



Penhold Elementary School Education Plan 2021-2024

2023-2024 - Year Three

Goals	Academic Excellence	Social Emotional Well-being	Career Connections
Connection to Alberta Education Domain	Student Growth and Achievement Teaching and Leading Learning Supports	Student Growth and Achievement Teaching and Leading Learning Supports Local and Societal Context	Student Growth and Achievement Local and Societal Context
Engagement			
Division Target	CESD students will reach their highest academic potential.	Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.	CESD students will have a plan beyond high school to enroll in post secondary learning, career training, or begin a career in their chosen field.
School Outcome and Corresponding Strategies	<p>75% of PES students participating will meet the acceptable/satisfactory standard in numeracy, and 20% of PES students will achieve the standard of excellence/proficiency on the new curriculum grade level assessment.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -Grade 4-6 students will write standardized assessments in mathematics to determine level of ability and inform teaching practice at the beginning of the year. -Teacher teams will analyze student data through collaborative team time. - Teacher teams will work collaboratively to create their assessments in all subjects in order to provide the most authentic assessment possible - Lead teachers will engage in divisional learning on new math curriculum to support teacher teamwork and implementation of new curriculum -Enhanced support for students will be determined through the graded meetings that follow the Collaborative Response Model and put necessary interventions in place. -Enhanced support for students will be given to students through the use of our educational assistants in either small group or one on one support led by either classroom teachers or our LST (Learning Support Team) team. -Utilization of CESD Google Classrooms to be responsive to sharing learning to students and parents -Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills programming. - Students will have access to technology when needed through our 1 to 1 student to computer ratio -Students will grow their knowledge of subject areas with academic field trips centered around outcomes in grade level subjects -Teachers will support students through the use of assistive technology when needed to meet the needs of a student 	<p>Any student challenged in an area of social emotional well-being will have access to division supports and services.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -Staff members will use the supportive processes to respond to students' needs both inside and outside of the classroom. - KITE plans will be used for students who are vulnerable or are in need of specialized S/E Support Plans -Staff will use the Social Emotional Framework tool to identify student needs and plan interventions. - School LST Team will work with and support teachers and teams with implementing strategies that will lead to a child's success -Students struggling in the area of social emotional well-being will be given in school lessons and strategies to support and teach them -Youth Empowerment (YES) Program utilized daily within the school to support students. This programming will be done in collaboration with teachers, FSW, LST and school administration. These programs could occur during the school day in classrooms or break times, and can occur after school. - School staff will work in partnership and as a team with parents/guardians in supporting students needs - School will reach out to division supports when needed -School will reach out to external supports when able - School administration will plan for professional development when it is needed to respond to our students needs -Students will have access to see our Family School Wellness worker 	<p>100% of PES students will gain knowledge in understanding the vast array of careers available to them.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -PES students will understand their own strengths in the areas of academics, and personal skills. -PES students will experience, learn about and be exposed to prospects of future career opportunities. -PES students will partake in Option Classes (CTF Curriculum) to explore occupational areas common to Career and Technology Studies (CTS) and CTF through challenges or tasks. -PES staff will continue to work on assessment practices related to the CTF curriculum -Staff will increase their knowledge and understanding around CTF programming to create high quality experiences for students - Staff will engage in continual teaching with students about careers available. This will be done as a support to daily learning to increase the understanding of applicability of outcomes



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School Outcome and Corresponding Strategies	<p>89% of CESD students will be reading, writing at or above grade level .</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -Grade 4-6 students will write standardized assessments in writing at the beginning of the year -Teacher teams will analyze student data and put necessary interventions in place. - Teachers will weave the learning and practice in the areas of reading and writing throughout all subjects taught -Teachers, parents, and students will work together and create an academic plan to support students unable to achieve at grade level. - Periodic assessment of student growth with reading will occur and responsive interventions will be put into place. -Effective use of technology will be embedded into instruction, assessment and student learning. -Teacher teams will continually analyze student data through collaborative team time that is embedded weekly to ensure responsive support for students -PES teachers will identify interventions to support our indigenous students. - Lead teachers will engage in divisional learning on new math curriculum to support teacher teamwork and implementation of new curriculum -Enhanced support for students will be determined through the graded meetings that follow the Collaborative Response Model and put necessary interventions in place. -Teacher teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential, including implementation of life skills - Literacy interventions will be put into place where needed that include utilizing LLI, PCI and Heggerty programs - Growth of Learning Commons resources to support student interest in reading in both print and digital formats 	<p>Any staff member challenged in an area of social emotional well-being will have access to division supports and services.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -School administrators will work with Staff Wellness 'champions' to ensure that wellness is a priority through the 10 Key Division Supports in CESD, Beyond the Binder (CESD Wellness video) -All new staff will attend and complete the CESD Social Emotional Well-being Certification Series. -Division staff will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being - Divisional supports will be offered within the school -Staff will be reminded throughout the year of supports available 	<p>100% of students will have hands on learning given to them that relates to careers</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -Grades 4 through 6 students will be exposed to guest speakers, and curricular activities that will lead them to future careers and opportunities. -100% of PES students will partake in Option Classes (CTF Curriculum) to explore occupational areas common to Career and Technology Studies (CTS) and CTF through challenges or tasks. -Grades 4's will joining the grade 5 and 6's to engage in CTF learning all year -PES Admin team will investigate joining the various Skills Canada activities to promote trades and hands-on skills at the middle school level. -Within the Learning Commons, we will continue to build our collection of maker space activities. This will be offered to all students to participate in and will have teaching around careers that would use the maker space activity. -School wide staff will have purposeful conversations around careers with students in all academic and non academic classes - school administration will work with divisional teams as well as other school teams to learn ways to enhance our school programming
School Outcome and Corresponding Strategies	<p>Strengthen Foundational Knowledge and understanding regarding Indigenous students.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -PES staff will enhance visibility of Indigenous culture in our schools -Create opportunity for student and staff growth and learning regarding Truth and Reconciliation through Indigenous Lead teachers and division Indigenous Coordinator -Teachers and staff will enhance visibility of Indigenous culture in our school by stating and teaching about Land Acknowledgements, and speaking about the Treaty 7 Territory. -PES Indigenous Lead teacher will lead the staff through Professional Development to build the staffs Foundational Knowledge which aligns with the LQS and TQS -Teachers will embed Indigenous education in all subject areas where appropriate and meaningful -PES will continue to recognize, teach about and celebrate Indigenous events throughout the year as a whole school- as well as connecting with the entire community of Penhold. -PES will align their school values with the seven Grandfather Teachings within the Learning Commons. A cultural tipi will be set up for the students to engage in more of the foundational knowledge 	<p>Each student will achieve an attendance rate of 85% or higher.</p> <p><u>PES Strategies:</u></p> <ul style="list-style-type: none"> -examination of attendance data and its impact on student success, working through a system of support with students and families. -Grade 4 through 6 flexible learning options will be available for students unable to attend full time in the regular classroom. -use of restorative language to support attendance -The use of all school based staff that will help in creating learning environments for those who cannot attend a typical learning environment at PES including FSW, Yes Coach, Support Staff. -PES teachers will make contact with any student who has an attendance higher than 10%. If no progress is made, the next call comes from Administration to the Parent/Guardian, and a follow up letter is sent via mail. If no progress is made, Division Office support will be required, and Dean Neilsen will be contacted to follow up with the attendance concern. 	<p>100% of grade twelve students will create a plan following graduation.</p> <p>**** Not applicable at PES.</p>

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	<p>teachings.</p>		
<p>Success Measures</p>	<p>PES Measure:</p> <ul style="list-style-type: none"> *Reading Support Level Data <ul style="list-style-type: none"> - F&P, CARS, Gates - McGinnity, Heggerty *CESD Writing Assessment <ul style="list-style-type: none"> - HLAT *Numeracy Assessment <ul style="list-style-type: none"> - MIPI *Student achievement through reporting will show positive growth in learning *Student confidence in skills improve throughout the year <p>CESD Measure:</p> <ul style="list-style-type: none"> *Reading Support Level Data *CESD Writing Assessment *Math Assessment <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Acceptable standard and standard of excellence <ul style="list-style-type: none"> ● PAT 6 *Literary Numeracy Screening Gr 1-3 *First Nation, Metis, and Inuit Student Success, English Language Learning *Parental Involvement *Student Engagement 	<p>PES Measure:</p> <ul style="list-style-type: none"> *Student Attendance data *Feedback from parents through one on one meetings *Assurance Survey Data *Staff survey results <p>CESD Measure:</p> <ul style="list-style-type: none"> *Student Attendance data *Staff Confidence and Connection Survey <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *Citizenship *Safe and Caring Schools 	<p>PES Measure:</p> <ul style="list-style-type: none"> *Successful implementation of CTF courses *increased parent understanding of CTF courses *Parent data from Assurance Survey (if asked on survey) *Feedback from Parent Council *Feedback from school staff and students <p>CESD Measure:</p> <ul style="list-style-type: none"> *Grade 12 graduation plan <p>Alberta Education Measure:</p> <ul style="list-style-type: none"> *6-Year transition rate *3-Year high school completion rate
<p>CESD relies on Alberta Education and local measures found on the Division Assurance Dashboard. The Division and School Leadership teams engage in ongoing data analysis and engage with their stakeholders on a regular basis to provide input in the Division and corresponding School Education Plans.</p>			