



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Bruderheim School **PRINCIPAL:** Dave Armbruster

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

Bruderheim School Quick Facts:

- Built in 1980
- Projected fall enrollment of 109 students (Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4/5, Grade 5/6)
- 15 staff
- Excellent working relationship with the town of Bruderheim
- Host a morning and afternoon privately run pre-k program
- Free hot lunch program provided 4 days a week for all students
- New playground set to open in the fall of 2022

Bruderheim Highlights

- Comprehensive grades 1-6 music program
- 1-1 technology ratio comprised of ipads and chromebooks
- Weekly character education focus to support positive mental health
- Committed school council
- Community partnerships with local senior centre, Lamont County FCSS community programs, Gym nights
- Extra-curricular activities like running club, chime choir, basketball team, AMA patrollers



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EIPS' PRIORITY: Promote growth and success for all students

SCHOOL GOAL 1: Everyday students and staff will participate in literacy instruction including small group instruction, a focus on the 5 pillars of reading and daily writing instruction. Using STAR reading assessment, SOR testing and the EIPS writing continuum prior to all three reporting periods, Bruderheim will see a yearly 20% increase of students achieving grade level in literacy.

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).**
- **Implement new curricular outcomes in English Language Arts and Literature.**
- **Collaborative Response Team will meet to examine screening data and determine interventions throughout the year.**
- **Use the Reading Readiness Screening Tool (RRST) to assess striving readers.**
- **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.**
- **Provide opportunities for teachers to observe one another and collaborate on instructional strategies and assessment.**
- **Utilize STAR reading assessment for progress monitoring prior to every reporting term.**
- **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)**
- **Leverage the EIPS writing continuum to evaluate students' progress in writing.**
- **Read-in-Week activities.**



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MEASURES:

- Increase in the percentage of students by 20% who are 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/Caregiver Survey.

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS' PRIORITY: Promote growth and success for all learners

SCHOOL GOAL 2: 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 STAR Math and EIPS Benchmarking Kits to identify strengths and weaknesses in student numeracy.
- Participate in the Week of Inspirational Math
- Provide teacher professional development connected to the area requiring the most growth as identified by the STAR 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 and Multiplication and Division for 4-6
- Provide individual white boards for each student to display answers during mental math or other numeracy activities.
- Use Number Talks in each classroom.
- 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.
- Partner with EIPS numeracy consultant for resource, professional development, and benchmarking support.
- Align outcomes in math across grades to promote consistency
- 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.



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- 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 percentage of students who are at grade level on STAR Math administered in October and June
- 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/Caregiver Survey
- 100% of students will meet expectations (3, 4, 5) on the CSL report card in foundational math skills.

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS' PRIORITY: Enhance High-Quality Learning and Working Environments

SCHOOL GOAL 3: Every day, all staff, students, and parents will promote, practice, and maintain effective mental health supports utilizing a staff developed character education program called T.I.G.E.R Traits (Teamwork, Integrity, GRIT, Empathy and Respect) Growth in school climate will be measured every reporting term.

STRATEGIES:

- School counsellor will support initiative for staff, students, and parents.
- Tiger Traits will be reinforced through daily announcements / weekly video announcements.
- Establish a student club for wellness.



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- **Partner with Lamont County Family Community Services to connect families to mental health supports.**
- **Connect with First Nations, Metis and Inuit consultants and elders to incorporate a First Nations perspective on health and wellness.**
- **Monitor absenteeism rates.**
- **Continue to develop environments where each student is known and valued.**
- **Develop an office referral system focusing on traits. This will be both a positive and negative referral system.**
- **ROAR award assembly/ ROAR board to display positive referrals.**
- **Positive messaging or artifacts around the school to promote the Tiger Traits.**
- **Tiger Trait section in the library for a literacy connection to our character education model.**
- **Creation of school “houses” to promote cross grade interactions and leadership.**

MEASURES:

- **Administer a school created mental health evaluation each reporting term filled out by the students, staff, and parents that focusses on the evidence of the Tiger Traits at school.**
- **Use both positive and negative office referrals to measure frequency. Compare from term to term.**
- **Pull absenteeism rates and compare from previous years.**
- **Increase in the percentage of teachers, parents and students on all surveys who agree 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.**

RESULTS: (This section completed in November 2023 for Assurance Review)

