

# Elizabeth School Education Plan

Northland School Division No. 61



“WE SOAR BY LIFTING OTHERS”

## INTRODUCTION

On behalf of the Elizabeth School, I am pleased to present the 2022-2023 Education Plan. Within these pages, you will find Elizabeth School priorities, outcomes, strategies and measures that have been identified as a result of conversations with staff and the school community. During the 2022-2023 school year, Elizabeth School will continue to increase engagement with the Elizabeth Metis Settlement through various events and activities. We encourage you to review this plan and would appreciate hearing from you. Please consider attending community engagement or Principal Advisory sessions once dates have been set.

### Accountability Statement

The Education Plan for Northland School Division was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop an education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021-2024 on May 29, 2021.

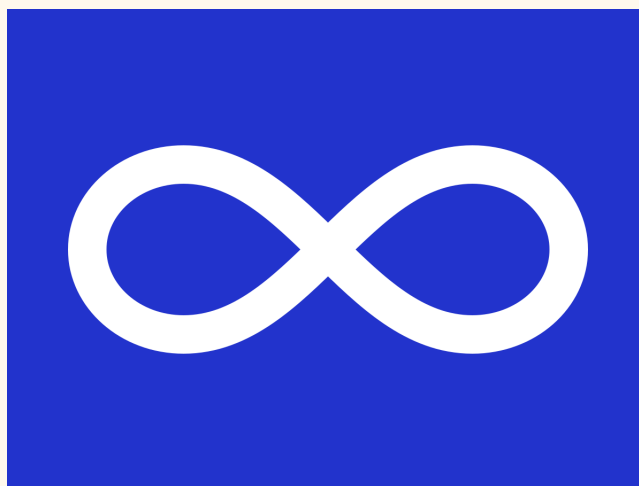


## Northland School Division and Elizabeth School Commitments

NSD Commitment: To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

Vision: "Our students love to come to school in Northland"

Elizabeth School Mission Statement: "*Working Together, Building Our Future*"



## Assurance Plans

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others. For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below



## Elizabeth School Priorities

**Priority 1: Excellence in Learning - Students achieve or exceed the standards set by Alberta Education in literacy and numeracy**

Elizabeth Goal/Target	Strategies	Success Measures - Local
<p>Priority 1: Learning Goal (Literacy &amp; Numeracy)</p> <p><i>Progress in literacy achievement, indicated by the number of PM Benchmark levels, will increase by the end of June 2023.</i></p> <p><i>Progress in numeracy achievement, as indicated by numbers of levels completed in Symphony Math, will increase by the end of June 2023.</i></p>	<ol style="list-style-type: none"> <li>1. Create a sense of belonging in the school through the following:               <ol style="list-style-type: none"> <li>A. School feels welcoming</li> <li>B. School is clean and up to standards School is a friendly, caring, kind environment</li> <li>C. School offers a variety of clubs and supports to students of different backgrounds and needs</li> <li>D. Students are healthy, active, and well.</li> <li>E. School and staff maintain high expectations of their learners</li> </ol> </li> <li>2. Students apply understanding and knowledge of skills in real-life contexts and situations.</li> <li>3. Students acquire and apply FNMI experiences through LBL and cultural opportunities.</li> <li>4. Teachers immerse literacy components and practices into all subject areas (planning and instruction)</li> <li>5. Teachers will designate 80 minutes (minimum) of literacy content daily.</li> <li>6. Teachers set leveled target literacy and numeracy goals per student and help develop skills in areas of concern- utilizing F&amp;P, LLI, Heggerty Phonemic Awareness, PM Benchmarking, Home Reading Program, Daily 5 Framework, Basic Facts, Times Tables, Vision Tables.</li> </ol>	<p>PM Benchmark Data – October data compared to June data</p> <p>Heggerty Phonemic Awareness</p> <p>Leveled Literacy Intervention</p> <p>Fountas &amp; Pinnell Assessment</p> <p>EYE - TA</p> <p>Benchmark growth – IPP goals shift</p> <p>Mathletics</p> <p>JUMP Math</p> <p>Math Minds</p> <p>Mipi</p> <p>Symphony Math</p>

**Students Enjoying Literacy & Numeracy Activities!**



**Priority 2: Excellence in Leadership** - Through excellent leadership practices, everyone feels welcome and valued



<p>Priority 2: Leadership Goal</p> <p><i>By June 2023, 100% of Elizabeth School staff will have engaged in professional development opportunities that contribute to outstanding education.</i></p>	<ol style="list-style-type: none"> <li>1. All Elizabeth School staff demonstrate professional growth in alignment with their assignment.</li> <li>2. Teachers respond with skill and competence to the unique learning needs, interests, cultural, social, and economic circumstances of students.</li> <li>3. Teachers and leaders improve their professional practice through collaborative engagement, supervision, and evaluation.</li> <li>4. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.</li> <li>5. All staff are accountable to a standard of professional conduct and professional practice.</li> <li>6. Educators use data from classroom practice as well as system data to inform teaching practice to enhance learning.</li> </ol>	<p>OURSchool Survey Results</p> <p>Teacher Professional Growth Plans</p> <p>Education Assistant Growth Plans</p> <p>Staff Survey on PD &amp; Collaboration Opportunities</p> <p>Observation - Staff develop skills and perform leadership tasks/duties successfully</p> <p>Provincial Achievement Results</p> <p>Alberta Education Teacher Survey Results</p>	<p>Overall, all Elizabeth School staff have engaged in professional learning which has contributed to outstanding education for our students.</p> <p>Math Minds</p> <p>Community of Practice</p> <p>Personally sought out Professional Development</p> <p>APPLE Schools Presentations</p> <p>FASD Workshop</p> <p>Traditional Apparel Making Workshop</p>
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**Priority 3:** Excellence in Relationships - Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

<p>Priority 3: Relationships Goal</p> <p><i>By June 2023, parent involvement will increase at Elizabeth School by 25%</i></p>	<ol style="list-style-type: none"> <li>1. Students and staff establish and maintain caring effective teacher student relationships.</li> <li>2. School provides opportunity for parents/guardians to engage in school events, activities, and presentations.</li> <li>3. School provides clear communication with parents/guardians and community on upcoming events, activities, presentations, school occurrences (spirit day, LBL, etc.) through posters, Facebook and monthly newsletters.</li> <li>4. School provides opportunities for all community members to have a voice in decision making through online surveys, voting polls, and conversations – informed and involved in plans, programs, and decisions for Elizabeth School.</li> <li>5. All staff engage in collaborative, purposeful and productive working relationships to support student learning.</li> </ol>	<p>WCERSLE Survey</p> <p>OURSchool Survey</p> <p>Parent Surveys</p> <p>Increase/maintain high attendance – PowerSchool data</p> <p>Increase in parent involvement, parent voice, and teacher/parent conversations.</p> <p>Participation in online surveys, polls, Facebook ‘likes’/views</p> <p>School Improvement</p> <p>Alberta Education Parent Surveys</p> <p>Principal Advisory Participation</p> <p>Local Trustee Support</p>	<p>Overall, parent involvement has increased by 25% since the 2021-2022 school year.</p> <p>Fall Carnival (Sept) # in attendance: 3</p> <p>Winter Carnival (Feb) # in attendance: 7</p> <p>Spring Carnival (April) # in attendance: 15</p> <p>Summer Carnival (June) # in attendance: 24</p> <p>Metis Week (Nov) # in attendance: 33</p> <p>Parent Teacher Interviews (Nov) # in attendance: 9 families</p> <p>Parent Teacher Interviews (March): # in attendance: 21 families</p> <p>Literacy Night (Oct) # in attendance: 80 people</p> <p>Literacy Day (March) # in attendance: 9</p>
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## Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful. The assurance arises from the combination of policies, processes, action and evidence that help build public confidence in the education system. It is achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

## Ongoing Generative Governance

The Board of Trustees consistently reviews emails from stakeholders, and attends monthly school council meetings and Committee of School Councils meetings to gather input and feedback about the Division. Also, a standing generative-governance item is on every Caucus Committee meeting for trustees to share feedback and guide decision-making

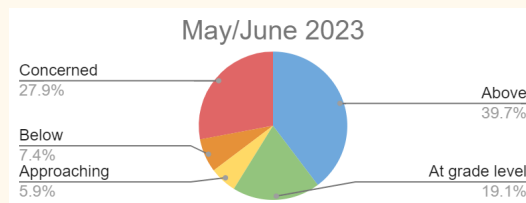
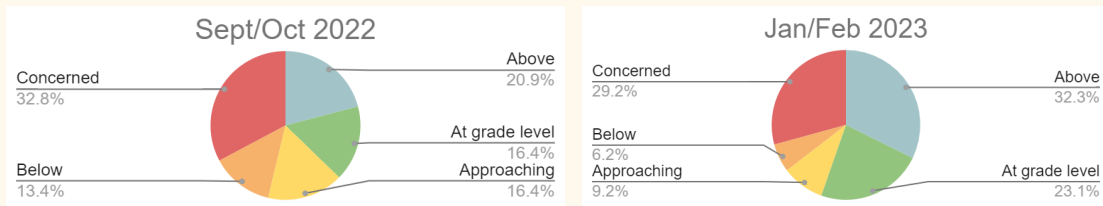


### Overall Results in Literacy

Sept/Oct 2022	Totals	1/2	3/4	5	6	7	8
Above	14	2	3	1	3	3	2
At grade level	11	0	3	4	1	3	0
Approaching	11	1	2	2	2	1	3
Below	9	0	3	0	0	2	4
Concerned	22	10	2	4	4	2	0

Jan/Feb 2023	Totals	1/2	3/4	5	6	7	8
Above	21	2	3	2	5	5	4
At grade level	15	2	4	3	3	1	2
Approaching	6	0	3	0	0	0	3
Below	4	0	1	0	0	2	1
Concerned	19	9	2	4	3	1	0

May/June 2023	Totals	1/2	3/4	5	6	7	8
Above	27	2	4	3	8	5	5
At grade level	13	2	5	2	0	2	2
Approaching	4	0	3	0	0	0	1
Below	5	0	2	0	0	2	1
Concerned	19	9	1	4	4	1	0



### Overall Results in Numeracy

September-January							
Levels	Totals	GR 1/2	GR 3/4	GR 5	GR 6	GR 7	GR 8
0-4	33	11	7	5	10	0	0
5 - 9	10	2	5	2	0	0	1
10 - 14	5	0	1	2	0	1	1
14 - 19	2	0	0	0	0	2	0
20+	14	0	0	0	0	7	7
February -June							
Levels	Totals	GR 1/2	GR 3/4	GR 5	GR 6	GR 7	GR 8
0-4	20	8	1	3	8	0	0
5 - 9	15	4	6	2	3	0	0
10 - 14	11	1	6	2	1	0	1
14 - 19	6	0	1	1	0	2	2
20+	16	0	0	1	0	8	7

