



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Bruderheim School

PRINCIPAL: Melanie Buckley

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
- Enrollment of 111 students (Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4/5, Grade 5/6)
- 18 staff
- Excellent working relationship with the town of Bruderheim
- Free hot lunch program provided 4 days a week for all students

Bruderheim Highlights:

- Small school family like atmosphere
- Comprehensive grades 1-6 music program
- 1-1 technology ratio comprised of iPads and chromebooks
- Strong character education focus to support positive mental health



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- Committed school council
- Community partnerships with Lamont County FCSS, Bruderheim Agricultural Society, Town of Bruderheim, and Kalyna Family Resource Network community programs and gym nights
- Extra-curricular activities like music club, Volleyball and basketball club, AMA patrollers

Castle School Quick Facts:

Castle School is a two-room school located on the Scotford Hutterite Colony, 12 kilometres east of Fort Saskatchewan on Highway 15. This school has 27 students in grades 1-9. A staffing compliment of 1.0 full-time equivalent teacher, a 1.0 full-time equivalent educational assistant, and a part-time educational assistant provides the educational instruction.

The two-room school building is part of a large building that is also used as the Colony Church and the German School. It was built and is owned by the Colony.

Castle Programming Highlights:

All students attend German school before and after regular English school hours and on Saturdays. Students attend school until their 15th birthday and transition to work as an apprentice on the Colony farm. Due to the nature of the Colony, mathematics and language learning are identified as areas of priority in student learning, while other subject areas although important, receive less emphasis.

Delivery of programs is restricted to the use of text material (as technological tools are not embraced as appropriate for student learning). Some of the regular school programs and activities are either altered or adapted to match the Hutterite culture/philosophy. All students enter school as English Language Learners, with German as their first language. For most of the students, Castle School is their first significant experience with adults from beyond the colony.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

SCHOOL GOAL 1:

All students at Bruderheim and Castle Schools will show growth and improve achievement in literacy.

STRATEGIES:

- Collaborative Response Team will meet to examine screening data and determine literacy interventions throughout the year
- Use the Reading Readiness Screening Tool (RRST) to assess struggling readers in grade 1*
- Network with other EIPS elementary schools to share best practices, successes, and challenges of implementing the science of reading strategies and UFLI in K-3
- 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)
- 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*
- Provide opportunities for teachers to observe one another and collaborate on instructional strategies and assessment
- Utilize GOA, 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)
- Utilize the EIPS writing continuum to evaluate students' progress in writing
- Implement a new Diagnostic Reading Tool assessment (pilot) for grades 4-6 (Natalie McIntyre, SFS)

*Castle School included in these above strategies.



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Castle School Unique Strategies:

- * Students and staff will participate in evidence-based literacy instruction practices daily with a focus on the 5 pillars of reading and writing instruction (phonological awareness, phonics, fluency, vocabulary/morphology, and reading comprehension), 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
- * Network with other EIPS schools, including the other colony school, to share best practices, successes, and challenges
- * Provide staff with access to a variety of literacy tools/resources
- * English Language Learner benchmarking and instructional strategies to ensure that English Language Learners are supported
- * Begin to incorporate the EIPS writing continuum to evaluate students' progress in writing
- * Read-in-Week activities



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MEASURES:

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.*

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

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 families who agree the literacy skills their child’s learning at school are useful.

*Castle School included in starred measures above.

OTHER MEASURES:

No “other” measures noted for Bruderheim.

Castle School Other Measures:

Student growth as measured by Fountas and Pinnell's reading levels.

Student growth as measured by GOA Literacy Screener (gr. 1-3).



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

SCHOOL GOAL 2:

All students at Bruderheim and Castle Schools will show growth and improve achievement in numeracy.

STRATEGIES:

- Use 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
- Provide individual math bag kits for each student (dice, cards, and manipulatives) in grades 1-3
- 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*
- Participate in EIPS Rethinking Math professional development opportunities
- Network with other EIPS elementary schools to share best practices, successes, and challenges in numeracy instruction by participating in Numeracy PLC
- Use the Collaborative Response Team model to discuss numeracy strategies and interventions throughout the year

*Castle School included in these above strategies.

Castle School Unique Strategies:

- * Teacher professional development will focus on the areas requiring the most growth as identified by Provincial Numeracy Screening Assessment results
- * Provide individual whiteboards for each student to display answers during mental math or other numeracy activities
- * Math journals will be used in the classroom to explore understanding of key math concepts



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- * Network with other EIPS colony schools to share best practices, successes, and challenges in numeracy instruction
- * Create structured opportunities for students to play math games in school and at home
- * Provide staff with access to a variety of numeracy tools/resources
- * Examine screening data to determine interventions and resources needed throughout the year
- * Participate in the Week of Inspirational Math

MEASURES:

The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.*

*Castle School included in starred measures above.

OTHER MEASURES:

The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in mathematics.

All students will meet expectations in foundational math skills at their instructional level, as measured through the Power Teacher Pro Report Card Academic Grading Scale by June.

Castle School Other Measures:

Increase in the percentage of students who demonstrate one year's growth as measured by the GOA numeracy screening assessment tool.

100% of students will meet expectations (3, 4, 5) on their report card in foundational math skills.

Student growth as measured by EICS Math Assessment tool.



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EIPS PRIORITIES AND GOALS:

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

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).

Castle:

Implement the staff-developed character education program, which is related to the TIGER Traits (Teamwork, Integrity, Grit, Empathy & Respect) being focused on at Bruderheim School.

The specific positive character qualities may vary and be expanded on but are similar to the TIGER Traits.

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 monthly 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 Nation, Metis and Inuit team to incorporate a First Nations perspective on health and wellness
- 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 a positive referral system
- 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. Highlighted "key" Tiger Roars will be presented at monthly assemblies
- Positive messaging or artifacts will be posted around the school to promote the TIGER Traits throughout the school



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- 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

*Castle School included in the above starred strategies.

Castle School Unique Strategies:

- * Positive encouragement and in-class recognition of students for displaying positive character traits
- * Literature related to character traits will be used to foster a literacy connection in our character education program

MEASURES:

The percentage of teachers, families and students who agree students at their school model of active citizenship.*

The 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 the attitudes and behaviours to be successful at work and when they finish school.

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

*Castle School included in starred measures above.

OTHER MEASURES:

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.

Number of Tiger Traits "Roars" given out to students each month by staff to measure growth in school climate and personal and shared responsibility (data collection and tracking).

Growth in the school climate will be measured by comparing both positive and negative office referrals.

Castle School Other Measures:

Measure the frequency of positive and negative incidents recorded in the behaviour log.