



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Glen Allan Elementary School

PRINCIPAL: Jennifer Ference

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

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 316 students registered in kindergarten to Grade 6 for the 2022-23 school year
- GLN students are currently served by 27 staff members including 15 teachers and 12 support staff
- Total school budget is \$2 296 679 which includes 95% allocated to staffing

Programming Highlights:

- Students supported through Levelled Literacy Intervention (LLI)
- Inclusive and intervention supports from .5 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)
- 1 to 1 Chromebooks for students in grades 1–6
- iPads available for kindergarten and Grade 1
- Variety of extra-curricular activities
- Active and supportive School Council who coordinate a variety of events for the school community as well as volunteer and fundraise



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EIPS' PRIORITY: Promote Growth and Success for All Students

Goal 2: Success for Every Student

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

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 1:

By implementing consistent and intentional targeted small group numeracy instruction, Glen Allan staff will work collaboratively so all students will demonstrate growth in their number sense as indicated on their progress reports in November, March, and June. and measured by their STAR Math assessments in September, January and June.

STRATEGIES:

Small Group instruction to enhance learning incorporating:

- Use of manipulatives and math kits
- Use of vertical non-permanent surfaces (VNPS) for student
- "Catch and Release" model for differentiation
- Fact Fluency Kits and Number Talks

Making data informed decisions for targeting small group instruction needs with the use of:

- MIPI and numeracy screeners
- Benchmarking to identify gaps in learning
- Collaborative Response Team Meetings

MEASURES:

- 100% of staff are implementing weekly small group instruction in their math classes
- STAR Math Data, Numeracy Intervention Results, Student Progress Reports – specifically math basic facts categories
- EIPS Parent/Caregiver Survey
 - Parents/Caregivers who agree their child
 - is demonstrating growth in numeracy
 - has their individual needs met



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- is encouraged to do their best
- EIPS Staff Engagement Survey
 - The percentage of Glen Allan staff who agree:
 - I have the materials and equipment I need to do my work
 - At work, I have the opportunity to do what I do best every day
 - There is someone at work who encourages my professional development
 - This last year, I have had opportunities at work to learn and grow
- Assurance Survey
 - Families, students and teachers who agree students are engaged in their learning
 - Families, students and teachers who agree students can get the help they need

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: Promote Growth and Success for All Students

Goal 2: Success for Every Student

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

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 2:

By implementing consistent and intentional targeted small group literacy instruction, Glen Allan staff 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 in conjunction with classroom assessments.

STRATEGIES:

Small Group instruction incorporating:

- Guided reading and Student Conferencing
- Phonics work including Heggerty, Orthographic Mapping
- Word Work



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- Mini-Lessons
- Differentiation for reading levels by using book clubs, instead of whole class novel studies
- CAFE
- Work with Literacy and Inclusion Consultants to promote Literacy for All

Making data informed decisions for targeting small group instruction needs with the use of:

- STAR Literacy Assessment
- Fountas and Pinnell Reading Benchmarking Assessments
- Leveled Literacy Intervention
- Reading Readiness Screening Tool (RRST) to assess striving readers
- Diagnostic Reading Tool (DRT) to assess striving readers
- Collaborative Response Team Meetings

MEASURES:

- 100% of staff are implementing small group instruction in their ELA classes
- Early Years Evaluation – Teacher Assessment (EYE-TA) Results
- STAR Assessment Results
 - Number of students who achieved a year's growth in reading
- Literacy Intervention Results
 - Number of students who received interventions to close the gap in reading
- EIPS Parent Survey
 - Parents who agree their child
 - is demonstrating growth in literacy
 - has their individual needs met
 - is encouraged to do their best
- EIPS Staff Engagement Survey
 - The percentage of Glen Allan staff who agree:
 - I have the materials and equipment I need to do my work
 - At work, I have the opportunity to do what I do best every day
 - There is someone at work who encourages my professional development
 - This last year, I have had opportunities at work to learn and grow
- Assurance Survey



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- Families, students and teachers who agree students are engaged in their learning
- Families, students and teachers who agree students can get the help they need with reading and writing

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: Enhance high-quality learning and working environments

Goal 1: Positive Learning and Working Environments

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

SCHOOL GOAL 3:

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:

Support student mental health and positive relationships integrating:

- Fair and consistent approach to supporting positive behaviour
- 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
- Variety of seating arrangements and student collaboration options
- Collaborative Response Team Meetings

Foster a school climate focused on positive relationships, social engagement, wellness, and connection integrating:

- School spirit days
- School assemblies
- FitKids Block once a week with guest presenters
- Building relationships and connections with Elders, Knowledge Keepers and First Nations, Metis and Inuit advisors to share teachings and learnings.
- Collaboration with GASC to host activities such as school dance, welcome BBQ, and Book Fair.
- Community services (Saffron, altView, Dare)

Provide leadership opportunities for students using:

- Grade group buddies
- Community and global service projects and initiative



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MEASURES:

- EIPS Parent/Caregiver Survey
 - Families agree school staff care about their child.
 - Families agree their child's school expects students to behave responsibly, and if not, are dealt with fairly.
- EIPS Staff Engagement Survey
 - The percentage of EIPS staff who are satisfied that:
 - Someone at work seems to care about me as a person
 - They have a friend at work
 - Overall, the school is a good place to work
- Assurance Survey
 - Welcoming, Caring, Respectful and Safe,
 - Teachers, families and students agree: students are safe at school, are learning the importance of caring for others, learning respect for others and are treated fairly in school.
 - Families who agree teachers care about their child.
 - Students who agree their teachers care about them.
 - Students who agree they are safe at school.
 - Families who agree their child is safe at school.
 - Teachers, families and students who agree each child and youth belongs, is supported and is successful in his or her learning
 - Citizenship
 - Teachers, families and students who are satisfied students model active citizenship

RESULTS: (To be added for Results Review November 2023)
