



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Bruderheim School

PRINCIPAL: Cheryl Semeniuk

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

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

STAFF FTE		BUDGET	
Certificated	7.372	Salaries	\$1144098
Classified	3.949	SES	\$53239
		Total	\$1197337
		Surplus	\$ 11646

SCHOOL PROFILE AND CONTEXT

Principal: Cheryl Semeniuk

Assistant Principal: N/A

Counselor: Tami Richert / Jess Miskiw

Bruderheim Quick Facts

- The school was built in 1980
- K-6 Enrolment: 118
- 19 staff (Principal, 5 full time teachers and 3 part time teachers, 9 support staff, and a part-time counselor)
- An excellent relationship with Town of Bruderheim
- Preschool program with a morning and afternoon class

Bruderheim Highlights:

- Music instruction Grade 1-6
- Wellness Focus
- First Nation, Metis, and Inuit Lead Teacher / Outdoor Classroom
- Well stocked library and teacher resources
- Community Partnerships: Tiger Garden, Senior Centre visits, Christmas Hampers, Wee Read, Roots of Empathy, Lamont County FCSS Programs, Gym Nights
- Extra-Curricular Activities
- Well equipped with technology to support and enhance learning: Chromebooks and IPAD

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EIPS PRIORITY: Priority 1: Promote growth and success for all students.

SCHOOL GOAL: Students will achieve a minimum of one year's growth in literacy and numeracy.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Utilize STAR reading assessment for consistent benchmarking across all grade levels in September, December, March, and June.
- Use research-based instructional programs in literacy and numeracy
- MIPI Benchmarking in September to plan numeracy instruction and intervention.
- Leveled Literacy Intervention inside and outside of classroom instruction.
- Use of the EIPS Writing Continuum across all grades.
- Professional development for teachers in literacy and numeracy instruction.
- Provide opportunities for teachers to observe one another and collaborate in areas of literacy and numeracy.
- Partner with EIPS literacy and numeracy consultants as well as University of Alberta to delve into current research in literacy and numeracy best practice.
- Family Literacy and Numeracy evening with modeling of games and strategies that can be easily incorporated at home. (POST-COVID)
- Implementation of a multi-tier literacy support system with a focus on specific literacy skills and strategies.
- English Language Learner benchmarking and instructional strategies to ensure that our English as a Second Language students are supported in literacy.
- Foster a culture of literacy and numeracy throughout the school.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Increase in the number of students at or above benchmark on STAR Assessment between fall and spring administration.
- Increase in the number of students achieving excellence in Math and English Language Arts on the PAT results.
- Increase in the percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.
- Increase in the percentage of parents that strongly agree that their child is demonstrating growth in literacy and numeracy on the EIPS Parent Survey.



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EIPS PRIORITY: Priority 2: Enhance high-quality learning and working environments

SCHOOL GOAL: Students will learn and apply positive mental health, physical health, and social skills strategies to build a strong, safe and caring school community.

STRATEGIES/ACTIONS IMPLEMENTED:

- Encourage peer support through collaborative activities and instruction.
- Strength-based mental health and wellness monthly focus, delivered in each classroom and through whole school announcements and events.
- Students have access to the school counsellor and in-class self-regulation tools to support mental health and social skills development.
- MindUp Curriculum in health instruction for brain-focused strategies for learning and living.
- First Nation Metis Inuit lead teacher to encourage understanding, acceptance, and knowledge.
- Monitor attendance statistics throughout the year.
- Conduct a student engagement survey mid-year.
- Monitor the number of self-identified FNMI students.
- Provide students with leadership opportunities within the school and community.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Increase in the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- Increase in 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 school.
- Increase in the percentage of parents that are strongly satisfied in the EIPS parent survey with safe and caring school indicators.



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EIPS PRIORITY: Priority 3: Enhance public education through effective engagement
Priority 1: Promote growth and success for all students.

SCHOOL GOAL: Students will be better prepared for lifelong learning, the world of work and citizenship through enhanced parent engagement and community partnerships.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Use a variety of communication tools to connect with parents/guardians such as website, Facebook, Twitter, phone calls, parent council reports, teacher communications, Brightspace.
- Check-in with parents via school council meetings to determine if levels of communication are working and to ask for suggestions on improving communication so that it is effective.
- Involve more parents/guardians to support learning and events in the school including assemblies, special events, volunteerism and fundraising. (Post-COVID)
- Provide information on community supports available to families in our area through guest speakers, parent information evenings, articles posted in the newsletter, conversations with the counselor during student support meetings, etc.
- Continue to leverage partnerships with outside agencies (Family and Community Services, RCMP) as well as other community members.
- Support large whole community events.
- Encourage guest speakers and involvement of parents and community members for special events and creating real-world classroom connections on curricular areas



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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- Percentage increase in parent satisfaction in Parental Involvement in both the Accountability Pillar survey and the EIPS Parent Engagement survey.
- Increase in the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Increase the number of parents completing the Accountability Pillar survey and the EIPS parent engagement survey.
- School council will provide us with positive feedback on feeling involved in the school and we will maintain or increase our regular membership numbers to be ≥ 10 people.
- Increased parent/guardian attendance at school events. (Post-COVID)