



École Routhier School

Education Plan 2023-24

Mission

At École Routhier School, all staff and students will achieve success.
A l'École Routhier, la réussite est pour tous.

Vision

Together our ERS team inspires lifelong learning through respect and support in a positive environment.



**Principal**

Diane Benoit

Vice Principal

Monique Dubrule

About Us

École Routhier School is part of High Prairie School Division and is located in the Francophone-based community of Falher, Alberta, which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 180 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.

About the Plan

This plan was developed in collaboration with students and staff through discussion groups and surveys. This plan will be used to guide decisions a school to meet the identified needs of our school community.

Successes

A year free from restrictions has empowered us to restore the connections between students and staff. School-wide recesses have facilitated interactions among students from different classes and grades, fostering a renewed sense of camaraderie. We were fortunate to have the GPV Mentorship students join us every week, which provided an opportunity for our students to form relationships with senior high students. Additionally, classes collaborated for activities like Reading Buddies, and other literacy-based endeavors, working together to achieve academic goals. Our school frequently welcomed parents and community members for assemblies and special events, further enhancing the sense of community involvement. Through various activities and events, both staff and students were united, contributing to positive experiences for our students and community.



This year, teachers from Kindergarten to Grade 3 have utilized mandated assessment to assess student progress and have implemented new programs and strategies to continue to address any identified learning gaps. Furthermore, the new Language Arts and Mathematics curriculum has been introduced in all Kindergarten to Grade 3 classrooms, accompanied by the



introduction and utilization of new resources and strategies to meet the academic outcomes. Throughout the year multiple sources of data have been used to determine the next steps for students' learning.

Smoky River Adult Learning once again gifted Kindergarten to Grade three students with a Robert Munsch book entitled "Finding Christmas/Tout un Cadeau" which provided students an opportunity to enhance reading strategies, vocabulary, fluency and oral language as they engaged in discussions, collaborative work and further developed their love of reading.

Our Numeracy Boost has assisted students across all grade levels in enhancing their math fluency and basic facts. We continue to develop this intervention to establish a range of resources that can be utilized by all staff members to provide ongoing numeracy support to all students. Throughout this process, we continue to gather data both before and after the intervention to measure student growth. Additionally, the Provincial Numeracy Screening Assessment (PNSA) in Grades 1 to 4 and the Math Intervention/Programming Instrument (MIPI) have provided additional data to inform teaching. This opportunity continues to foster the growth of skills and confidence in both students and staff.



Every student, across all grade levels, still make use of individual devices. Students have acquired further proficiency with the platform specific to their grade level and feel at ease using it for tasks as directed by their teacher.

Divisional Curriculum Collaboration Meetings and School -Based Grade Level meetings provided a valuable opportunity for teachers to collaborate on the curriculum, Math PD, develop lessons, create assessments, share best practises while exploring the new curriculum together. These opportunities continue to enhance the skills and confidence of staff.

Challenges

Mental Health remains as a pressing concern, impacting students, staff, and families. The Wellness Coach and staff continue to focus their efforts to address the lack of problem-solving skills and conflict resolution abilities among students. Through student leadership activities, lunch clubs, and organized events, we are working to create opportunities to educate and support students in handling problems, and also gain insights into conflicts as they unfold.

Although there has been improvement in assessed Literacy and Numeracy skills, there remains a need to close the gap further. Our primary focus has been on Grades 1-3 students, but data has indicated the necessity to address reading concerns among division two students as well. It is evident that a significant number of students are still not meeting the grade level expectations. To address these concerns, interventions have been implemented to cater to their specific needs.



Assessments such as the Mathematical Instrument/Programming Instrument (MIPI), Provincial Numeracy Assessment Screen (PSNA), Fountas & Pinnell Benchmark assessment, GB+ assessment Reading Comprehension Assessment Tool (RCAT) assessment, and Right to Read screen have revealed that a considerable number of students require assistance in mathematics, reading and foundational skills associated with them.

Staffing posed significant challenges this year, especially in terms of high turnover. The continuous turnover resulted in instances where we faced difficulty finding substitute teachers or Educational Assistants. While we made efforts to hire, it was challenging to find suitable candidates during the middle of the school year. As a result, staff assignments had to be modified to fill the vacant position. This resulted in less interventions for students.

Results of the Successes/Challenges

In an effort to address the challenges we faced, we actively collaborated and supported each other, brainstorming solutions for the encountered problems. These meetings, Collaborative Team Meetings were established, focusing on literacy, numeracy and behavior. By adopting a collaborative approach, all staff members had access to a wide range of expertise within the group, enabling problem-solving and sharing of strategies in specific areas. Our School-based Grade Level Partner Meetings provided an opportunity for teachers to concentrate on best practices in literacy and numeracy. Using assessment data, teams identified the next steps for student learning and worked together to ensure student success.



Since joining in October, our Wellness Coach has made significant efforts to establish strong relationships with both staff and students while familiarizing himself with the routines and procedures. Collaborating closely with the Admin Team, priority areas were identified and became his primary focus. Building emotional vocabulary, teaching problem-solving skills, social emotional issues, and promoting conflict resolutions strategies have remained the key areas of emphasis.

With the availability of one-to-one devices for all students, we continue to teach digital citizenship practises to ensure students were utilizing online tools in a responsible and safe manner. Students actively engage with various online platforms for literacy and numeracy, thereby enhancing classroom instruction.

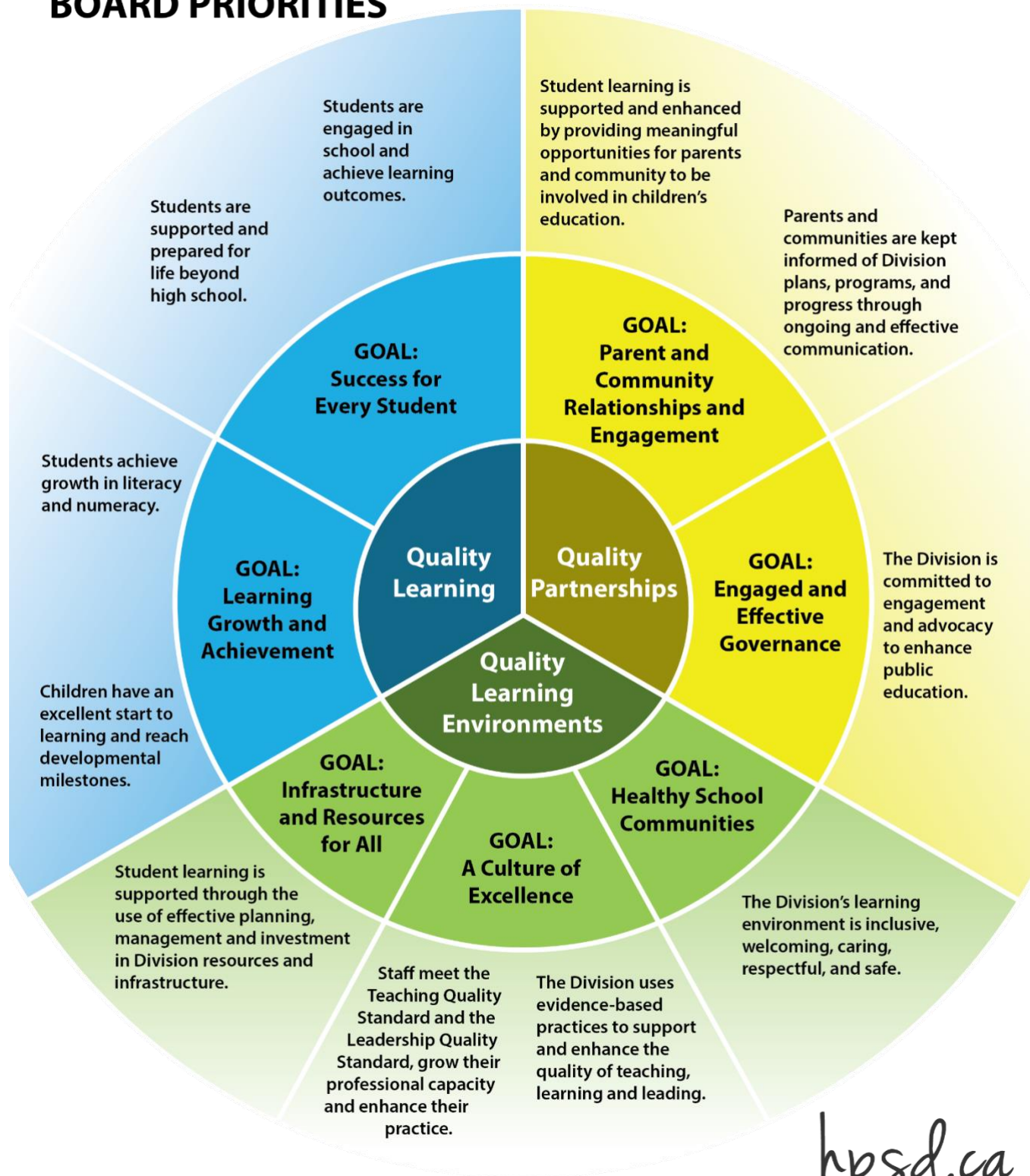


École Routhier Staff maintains a collaborative approach, working together to compile a toolbox of resources that are utilized in the classroom to engage, motivate and teach the required learning outcomes.



In-class support is provided to students who require assistance with literacy skills through small group instruction, Levelled Literacy Intervention and targeted BOOST group. Additionally, our Math BOOST assists students in developing number sense and fluency with basic facts.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023

School Goals

Goal #1 – All students will increase their literacy skills.

(Aligns with Division priority – Quality Learning, goal- Learning Growth and Achievement
– outcome – Students achieve growth in Literacy and Numeracy)

Strategies

- Professional Development for teachers will continue to focus on a review of Balanced Literacy practices (Guided Reading, Writing and Word Work) and will be monitored through classroom visits.
- Creation and implementation of a structured literacy plan for each grade level with assessments (screening, assessment) and resources for both English and French.
- Guided reading instruction will target specific reading gaps in learning and utilize flexible groups.
- BOOST intervention/LLI intervention will be utilized to identify student deficiencies with the core components of reading, and provide targeted intervention through small group instruction (Boost groups, LLI)
- Assessment Data (HLAT, Fountas and Pinnell Benchmark, GB+ Assessment, LeNs, CC3, Right to Read, RCAT, Bridge the Gap, Early Years Evaluation (EYE)) will be analyzed and guide instructional practices
- HLAT (Highest Level of Achievement Test) for writing will be administered in Fall and Spring. Results of assessment will assist staff in determining next steps for their students in writing.
- Create and utilize the Collaborate Response Model to use collective wisdom in best practises to support success for all students.
- Administration observation and supervision data collection
- Teachers will analyze data to guide instruction and inform next steps

Performance Measures

- Increase number of English students reading at grade level from 30% to 60% as measured by Fountas & Pinnell Benchmark Spring assessment.
- Increase number of French students reading at grade level from 31% to 60% level by one year according to the GB+ Assessment
- Grade K-3 Pre-screening results will increase from 37% to 60% of students will be at grade level for each subtest as measured by the Right to Read and the provincial literacy screens.
- Number of student requiring Literacy BOOST interventions will decrease from 79% to 60%.
- Accountability Pillar Survey – Provincial Achievement Test (PAT) Results - Grade 6 English Language Arts – Standard of Excellence will increase from 4% to 7.5%



- Accountability Pillar Survey – Provincial Achievement Test (PAT) Results - Grade 6 English Language Arts – Acceptable Standard will increase from 84% to 86.9%
- Accountability Pillar Survey – Provincial Achievement Test (PAT) Results - Grade 6 French Language Arts – Standard of Excellence will increase from 5.6% to 7.5%
- Accountability Pillar Survey – Provincial Achievement Test (PAT) Results - Grade 6 French Language Arts – Acceptable Standard will increase from 61% to 73.5%

Goal #2 – Numeracy skills will increase across all grade levels

(aligns with Division priority – Quality Learning, goal- Learning Growth and Achievement – outcome – Students achieve growth in Literacy and Numeracy)

Strategies

- Provide Professional Development for guided math, number talks and mathematics best practices.
- Build k-6 criteria for numeracy rich classrooms with intentional emphasis on vocabulary.
- Create a School-Based Numeracy Committee
- Create common assessment tools at each grade level for numeracy.
- Create a common assessment tool to measure numeracy success in fall and spring.
- Implementation of Math Boost within each class to improve math fluency.
- Kindergarten to Grade 2 staff will receive Numeracy Professional Development to implement new programs to provide explicit and systematic instruction with use of manipulatives and resources in the classroom.
- Teachers will analyze data to guide instruction and inform next steps

Performance Measures

- Accountability Pillar Survey –PAT Results - Grade 6 Math - Standard of Excellence will increase from 0% to 3.5%
- Accountability Pillar Survey –PAT Results - Grade 6 Math - Acceptable Standard will increase from 52% to 63.9%
- ERS will increase level of numeracy proficiency by increasing the school (Grades 5 and 6) from 67.6% to 70% according to the Mathematical Intervention/Programming Instrument (MIPI) administered twice throughout the year
- Provincial Numeracy Screening Assessment (PNSA) results for Grade 1 to 4 students will increase to 95% of students achieving the standard norm at their grade level.
- Math Boost results will increase from 55% to 60% of students gaining one level per grade (in reference to our Numeracy Intervention Plan).



Goal #3– Build a Safe and Caring Environment

(aligns with Division priority – Quality Learning Environments, goal- Healthy School Communities– outcome – The Division’s learning environment is inclusive, welcoming, caring, respectful and safe.)

Strategies

- Professional Development for staff focusing on conflict resolution, problem solving skills and trauma informed teaching
- Intentional and explicit teaching of strategies to students.
- School-wide focus on monthly virtue.
- Student of the month recognition based on our core values.
- Utilization of the Student Shout Out postcards to recognize students for the great actions displayed.
- Wellness Coach will support specific Social and Emotional topics for targeted - students.
- Utilize Feedback from Focus Groups to make improvements
- Establish a Student Government to plan and organize student events.
- Incorporate student clubs and student-led clubs.
- Develop a tiered tracking system for referrals to Wellness Coach

Performance Measures

- HPSD Student Survey – Student response for “bullying is a common experience occurring in our school” decreases from 14% to 10%.
- Accountability Pillar Survey - In Safe & Caring Measure Details, percentage of students that agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school increase from 90.2% to 93%



Goal #4– Quality community partnerships (aligns with Division priority – Quality Partnerships, goal- Parent and Community Relationships and Engagement– outcome – Parents and communities are kept of informed of Division plans, programs, and progress through ongoing and effective communication.)

Strategies

- Create an Action Team for Partnerships (ATP), which incorporates – school-based staff, parents and community members to analyze data and offer feedback.

- Plan and implement monthly family and community involvement activities to reach school goals and student success. In order to create baseline data, each activity will be posted to social media and the number of views will be recorded.
- Establish a list for volunteer activities in which parents/community members can support.
- Continue to find and incorporate supports and services from the community to assist in learning outcomes and other opportunities for students to become active citizens.
- Resolve challenges to reach all families through the leveraging of expertise from the members of the ATP (noted above) with new ideas and opportunities through in-person gatherings and meetings.
- Intentional phone calls, surveys and in person conversations to ensure a wide representation of parents' voice are heard.



Performance Measures

- Accountability Pillar Survey - In Parental Involvement Measure Details, percentage of parents satisfied with parental involvement in decisions about their child's education will increase from 55.6% to 70.76%.
- Parent Teacher Interview attendance will increase from 59.6% to 80%.