff Engagement survey that this year, they had opportunities to grow at work
- 100% agreement on the EIPS Staff Engagement Survey that GLN colleagues are committed to doing quality work
- 100% agreement on the EIPS Staff Engagement Survey that professional development is encouraged
- 95% agreement on the EIPS Staff Engagement Survey that staff professional learning was focused, systematic and contributed significantly to their professional growth
- 100% of students demonstrate growth in number sense as indicated by their progress reports in November, March and June
- There is a 5% increase in the number of students meeting the acceptable standard on the Grade 6 PAT math results and a 3% increase in the standard of excellence
- 90% parent agreement on the EIPS Parent Engagement Survey that their child is demonstrating growth in numeracy

RESULTS: (To be added for Results Review)

EIPS PRIORITY: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

Goal 2: Success for Every Student

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.



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SCHOOL GOAL: By building staff capacity in targeted small group literacy instruction, the school will work collaboratively to increase the number of students who achieve a minimum of one year's growth in literacy as measured by their STAR reading assessments in September, January, and June.

STRATEGIES:

- Participate in Collaborative Response Model professional learning opportunities
- Collaborative grade cohort team meetings every eight weeks to monitor progress of students and determine action plans for success
- Visual display of students to use at collaborative team meetings
- Create school wide continuum of supports
- Utilize STAR reading assessment for consistent benchmarking across all grade levels in September, January, and June
- Track and review STAR results to plan for targeted intervention and small group supports
- Daily use of effective instructional strategies that encompass essential components of language arts instruction
- Co-construct criteria with staff for effective small group literacy instruction
- Incorporate phonemic awareness and phonics instruction using Heggerty resource in K - 3
- Utilize daily small group literacy instruction in language arts
- Consistent use of literacy strategies, resources, and language in and across grade levels
- Implement eight week Leveled Literacy Intervention (LLI) cycles to support striving readers
- Provide on-going LLI training to staff
- Partner with EIPS literacy consultants
- Literacy session at Community of Practice for educational assistants
- Participate in Division Early Literacy Project to target specific areas of reading instruction and methods to assist striving students
- Readers Workshop resources available for teachers
- Investing in diverse and high interest literature for guided reading, home reading and book clubs
- Foster a culture of literacy throughout the school – School wide literacy projects, Read-In Week activities, bulletin boards, Buddy Reading, staff sharing of best practices in literacy instruction, celebrating student growth in reading and writing

MEASURES:

- 100% of staff are implementing best practices in small group literacy instruction as measured by administration observations
- 100% agreement on the EIPS Staff Engagement survey that this year, they had opportunities to grow at work
- 100% agreement on the EIPS Staff Engagement Survey that GLN colleagues are committed to doing quality work
- 100% agreement on the EIPS Staff Engagement Survey that professional development is encouraged



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- 95% agreement on the EIPS Staff Engagement Survey that staff professional learning was focused, systematic and contributed significantly to their professional growth
- 100% of students demonstrate growth in reading as measured by their STAR reading assessments in September, November, February and June.
- There is a 5% increase in the number of students meeting the acceptable standard on the Grade 6 PAT reading results and a 3% increase in the standard of excellence
- 90% parent agreement on the EIPS Parent Engagement Survey that their child is demonstrating growth in literacy

RESULTS: (To be added for Results Review)

EIPS PRIORITY: ENHANCE HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

Goal 1: Positive Learning and Working Environments

Outcome: Our learning and working environments are welcoming, inclusive, respectful and safe.

SCHOOL GOAL:

By working collaboratively to foster a positive school culture of collective responsibility, more students will engage in respectful interactions and model active citizenship as measured by the Alberta Education Assurance Survey and EIPS Engagement Surveys.

STRATEGIES:

- Review and revise student code of conduct / school handbook with all staff and other stakeholders to ensure consistent understanding and collective support for expected behaviours
- Communicate and explain student code of conduct with students and parents
- School wide contest to celebrate and recognize positive choices including weekly draws and a monthly student lunch with principal and assistant principal
- Create opportunities for staff and students to be involved in planning leadership activities
- Facilitate student leadership opportunities including: Library Leaders, Student council, Facilities Crew, Office Helpers, Intramurals, Clean-up Crew and Lunch Helpers
- Celebrate student leadership contributions through announcements, newsletters, assemblies, thank you cards, positive phone calls home, and cards of acknowledgement
- Provide opportunities for students to participate in community and global service projects



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- Coordinate additional extra-curricular activities including volleyball, basketball, cross country running, track, intramurals, Environment Club, Debate Club, Board Game Club and Chess Club
- Facilitate opportunities for students to participate in self-regulation workshops with the counsellor
- Utilize self-regulation room and alternate learning spaces to provide proactive and positive options for students needing breaks
- Initiate school improvement projects involving students to increase pride, ownership, and sense of belonging
- Focused discussions with school council and student council to solicit input on safe and caring initiatives and citizenship
- Provide SOGI/2SLGBTQ supports within school
- Promote diversity and intentional First Nations, Métis and Inuit learning opportunities
- Partner with First Nations, Métis and Inuit Educational Advisors to deepen understanding of Indigenous histories, traditions and culture
- Facilitate cross graded buddy class activities
- Regular communication to parents highlighting active citizenship through classroom newsletters, weekly updates, positive phone calls and weekly Buzz email

MEASURES:

- Increase in the number of meaningful leadership opportunities and service projects for students
- 5% increase in stakeholder satisfaction that students model the characteristics of active citizenship as measured by the Alberta Education Assurance Survey
- 90% parent agreement on the EIPS Parent Engagement Survey that their child is learning the knowledge, skills and attitudes necessary to be successful in life
- 90% parent agreement on the EIPS Parent Engagement Survey that their child is encouraged to be a responsible, respectful and engaged citizen

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers 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 FTE and how this will address learning gaps.</p> <p>Increase in Educational Assistant time to support early literacy intervention for students in grades 1 and 2 that are identified through screeners and collaborative team meetings.</p>	<p>\$ 7,566 1 hour of EA time daily</p>
X	<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>Release time towards collaborative team meetings every 6-8 weeks to build staff capacity with using data to monitor and plan for student success.</p>	<p>\$ 560</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 or non-capital equipment and how it will address learning gaps.</p>	<p>\$</p>
		<p>Total Allocated \$ 8,126</p>



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SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<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.</p> <p>Increase Counsellor FTE by .09 to reach .59 FTE total. Increase in FTE will allow 5 additional periods/week of counseling time to identify and support students and families who have experienced loss or trauma due to the pandemic. This will include support for students with increased anxiety and trauma response from pandemic conditions using training and resources from Trauma Events System with Kevin Cameron and Psychological First Aid by Dr. Marlene Wong.</p>	<p>\$ 9,762</p> <p>.09 FTE increase to counsellor time to reach 0.59 total</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 social/emotional needs of students.</p>	<p>\$</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 or non-capital equipment and how it will social/emotional needs of students.</p>	<p>\$</p>
		<p>Total Allocated</p> <p>\$ 9,762</p>

