



SCHOOL EDUCATION PLAN for the 2024-2025 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 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 1:

To improve literacy growth and development among students, teachers will provide high-quality literacy instruction, foster a culture of reading, and promote daily reading and writing habits.

STRATEGIES:

- Small group/individual conferencing for reading and writing
- Ensuring weekly lessons include the four pillars of language acquisition: word work, oral language, writing, and reading
- Continue to work with division consultants and attend literacy professional development opportunities to increase pedagogy
- Continue to develop and refine our Continuum of Literacy Supports (Collaborative Response)

MEASURES:

The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

OTHER MEASURES:

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 French Language Arts PAT.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 2:

To improve numeracy growth and development among students, teachers will use targeted instructional strategies, differentiated learning activities and various assessment types.

STRATEGIES:

- Small group/individual conferencing
- Purposeful use of manipulatives, vertical non-permanent surfaces, mini-white boards, check-ins, turn and talks, math talks and warm-ups
- Purposeful integration of the “Building Fact Fluency” resource for Division 1
- Professional development for teachers on a variety of resources such as manipulatives, exit-slips, vertical non-permanent surfaces, Math Up, Math Talks and math warm-ups

MEASURES:

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.

OTHER MEASURES: No “other” measures noted.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

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 proactive and positive ways.

STRATEGIES:

- Incorporation of micro-brain resets during school day (roughly 10 per day)
- Continuing to educate students about the parts and roles of the brain
- Staff will continue to model and coach students on various self and co-regulation strategies
- Incorporation of regulation strategy videos in weekly announcements
- Each class will integrate sharing circles into their classroom routines

MEASURES:

The 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 students who agree their teachers care about them.

The percentage of EIPS stakeholders who agree staff care about students at their school.

The percentage of EIPS staff who agree they are satisfied with their school or department as a place to work.

The percentage of parents and caregivers who agree teachers care about their child.

OTHER MEASURES: No “other” measures noted.