



SCHOOL EDUCATION PLAN 2021-2022

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 6.94	Salaries	\$1,104,226
Classified 4.66	SES	\$61,573
	Total	\$1,182,799
	surplus/deficit	(TBD)

SCHOOL PROFILE AND CONTEXT

Bruderheim Quick Facts

- Bruderheim School was built in 1980.
- K-6 Projected Enrolment: 109.
- 16 staff.
- An excellent relationship with Town of Bruderheim and County of Lamont.
- Provide classroom for a private preschool program with a morning and afternoon class.

Bruderheim Highlights:

- Music instruction Grade 1-6.
- Wellness and Mental Health Education Monthly Focus.
- First Nation Metis and Inuit Lead Teacher / Outdoor Classroom.
- Community Partnerships: Tiger Garden, Senior Centre visits, Christmas Hampers, Roots of Empathy, Lamont County FCSS Programs, Gym Nights.
- Extra-Curricular Activities: Running club, chime choir, basketball team, Peer Groups, AMA Patrollers, garden club.
- Well equipped with technology to support and enhance learning.



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EIPS PRIORITY: Promote growth and success for all students.

SCHOOL GOAL: In all classrooms, every day, staff will implement evidence-based instructional practices on the five pillars of reading instruction (phonological awareness, phonics, fluency, vocabulary/morphology, reading comprehension). All students will demonstrate growth through progress monitoring tools that are administered three times per year (fall, winter, spring).

STRATEGIES:

- Implement evidence-based literacy instructional practices into long range/daily lesson plans in the 5 pillars of reading (phonological awareness, phonics, fluency, vocabulary/morphology, reading comprehension).
- Collaborative Response Team will meet to examine screening data and determine interventions throughout the year.
- Network with other EIPS elementary schools to share best practices, successes, and challenges of implementing science of reading strategies.
- Increase family/community engagement in reading through literacy promotion in daily announcements and news bulletins.
- Create structured opportunities for volunteers to read with students (Senior Centre Partnership, Read-In-Week).
- Provide staff with access to a variety of literacy tools/resources.
- Integrate a weekly/monthly literacy strategy to morning announcements.
- Partner with EIPS literacy consultants.
- Teachers will connect reading strategies to student writing and provide feedback to support students writing development.
- English Language Learner benchmarking and instructional strategies to ensure that English Language Learners are supported.
- Family Literacy strategy teaching and information available at parent/teacher conference evenings.
- Provide opportunities for teachers to observe one another and collaborate on instructional strategies and assessment.
- Utilize STAR reading assessment for progress monitoring (fall, winter, spring) with every student.
- Utilize TOWRE, TOSREC, TOSWRF assessment tools for progress monitoring and intervention identification (fall, winter, spring).
- Foster a culture of literacy throughout the school (buddy reading, bulletin boards, cross-grade reading and writing opportunities, Read-in-Week activities).



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MEASURES:

- 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 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 on the EIPS Parent Survey.

RESULTS: (To be added for Results Review)

EIPS PRIORITY: Promote growth and success for all students.

SCHOOL GOAL: Teachers will implement evidence-based math instruction for fact fluency every day. All students will meet expectations in foundational math skills, at their instructional level, as measured through the CSL Report Card Academic Grading Scale in November, March, and June.

STRATEGIES:

- Use the MIPI and EIPS Benchmarking Kits to identify strengths and weaknesses in student numeracy.
- Participate in the Week of Inspirational Math
- Integrate a math question into our morning announcements weekly.
- Provide teacher professional development connected to the area requiring the most growth as identified by the MIPI results.
- Provide individual math bag kits for each student (dice, cards, and manipulatives).
- Use the [Building Fact Fluency Toolkit](#) for Addition and Subtraction K-3.
- Provide individual white boards for each student to display answers during mental math or other numeracy activities.
- Play a variety of board, card and dice games that include math to make connections and practice fluency.
- Use Number Talks in each classroom.



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- Teach fact strategies and rules to encourage automaticity of basic facts to free up working memory that can be devoted to problem solving and learning new concepts.
- Technology assisted Mathletics software for use on tablets, Chromebooks, and to support at home math learning.
- Develop or source a common math fact fluency assessment to track student progress three times a year (fall, winter, spring).
- Partner with EIPS numeracy consultant for resource, professional development, and benchmarking support.
- Network with other EIPS elementary schools to share best practices, successes, and challenges in numeracy instruction.
- Create structured opportunities for volunteers to play math games with students.
- Provide staff with access to a variety of numeracy tools/resources.
- Integrate a weekly/monthly numeracy strategy to morning announcements.
- Family Math strategy teaching and information available at parent/teacher conference evenings.
- Provide opportunities for teachers to observe one another and collaborate on instructional strategies and assessment.
- Collaborative Response Team will meet to examine screening data and determine interventions throughout the year.
- Foster a culture of numeracy throughout the school.

MEASURES:

- Increase in the number of students at or above benchmark on MIPI, administered each fall.
- Increase in the number of students achieving excellence in Math 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 numeracy in the EIPS Parent Survey
- 100% of students will meet expectations (3, 4, 5) on the CSL report card in foundational math skills.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY: Positive Learning and Working Environments

SCHOOL GOAL: Every day, all staff will promote, practice, and maintain effective mental health supports for students, families, and staff as part of a welcoming, inclusive, respectful, and safe learning environment.

STRATEGIES:

- School counsellor to support staff, students, and parents.
- Establish “Mindful Mondays” to teach a mindfulness or gratitude technique/skill via the announcements for regular use in class.
- Establish a student club for wellness to practice mindfulness and gratitude techniques.
- Partner with Lamont County Family Community Services to connect families to mental health supports.
- Incorporation of drum circles in music classes.
- Connect with First Nations Metis Inuit consultants and elders to incorporate a First Nations perspective on health and wellness.
- Provide student support through small counselling groups on topics related to anxiety, social skills, self-regulation, loss/grief.
- Monthly lessons in person/by video of mental health strategies by the school counsellor presented to students and at school council meetings.
- Teachers will use the Mind-UP curriculum in health instruction for brain-focused strategies for learning and living.
- Monitor absenteeism rates for students (especially those on the vulnerable student list) as well as staff.
- Provide access to information on mental health supports available to staff as employees of EIPS.
- Engage in community altruism events throughout the school year – writing letters to community seniors, random acts of kindness, etc.
- Continue to develop environments where each student is known and develops a sense of competence, confidence and belonging as a learner.
- Work with partners to provide access to well-being and mental health supports for students.
- Trauma-informed school professional development for all staff.
- Mental health first aid training opportunity for staff.



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MEASURES:

- Develop a tool for students, staff and parents based on the [Mental Health Meter](#) to use with students, parents, staff twice a year.
- Incorporate the ASEBP Sandbox resources into professional development days for staff.
- Monitor anecdotal records through our vulnerable student list.
- Absenteeism rates for students and staff will be in line with previous years.
- 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 parents survey with safe and caring school indicators.

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
x	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching , literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps. Substitute teacher time for each classroom to allow individual support assessment and intervention for struggling students. Each classroom will be able to book a full day substitute.</p>	\$1160
x	<p>Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps. Substitute cost for one day per teacher to observe other teachers and collaborate on reading instructional strategies.</p>	\$ 1160
x	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	\$2977



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	Purchasing of decodable readers and math fact fluency kits for classrooms to support evidence-based instructional practices.	
		Total Allocated \$ 5297

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
x	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students. Bruderheim School has had a two day a week counsellor traditionally and the SES funds will help to support an increase of counselling to three days a week to support mental health and wellness.</p>	\$3249
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$



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	Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books. Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.	\$
		Total Allocated \$ 3249

