



École Routhier School

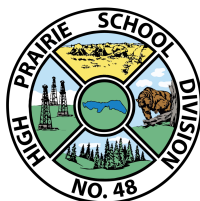
Education Plan 2021-22

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.

Due to protocols put in place for COVID-19, we made numerous changes to the structure of the day. 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.



Student attendance was high throughout the year. During the weeks of Online Learning, attendance remained above 80%. This attendance rate allowed us to cover the curriculum and provide supports for students both academically and socially throughout the year.

Families had three choices this year for their child's education – HPSD At Home Learning (AHL), Home Schooling and ERS. Less than 10% of students chose options that were not in-class learning. As well, there were minimal transitions back and forth between in-class and AHL.

Ecole Routhier School has worked to build a strong literacy foundation for all students. Staff and students in two schools across the division were involved in a 'One Book, Two Schools' project. This provided an opportunity for an increased focus on reading strategies, vocabulary, and oral language as students met, discussed, and worked collaboratively on online projects.

With one-to-one devices, many tasks were undertaken with students and collaborating classes. Again, Grade 5s across the division were involved in a 'One Book, One Grade' to further literacy skills and build a stronger understanding of the Indigenous culture.





A Numeracy Boost was created for students at all grade levels to improve math fluency with basic facts. As we develop this intervention, the intent is to create a wealth of resources utilized by all staff to continue supporting all students with numeracy.

One-to-one devices not only supported students during the Online Learning times, but also increased their knowledge of digital citizenships and 21st century learning. The transition to online learning was met with ease, as students were comfortable with their technology and knowledge with the programs utilized by teachers.

Divisional Grade Level meetings offered all teachers time to work collaboratively on the curriculum, building lessons, assessments and best practises. This opportunity built 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.

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.

With the implementation of the new Math Boost Intervention, we struggled to show evidence of student growth without a second assessment tool.

One of our biggest challenge throughout the year was to access substitute teachers to replace staff during absences.



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.

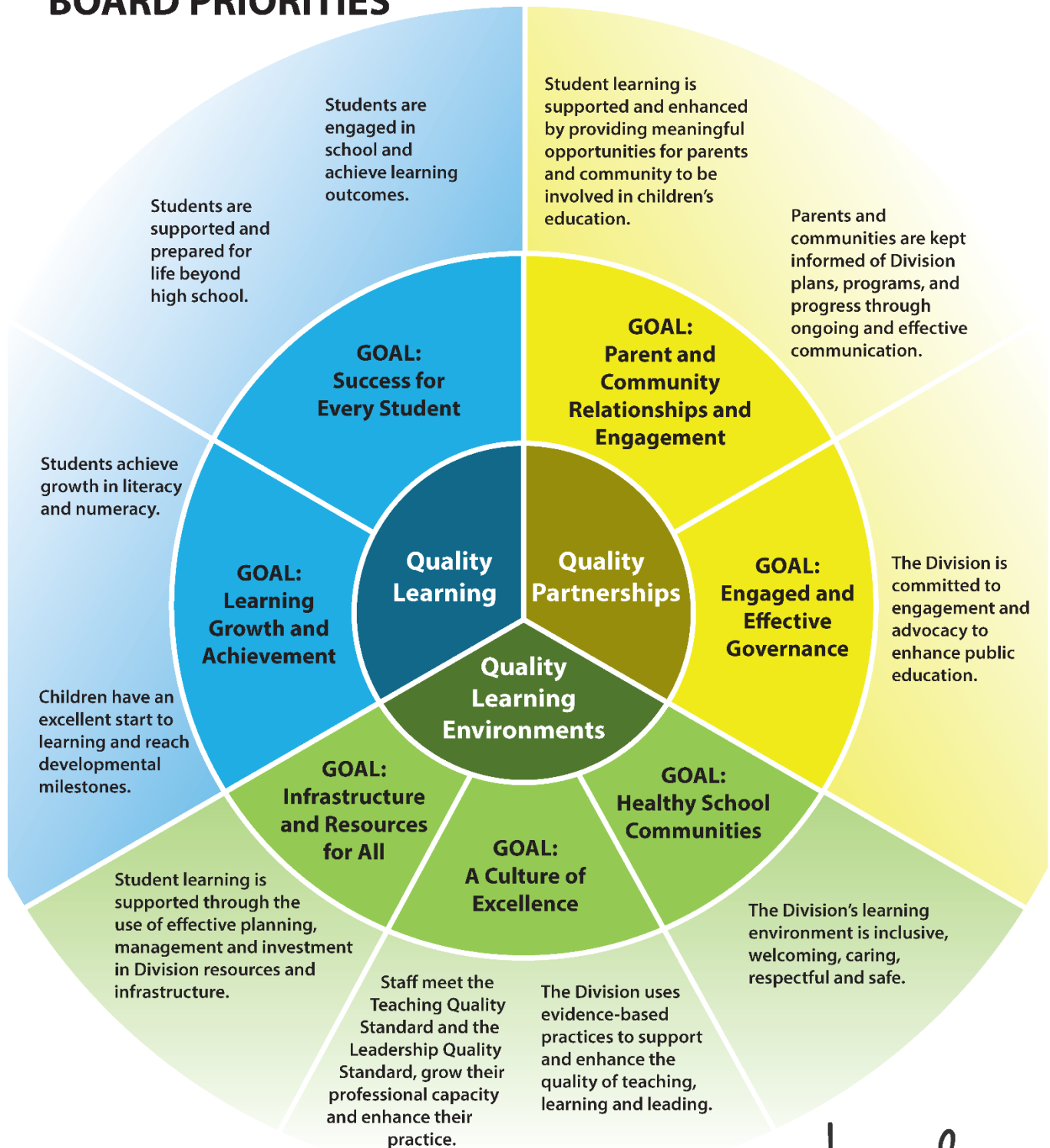
With the one-to-one devices available for all students, an increase in digital citizenship practises were required to ensure students were using online tools appropriately and safely.

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

Students requiring assistance with literacy skills were supported with Levelled Literacy Intervention (32 students) and BOOST (68 Students). Additionally, our Math BOOST supported 120 students in building number sense and fluency with basic facts.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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Effective September 2021

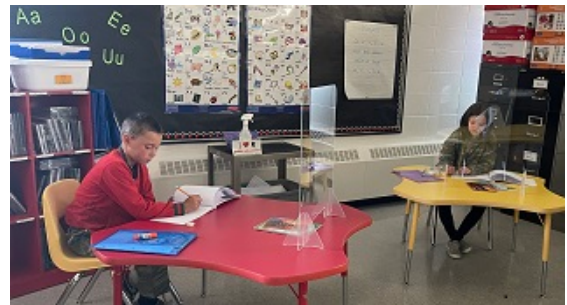
School Goals

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 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 the Heggerty Phonemic Awareness (English)/Les Alphas (French) to provide explicit and systematic Phonological and Phonemic Awareness instruction.
- Assessment Data (HLAT, Fountas and Pinnell Benchmark, GB+ Assessment, 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.

- 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 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).



Goal #3– Build a Safe and Caring Environment

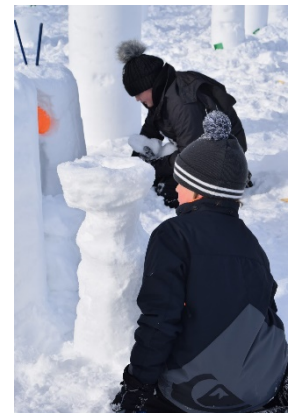
(aligns with Division priority – Quality Learning Environments, goal- Healthy School Communities– outcome – The Division’s learning environment is inclusive, welcoming, caring, respectful and safe.)

Strategies

- Professional Development for staff focusing on conflict resolution, problem solving skills and trauma informed teaching
- Intentional and explicit teaching of strategies.
- 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.
- Developing a track 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 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%.

