

ÉCOLE ROUTHIER SCHOOL 2024-27 EDUCATION PLAN (YEAR 1)



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.

MESSAGE FROM THE PRINCIPAL

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. Smoky River is comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

École Routhier School has a student population of 180 students, the school prides itself on an ability to offer quality instructions to student from ECS to Grade 6 in a dual track program of French Immersion and English Program.

This plan was developed in collaboration with students and staff through discussion groups and surveys. A reflection of this year's activities have been highlighted and represent École Routhier School's successes for the 2023-2024 school year.

Strategies developed are to improve and meet the learner outcomes that are set of by Alberta Education and fulfill the divisional areas of focus. The strategies put forward have been designed with an elementary student focus as a priority. Creating a culture and climate that will allow for a quality education for all students at École Routhier is a focus and will continue to be.

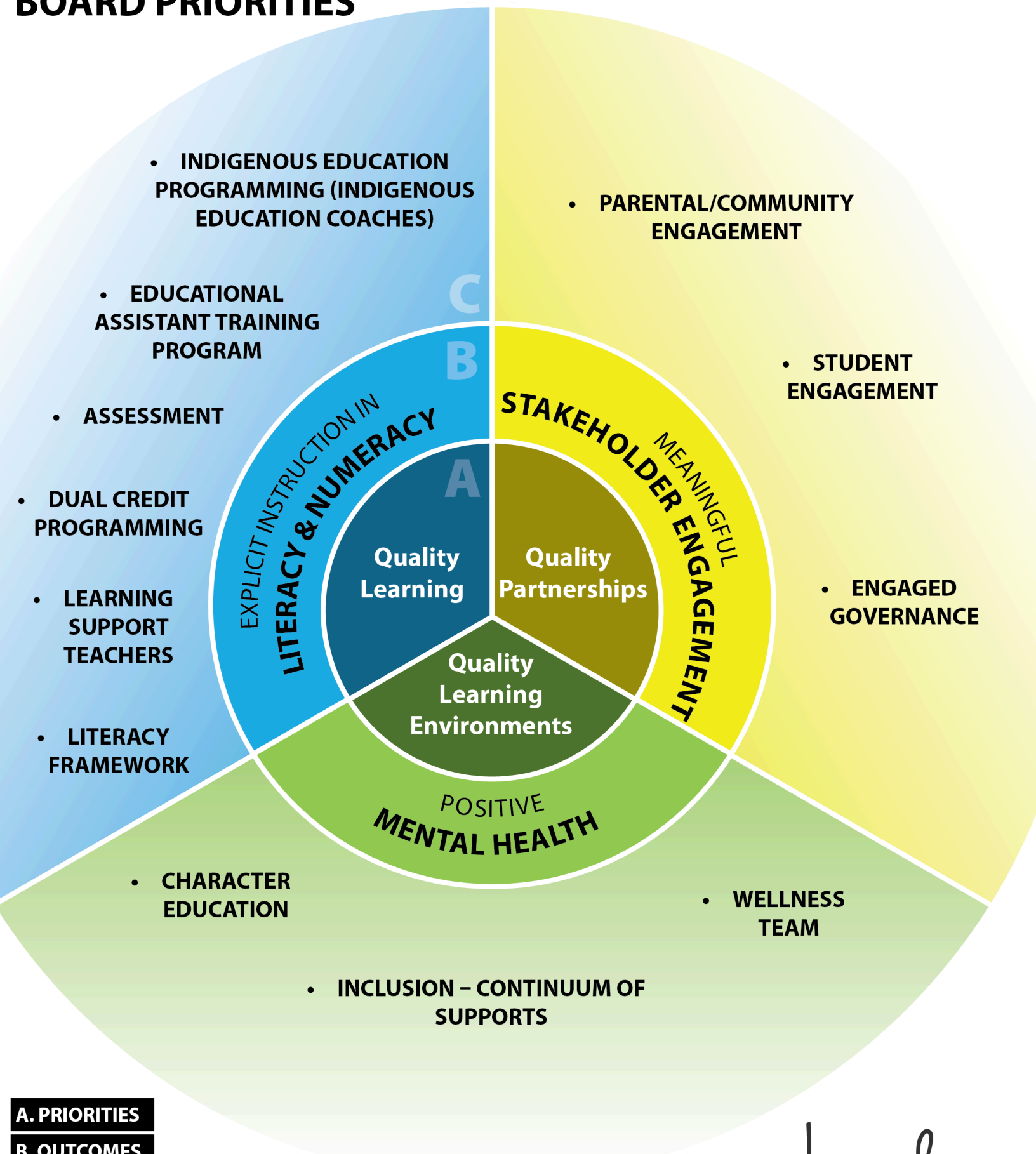
The actions set throughout the plan align with High Prairie School Division priorities and include Literacy, Numeracy, Stakeholder Engagement, and Mental Health.



Monique Dubrule, Principal

Alyssa Pollard, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

hpsd.ca

BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: ALL STUDENTS WILL INCREASE THEIR LITERACY SKILLS.

STRATEGIES

- Creation and implementation of a school literacy plan supported by screenings, assessments and resources in French and English.
- Professional Development for teachers will continue to focus on Writing, Word Work and Guided Reading.
- Interventions and screens will be utilized to identify student deficiencies with components of reading and provide targeted interventions through small group instruction. (Boost groups and 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 teachers in determining next steps for their students in writing.
- Continue to utilize the Collaboration Response Model to use collective wisdom in best practices to support success for all students.
- Teachers will be with grade-level partners and analyze data to guide instruction and inform next steps.

PERFORMANCE MEASURES



Targets:

- Accountability Pillar Survey - Provincial Achievement Test (PAT) Results - Grade 6 English Language Arts - Standard of Excellence will increase from 4.2% to 7%.
- Grade K-3 Pre-Screening results will increase to 80% of students will be at grade level for each subtest as measured by the Right to Read and the Provincial Literacy Screens.

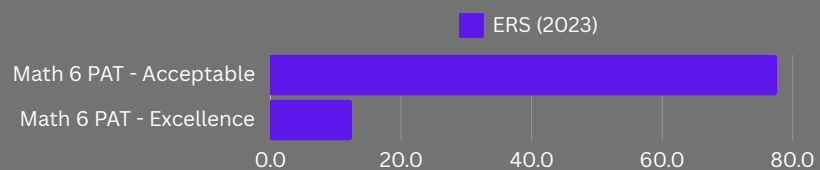
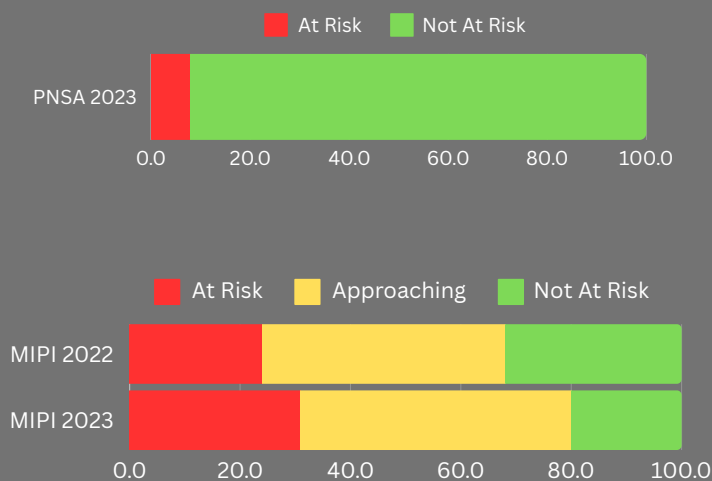
BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: NUMERACY SKILLS WILL INCREASE ACROSS ALL GRADE LEVELS.

STRATEGIES

- Creation and implementation of a School Numeracy Plan supported by screenings, assessments and resources in French and English.
- Provide Professional Development for mathematics best practices, curricular objects, resources and manipulatives.
- Build k-6 criteria for numeracy rich classrooms with intentional emphasis on vocabulary.
- Continue to use assessment data to implement numeracy boost to support ALL students to improve Math fluency.
- Continue to utilize the Collaboration Response Model to use collective wisdom in best practices to support success for all students.
- Kindergarten to Grade 6 staff will receive Numeracy Professional Development to implement new programs to provide explicit and systematic instruction with the use of manipulatives and resources in the classroom.
- Elk Island Math Intervention Tool is administered in all grade 2-10.
- Teachers will analyze data to guide instruction and inform next steps.

PERFORMANCE MEASURES



Targets:

- Accountability Pillar Survey -PAT Results - Grade 6 Math - Standard of Excellence will increase from 8.3% to 10%.
- Accountability Pillar Survey - PAT Results - Grade 6 Math - Acceptable Standard will increase from 79% - 84%.
- Provincial Numeracy Screening Assessment (PNSA) results from Grades 1 to 6 students will increase to 95% of students achieving the standard norm at the grade level.

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: PARENTS AND COMMUNITIES ARE MEANINGFULLY ENGAGED AND INFORMED WITH DIVISIONAL PLANS AND PROGRESS THROUGH ONGOING AND EFFECTIVE COMMUNICATION.

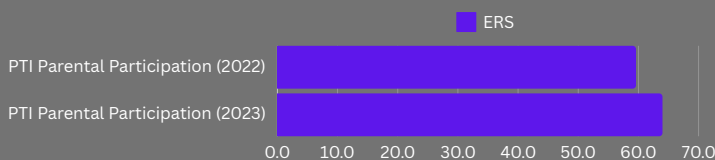
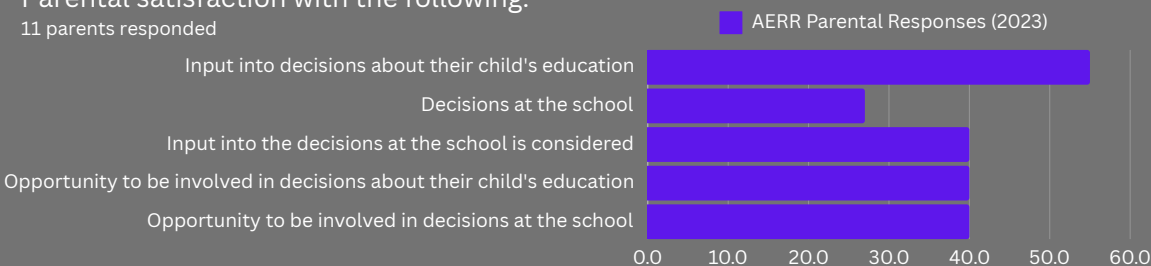
STRATEGIES

- Plan and implement monthly family and community involvement activities to reach school goals and student success.
- Create a list for volunteer activities in which parents/community members can support.
- Continue to find and incorporate supports and services 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 stakeholders' voices are heard.
- Share a monthly newsletter with upcoming events to inform communities of opportunities and continued progress.
- Use social media opportunities to share student successes and school activities with parents and communities.

PERFORMANCE MEASURES

Parental satisfaction with the following:

11 parents responded



Targets :

- 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 40.4% to 70%.
- Parent Teacher Interviews attendance will increase from 64% to 80%.
- Accountability Pillar Survey (AERR) - Number of parent responses increase from 11 responses to 22.

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

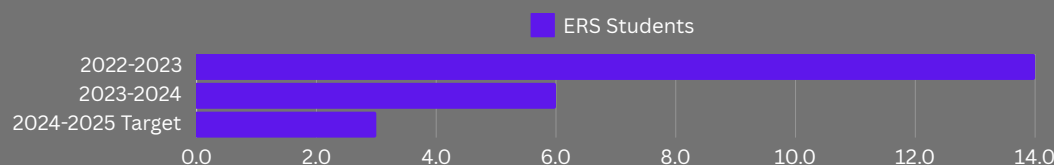
SCHOOL OUTCOME: ERS WILL CONTINUE TO SUPPORT STUDENTS AND BUILD A SAFE AND CARING ENVIRONMENT.

STRATEGIES

- The Wellness Coach will continue to focus efforts to address the lack of problem-solving skills and conflict resolution abilities among students.
- The Wellness Coach will establish a focus group consisting of students to gather feedback to inform school needs and next steps in supporting students.
- Use data from HPSD School Survey to support student needs.
- Selected staff will receive Restorative Justice training to build a more supportive learning environments and focus on social-emotional learning.
- Students will have access to daily physical activity.
- Continue to support student interests through student-led clubs.
- Continue to offer intramurals at noon for students.
- Seek student presentations that support mental health.
- Continue to utilize the Collaboration Response Model to use collective wisdom in best practices to support success for all students.
- Utilization of the Student Shout Out postcards to recognize students for positive behaviours. Implement a tracking system to account for the number of cards delivered to students.

PERFORMANCE MEASURES

Percentage of students at ERS that believe bullying is a common experience at school



Percentage of students agree:

2021 2022 2023 2024 Target

