



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: École Parc Élémentaire

PRINCIPAL: Tandy Atchison

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT:

École Parc Élémentaire is a single-track French Immersion school that opened in Fort Saskatchewan in 2013, which was formerly École Rudolph Hennig. Our School also includes the EIPS special program, “Play and Learn at School” (PALS). The Immersion side of our school currently has a population of 350 and our PALS current registration is 50 students. In the 2023-24 school year we will have two classes of ECS, two classes each of Grades 1-4 (including a 3/4 split class) and one class each of grades 5 and 6. Both our PALS and our French Immersion populations have grown over the last few years and continue to show promise for growth.

Our students can be involved in a variety of different extra-curricular activities, including (but not limited to): Grade 5/6 volleyball, grade 5/6 basketball, art club, boardgame club, gardening club, boys' and girls' clubs, bike club, badminton, etc. We have an extraordinarily strong French music program at our school that presents during our monthly assemblies and during other special events.

The school has an amazing group of dedicated parents who support the school through the “School Council” and the “École Parc Fundraising Society”. These groups have created and maintained a beautiful green space and outdoor classroom at the school, and work tirelessly raising funds and making École Parc the best school possible.

During the 2023-24 school year, we will have a continued focus on literacy, second language acquisition, and character education.

SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL GOAL 1:

Build capacity for all teachers to implement both guided reading (Grade 1-6) and Writer's Workshop (ECS- Grade 6) in French to increase literacy skills.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

Our staff will focus on the implementation both guided reading (grade's 1 to 6) and Writer's Workshop (ECS to grade 6) in French.

School wide implementation of various strategies such as:

- Small group/individual conferencing
- Designating workshop resources and dedicating scheduled time for workshop in each class timetable to ensure students will read and write daily.
- Our literacy committee will create and provide professional development opportunities for all staff during staff meetings and other PL days.
- Collaboration with French Immersion consultant to provide coaching and professional development opportunities as required.
- Administrators will visit and observe literacy classes and provide relevant feedback as required.
- French writing continuum will be used as a guideline to monitor student progress and next steps.

MEASURES:

- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- (Literacy) The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 French Language Arts PAT.
- (Literacy) The percentage of students who demonstrate 1 year of growth in GB+ French Reading Assessment.



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SCHOOL GOAL 2:

To build capacity in all staff, to implement instructional strategies to support student growth in number sense.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- school wide approach to numeracy, with a focus on making numeracy visible throughout the school.
- introduce and implement “Building Fact Fluency” resource for division 1 and 2.
- math manipulatives available for all students

MEASURES:

- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child’s learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.



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SCHOOL GOAL 3:

By building capacity in all staff to support mental health, all students will demonstrate an increased ability to regulate, and problem solve in positive ways.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Staff wellness lead will help staff help staff learn about the 8 dimensions: physical, intellectual, emotional, social, spiritual, vocational, financial, and environmental.
- Staff will teach students about the 7 dimensions of wellness and use these dimensions to foster positive mental health in themselves.

MEASURES:

- Percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.