



Ecole Springfield Elementary School 2024-2029



Education Plan



1

YEAR
ONE



**Peace River
School Division**

Learning Together - Success for All





A Message from our Principal

Mrs. Gail McNabb

I am excited to present the first year of the 2024-2029 Education Plan. The Ecole Springfield Elementary School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

We continue to streamline collaborative response structures and processes to focus on student learning and achievement. In addition, we continually look at student data and interventions to ensure we are giving students the opportunity to learn to their potential.

Budget allocations always take into account what is best for student learning.

In partnership with our families, we continually strive towards Success for All!



Mrs. Gail McNabb
Ecole Springfield Elementary



Foundation Statements

OUR VISION:

Springfield is a caring school that promotes and supports learning.



OUR MISSION:

Success for All

Principles & Beliefs

At Ecole Springfield, we believe in:

- **Learning** - a safe and caring learning environment will enhance learning
- **Success** - Learning strategies that engage children will increase student achievement.
- **Fairness** - individual differences and will treat everyone with respect and dignity.
- **Quality Teaching** - professional growth through learning communities to improve student achievement.
- **High Standards** - we set high standards for student and teachers.

Quick Facts



320 +
STUDENTS



50 +
STAFF

Our Priorities

1

**Literacy
Development**

2

**Numeracy
Development**

3

**Inclusionary
Culture**

Goals and Outcomes

Literacy Development

Goal One ► All Students are literate

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			



Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.
- Gaps between progress made by “mild/moderate” students on their ELA learning goals and progress made in ELA by all other students.

School Strategies

Goals One: Literacy Development

- We will continue to embed Collaborative Response time in the school schedule and during PD days to explore and implement effective research based literacy and numeracy teaching and learning practices.
- We will continue to align our school Professional Development Plan with the PRSD PD plan and take advantage of School Division Literacy Professional Development offered during divisional PD days.
- Follow the Division Literacy Framework and recommendations for universal strategies.
- Establish and utilize a levelled Literacy Lead teacher for focused literacy interventions.
- Utilize an intervention teacher to provide literacy supports in French Immersion Classes.
- We will continue to refine our Collaborative Response cycle to ensure focused conversations to improve student learning and planning time for teachers to roll out strategies.
- Regularly schedule grade level Collaborative Response Team Meetings to review student profiles and data to implement strategies for student improvement. These meetings will include grade level teachers, administration and I - Coaches.
- Encourage, guide, and support literacy professional development for teachers and paraprofessionals.
- Engage with the divisional literacy, and curriculum implementation coordinators to ensure best practices for classroom instruction and learning.
- Support staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
- Ensure adequate resources are available to teachers and students which support and promote literacy in the classroom and school.



Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.
- Gaps between progress made by “mild/moderate” students on their math learning goals and progress made in math by all students.



School Strategies

Goal Two: Numeracy Development



- We will continue to embed Collaborative Response time in the school schedule and during PD days to explore and implement effective research based numeracy teaching and learning practices.
- We will continue to align our Ecole Springfield School Professional Development Plan with the PRSD PD plan and take advantage of School Division Numeracy Professional Development offered during divisional PD days.
- Follow the Division Numeracy Framework and recommendations for universal strategies.
- Utilize an intervention teacher to provide numeracy supports in French Immersion and English Classes.
- We will continue to refine our Collaborative Response cycle to ensure focused conversations to improve student numeracy learning. This includes adequate grade level planning time to roll out strategies for interventions.
- Regularly schedule Collaborative Response Numeracy Team Meetings to review student data and implement strategies for student improvement. These meetings will include grade level teachers, administration and I - Coaches.
- Encourage, guide, and support numeracy professional development for teachers and paraprofessionals. This will include school and teacher time with Geri Lorway in a hybrid model. Some in school/classroom modelled lessons, after school Zoom meetings to look at student work / tasks.
- Engage with the divisional numeracy, and curriculum implementation coordinators to ensure best practices for classroom instruction and learning.
- Support staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
- Continue to identify school-based numeracy leads who attend divisional PD and help to foster high quality teaching to improve numeracy knowledge and skills.
- Ensure adequate resources are in place for teachers to implement research based best practice.

Performance Measures:

Goal Three: Inclusionary Culture

Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data



Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

- Access the divisional Indigenous Coordinator and the school based indigenous support worker to help deepen school based staff foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting with elders.
- Continue to have a School Student Leadership Team that communicates positive mental health and wellbeing messages to the student body.
- Continue to utilize our school Success Coach for:
 - universal programming for positive mental health strategies and social skills development in each classroom
 - small group targeted groups as needed
- Work with Peace Collaborative Services Access and external supports to guide programming for students with special considerations.
- Follow goals and objectives outlined in our school's Positive Behaviour Plan and promote High Five celebrations at assemblies for students who display safe, caring, welcoming and respectful behaviours.
- Continue to hold regularly scheduled meetings as an I - Coach/Admin. team to review supports and plans (IPP, BSP, MSP, ESP) to ensure individual student needs are being met.
- Continue to have a Social/Emotional/Behaviour/Attendance focus in our school Collaborative Response cycle.
- Provide opportunities for students and staff to learn about and appreciate our diverse culture.
- Use Dossier to monitor Student Attendance.
 - Continue to work with divisional supports to revise our Ecole Springfield Attendance Plan to help encourage regular attendance.
- Provide programming options to best meet learner needs (e.g., flexible groupings, LLI, Guided reading groups, differentiated instruction and differentiated assessment) with the assistance and support of I - Coaches, School Based Learning Support Teams and Divisional I - Coaches.

School Budget Considerations

For the 2024-2025 School Year



General

1. General supplies necessary for the day-to-day operation of a school.
2. Breakfast and lunch supplies to feed our children.
3. Classroom supplies which enhance the learning experiences of our children.

Literacy and Numeracy Development

Goal One: All students are literate. - \$15,000

1. Classroom Libraries and Take-Home Books.
2. Professional Development
3. French Immersion resources

Goal Two: All students are numerate. - \$15,000

1. Resources required for new curriculum.
2. Professional Development

Inclusionary Culture

Goal Three: All students are successful through inclusionary practices - \$15,000

1. Continue to support resources for our sensory rooms, courtyard and phys ed program.
2. Acquire resources necessary to support students in their classrooms.
3. Professional Development



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