



École Routhier School

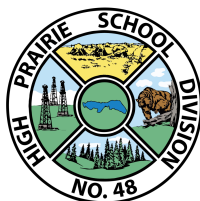
Education Plan 2022-23

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 240 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.

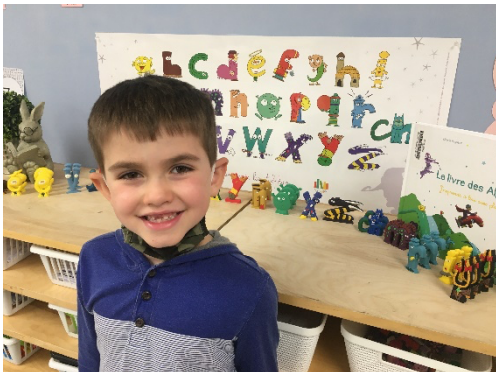
About the Plan

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

COVID-19 enhanced the creativity among our staff. Throughout this year, we found safe ways to ensure students had the opportunity to interact with their classmates, other students in the school and students beyond our school to achieve curricular goals. Through these combined efforts, staff and students were brought together and contributed to positive experiences for our students and community.

As much of this year elementary students were still restricted to cohorts, we continued to use many of the structures put in place for the previous year. Division 1 and Division 2 students had staggered exits and separate recess to allow cohorts to remain together. Students in both divisions enjoyed having the expansive playground for the variety of activities that occurred at the recesses. Having fewer students on the playground also resulted in fewer behavioral challenges and fewer accidents.



École Routhier School has worked to build a strong literacy foundation for all students. This year, Kindergarten to Grade 3 teachers worked relentlessly to utilize the mandated assessments to measure student progress over the year and implement new programs and strategies to minimize the learning gap identified. Professional development occurred around the new resources employed.

Data from multiple sources assisted in determining next steps for students. Smoky River Adult Learning presented two books to students in our school: Kindergarten to Grade 3 students received “Have you Seen Birds?” - Barbara Reid and “Ah, Ces Oiseaux!” - Christiane Duchesne and Grades 4 to 6 received “The One and Only Ivan” –Katherine Applegate and “Nish” – Isabelle Picard. Again, this provided an opportunity for an increased focus on reading strategies, vocabulary, and oral language as students met, discussed, and worked collaboratively.

A Numeracy Boost continued to support students at all grade levels to improve math fluency with basic facts. As we continue to develop this intervention, the intent is to create a wealth of resources utilized by all staff to continue supporting all students with numeracy. This year we collected data both pre and post intervention to measure the student growth.

All students, at each grade level, continue to utilize one-to-one devices. Students have gained additional knowledge with the platform used at their grade level and are comfortable and able to use with ease when accessing the programs employed by the by the teacher for learning.

Divisional Grade Level meetings offered all teachers time to work collaboratively on the curriculum, building lessons, assessments, best practises and explore the new curriculum. This opportunity continues to build capacity and confidence in staff.

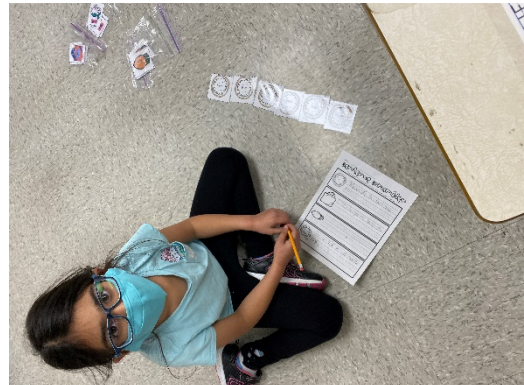
Challenges



Mental Health is an overarching concern in the current context, affecting students, staff, and families. The level of uncertainty, the unexpected transitions, and the lack of control due to COVID related issues affected everyone to varying degrees and in different ways. Anxiety rose and resilience was tested. For students, this resulted in increased referrals to the Wellness Coach, as students needed more support to deal with a variety of concerns.

Due to class cohorting, students were unable to interact with students from other grades and classrooms. Student leadership activities, such as Friendly Helpers, Clubs, and Student-led Clubs were not available to students this year. However, as restrictions lifted, classrooms began working collaboratively within our school. Lunch hour clubs and after-school group activities were reinstated for students.

Literacy and Numeracy skills required attention, as many students were 'not yet meeting grade level expectations'. Assessments (Mathematical Instrument/Programming Instrument (MIPI), Fountas & Pinnell Benchmark Assessment, GB+ Assessment, Right to Read) show that a significant number of our students need help with mathematics, reading and the foundational skills that contribute to them.



High absentee rates were noted in both students and staff. One of our biggest challenges throughout the year was to access substitute teachers to replace staff during absences. A low number of certified and uncertified substitutes contributed to a constant struggle to ensure coverage of all classes, which occurred on a daily basis.

Student attendance was significantly lower throughout this year, than in the past year. During parts of the year, moving to online learning was the only choice to support the majority of students who were absent in a class. Where there were individual or small groups absent, teachers worked with families to support students with online work (Google Classroom or Seesaw activities) or paper copies of tasks along with scheduled conversations. To support these changes, additional Educational Assistant support in the classroom provided

opportunities for teachers to work with individual or small groups of students. This approach allowed teachers to cover the curriculum and provide supports for students both academically and socially throughout the year.

Results of the Successes/Challenges

Whenever possible, we worked together to support one another and brainstorm via solutions to the problems we encountered. The challenges presented by the pandemic were unpredictable, but staff remained positive and acted in the best interest of the students in our building to provide the best education possible while adhering to the safety protocols we had established for our building.



The Wellness Coach worked closely with the teachers and administration to support the needs of the students, both individually and in classrooms. Emotional vocabulary building and problem solving strategies were two key areas of focus.

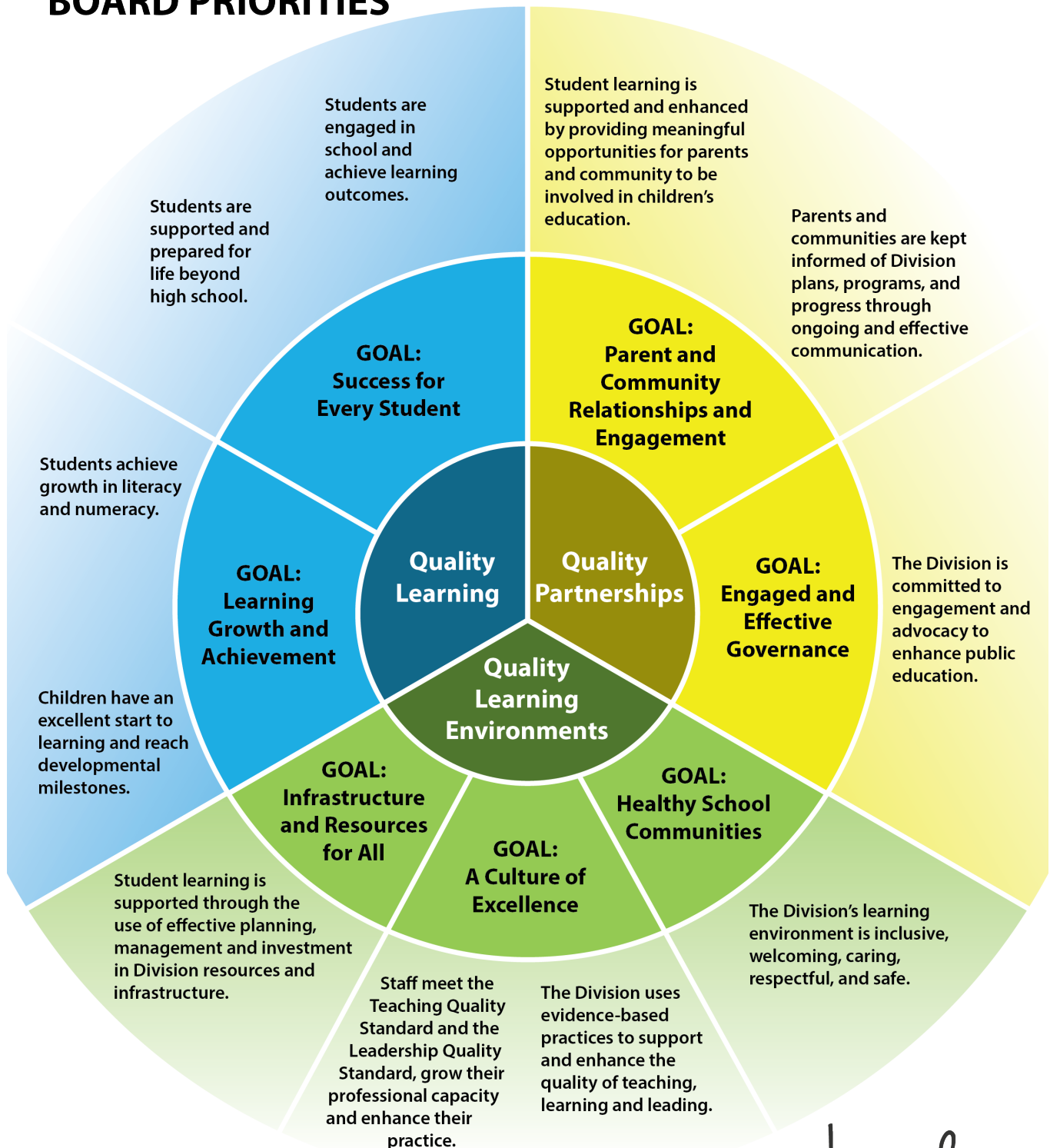
With the one-to-one devices available for all students, an increase in digital citizenship practises were required to ensure students were using online tools appropriately and safely.

École Routhier Staff continually worked collaboratively to build a toolbox of resources used during in-class and at-home learning to engage, motivate and teach the required outcomes.

Students requiring assistance with literacy skills were supported in class during small group instruction, Levelled Literacy Intervention and targeted BOOST group. Additionally, our Math BOOST supported students in building number sense and fluency with basic facts.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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Effective September 2022

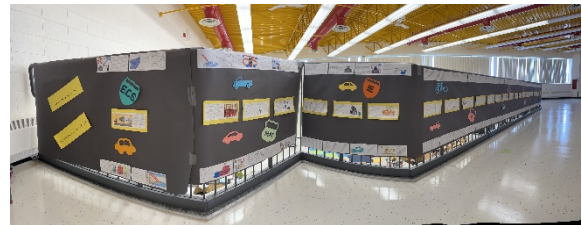
School Goals

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 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)
- Kindergarten to Grade 2 staff will receive Professional Development to implement new programs to provide explicit and systematic Phonological and Phonemic Awareness instruction.
- Assessment Data (HLAT, Fountas and Pinnell Benchmark, GB+ Assessment, LeNs, CC3, Right to Read, 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



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 2.4% to 7.5%
- Accountability Pillar Survey – Provincial Achievement Test (PAT) Results - Grade 6 French Language Arts – Standard of Excellence will increase from 0.0% to 7.5%

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.

Performance Measures

- Accountability Pillar Survey –PAT Results - Grade 6 Math - Standard of Excellence will increase from 2.4% to 7.5%
- Accountability Pillar Survey –PAT Results - Grade 6 Math - Acceptable Standard will increase from 69% to 75%
- ERS will increase level of numeracy proficiency by increasing the school (Grades 2 to 6) from 60% to 65% according to the Mathematical Intervention/Programming Instrument (MIPI) administered twice throughout the year
- Math Boost results will increase one level per grade (in reference to our Numeracy Intervention Plan).

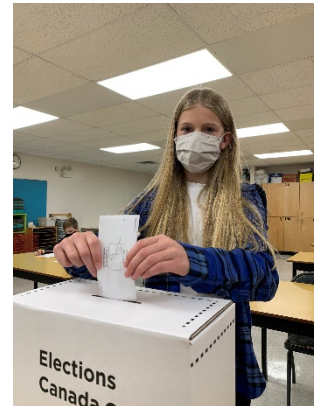


Goal #3– Build a Safe and Caring Environment

(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.
- 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 tracking system for student behaviours

Performance Measures

- HPSD Student Survey – Student response for “bullying is a common experience occurring in our school” decreases from 45% to 25%.
- 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 73.8% to 80%
- Number of referrals to Wellness Coach will decrease from 45 to 30.

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.
- 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 80.3% to 85%.
- Parent Teacher Interview attendance will increase from 69.6% to 80%.