



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Bruderheim Community School

PRINCIPAL: Dave Armbruster

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:

MISSION:

We have responsible students and staff who strive to do their best in all things. Everyone in our school is encouraged to strive for excellence and focus on building character.

Bruderheim School Quick Facts:

- Built in 1980
- Projected fall enrollment of 109 students (Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4/5, Grade 5/6)
- 15 staff
- Excellent working relationship with the town of Bruderheim
- Host a morning and afternoon privately run pre-k program
- Free hot lunch program provided 4 days a week for all students
- New playground set to open in the fall of 2022

Bruderheim Highlights:

- Comprehensive grades 1-6 music program
- 1-1 technology ratio comprised of ipads and chromebooks
- Weekly character education focus to support positive mental health
- Committed school council
- Community partnerships with local senior centre, Lamont County FCSS and Kalyna Family Resource Network community programs, Gym nights
- Extra-curricular activities like music club, basketball team, AMA patrollers

SCHOOL GOAL 1:

Improve student achievement in literacy.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

STRATEGIES:

- Students and staff will participate in evidence-based literacy instruction practices daily with a focus on the 5 pillars of reading (phonological awareness, phonics, fluency, vocabulary/morphology, and reading comprehension) and writing instruction, including the use of small group instruction and integration of these practices into their long-range planning.
- Implement new curricular outcomes in English Language Arts and Literature.
- Collaborative Response Team will meet to examine screening data and determine interventions throughout the year.
- Use the Reading Readiness Screening Tool (RRST) to assess struggling readers.
- Network with other EIPS elementary schools to share best practices, successes, and challenges of implementing the science of reading strategies.
- Increase family/community engagement in reading through literacy promotion in daily announcements and news bulletins.
- Create structured opportunities for volunteers to read with students (e.g. Senior Centre Partnership, Read-In-Week).
- Provide staff with access to a variety of literacy tools/resources.
- Partner with EIPS literacy consultants during Lunch 'n' Learn PL sessions and in-class observation and feedback.
- Teachers will connect reading strategies to student writing and provide feedback to support students writing development.
- English Language Learner benchmarking and instructional strategies to ensure that English Language Learners are supported.
- Provide opportunities for teachers to observe one another and collaborate on instructional strategies and assessment.
- Utilize STAR reading assessment, GOA Literacy Screeners (Div 1), SOR testing (Div 2) and the EIPS writing continuum prior to all three reporting periods.
- Utilize TOWRE, TOSREC, and TOSWRF assessment tools for progress monitoring and intervention identification (as required).
- Foster a culture of literacy throughout the school (buddy reading, bulletin boards, cross-grade reading and writing opportunities).
- Begin to incorporate the EIPS writing continuum to evaluate students' progress in writing.

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.



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- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.



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SCHOOL GOAL 2:

Improve student achievement in numeracy.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- Use the STAR Math, GOA Numeracy Screener and EIPS Benchmarking (as required) to identify strengths and weaknesses in student numeracy.
- Teachers will utilize evidence-based math instruction for fact fluency every day and use the Building Fact Fluency Toolkit for Addition and Subtraction (K-3) and Multiplication and Division (4-6) with alignment of strategies used across grade levels.
- Participate in the Week of Inspirational Math.
- Teacher professional development will focus on the areas requiring the most growth as identified by STAR Math results.
- Provide individual math bag kits for each student (dice, cards, and manipulatives).
- Number Talks will be used in each classroom to explore connections and relationships and identify misconceptions in the students' understanding of math concepts.
- Teach fact strategies and rules to encourage the automaticity of basic facts to free up working memory that can be devoted to problem-solving and learning new concepts.
- Partner with EIPS numeracy consultants during regular scheduled Lunch 'n' Learn PL sessions.
- Network with other EIPS elementary schools to share best practices, successes, and challenges in numeracy instruction.
- Provide staff with access to a variety of numeracy tools/resources.
- Numeracy activities available for parents to engage with during parent/teacher conference evenings.
- Provide opportunities for teachers to collaborate on instructional strategies and assessment.
- Use the Collaborative Response Team model to discuss numeracy strategies and interventions throughout the year.
- Foster a culture of numeracy throughout the school.

MEASURES:

- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- 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.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- All students will meet expectations in foundational math skills at their instructional level, as measured through the PowerTeacher Pro Report Card Academic Grading Scale by June.

SCHOOL GOAL 3:

Continue to implement, and enhance the staff-developed character education program, which focuses on the TIGER Traits (Teamwork, Integrity, Grit, Empathy & Respect).

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Staff, students, and parents will promote, practice, and maintain positive mental health utilizing a staff-developed character education program called TIGER Traits which focuses on the character traits of Teamwork, Integrity, Grit, Empathy and Respect.
- School counsellor will support the initiative for staff, students, and parents.
- TIGER Traits will be reinforced through assemblies, classroom teaching, newsletter articles and conversation.
- Partner with Lamont County Family Community Services to connect families to mental health supports.
- Connect with EIPS First Nations, Metis and Inuit team to incorporate a First Nations perspective on health and wellness.
- Monitor absenteeism rates and provide supports where possible.
- Continue to develop a positive learning environment where each student is seen as an individual and a valued member of our school community.
- Develop and implement an office referral system focusing on the TIGER traits. This will include both a positive referral system and negative recording measures.
- Positive referrals (TIGER ROARs) will be displayed on a bulletin board to acknowledge student and staff participation in showing TIGER traits.
- TIGER ROARs will be sent home in the student's agenda to let parents know about their child's positive referral. In addition, the Principal will make a positive phone call home or send home a ROAR Certificate.
- Positive messaging or artifacts will be posted around the school to promote the TIGER Traits throughout the school.
- TIGER Trait section in the library will be available for students to have an opportunity to connect literacy to our character education model.
- Continuation of schoolwide "TIGER teams" to promote cross-grade mentorship and leadership skill building opportunities in the higher grades.
- Develop and implement student mentorship opportunities between Division 1 and 2 classrooms.



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MEASURES:

- 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 teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- School-created survey filled out by students, staff and parents that demonstrate evidence of the TIGER Traits in action at school, at home and in the community.
- Growth in the school climate will be measured by comparing both positive and negative office referrals.