# Stettler Elementary School
## Education Plan 2024-2027

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### Overview

Stettler Elementary School (SES) is a Preschool to Grade Six school located in Stettler, Alberta. Home to approximately 600 students, our school is an active community of learners which is fortunate to have a professional, energetic, and collaborative staff. The staff is recognized for instructional excellence and innovation, and is continuously seeking ways to improve the learning experiences for our students. Evidenced based literacy instruction and social emotional competencies are a focal point for our ever improving staff members.

Dr. Kate Syson  
Principal

Mr. Joe Thibeau  
Vice Principal

Leila Ternes    Natasha Gonda  
Office Administration

# Foundational Statements

**Our Vision:** To cultivate a community of learners that inspires love of learning, character development, and citizenship.

**Our Mission:** To encourage students to be respective and responsible citizens who consistently offer a positive attitude and do their best work both at school and in the community.

**Our Beliefs:** Learning best occurs in a positive, safe, and caring environment. All students have leadership qualities and can be successful  learners. The school, home, and community are partnerships in education.

# What is the data telling us?

**SES Results Report 2022-23**

Stettler Elementary School
2022-2023

AMAZING things happen HERE

CUBS

http://ses.clearview.ab.ca

# Program Highlights

- Focus on Mental Health

- Pedagogy Grounded in Social Emotional Learning

- Collaborative Response Model

- Student Focus

- Evidence Based Teaching Strategies

- Learning Commons

- Strong Parent Partnerships

- Whole School Wellness Days

- Project Based Learning

- Full and Part-time Kindergarten

- Integrated Technology

- Increased engagement through TPTs
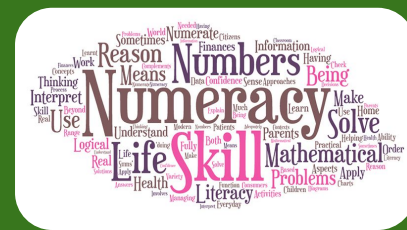
# TRENDS
## SEL - Character Education

Board Priority: Promote Growth and Success for all students

- Character Education programming within all classrooms
- Mental Health initiatives through CARS & SEL program

Domain: School and Community Context

## Focus Area:
## Numeracy

Board Priority:
INCREASED MATH PROFICIENCY
AMONG ALL STUDENTS

Domains: Student Growth and Achievement, Learning Supports

## Focus Area:
## Literacy- Science of Reading

Board Priority:
INCREASED LITERACY SKILLS AMONG ALL STUDENTS

Domains: Student Growth and Achievement, Learning Supports
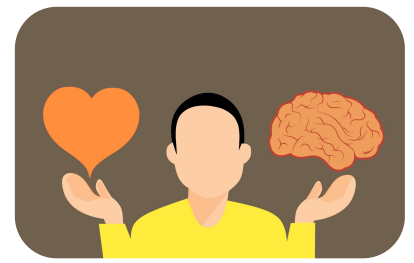
## Focus Area:
## Student Engagement

Board Priority:
INCREASED ENGAGEMENT OF ALL STUDENTS IN ALL
ASPECTS OF SCHOOL LIFE

Domains: Student Growth and Achievement, Learning Supports

# Challenges
# Inclusion at its best

Data from the Psychological Wellness Survey and Dr. K Syson's research study showed that teachers are finding there is an ever increasing concern regarding the increased complex needs to students. Teachers are feeling ill-equipped to deal with these increased and complex needs of students as well as finding the time to develop resources to successfully implement new curriculum, new testing mandates, and they are feeling as though they lack a work-life balance. Without the proper structures in place, inclusion can not flourish as it should, and the needs of both our inclusive students and our typical students are being negatively impacted.  This is negatively impacting their psychological safety at work. Thus, SES is creating a new inclusion program (SSR) which will improve the overall quality of education for all our students. As well we will continue with our school wide character education program into all classrooms.

## Student Success Room

Allows time and space for the emotion. Provides co-regulation and connection when needed.

Consistent expectations/boundaries allows our students to rest in our care: adults assume alpha position to take care of the kids. Consistent expectations/boundaries leads to futility which leads to adaptation. Adaptation requires a soft heart and a safe place with a teaching/learning focus.

## SEL Program and Character Education programming

Identified students will spend a portion of their day working with the FSL in the school to work on improving the skills they need to successfully navigate difficult situations and build resilience. Teachers will also build capacity through specific PD, delivered by the new Inclusive administrator, to become better equipped to deal with these ever increasing issues.

# Stakeholder Engagement
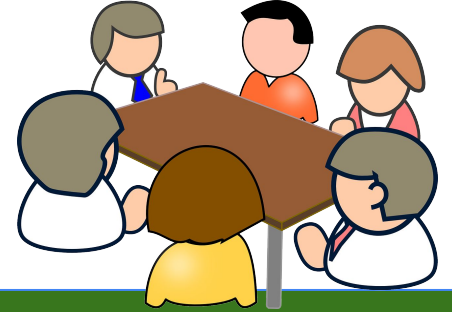
## School Council

Monthly meetings that discuss topics and issues that make the school a better place. Parents are shown data at meetings and asked to share thoughts on trends, successes and areas of growth. Parent polls are given out at times like open house and parent teacher interviews to gather feedback from parents. The parent voice is very important to us. Parents joined us on school tours to gather new ideas for SES.

## Community Partnerships

Community engagement meetings. Time to meet with anyone from the community in order to have a say in what and where they feel the school should focus. Career days in kindergarten including community speakers and guest visitors. Leader, Learner & Lifter series.  We have many partnerships throughout the year to give back to our community including initiatives with the food back, seniors centers, medical offices, youth center, Hamper society and FCSS

## Invested Staff

Teachers are constantly learning and invested in the growth of our students. They are always sharing strategies and resources, and consulted on the progress of our student's growth and learner outcomes.
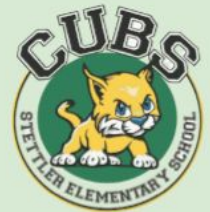
# FNMI Student Success

## FNMI
### First Nations, Metis, Inuit

We have a small population of FNMI students at SES.
We are mindful about celebrating and educating our students around Indigenous culture and history will invite indigenous artists, performers, and storytellers to share their first-person experiences with us.





We are grateful to those that have shared their stories with our students. We also infuse Indigenous heritage and stories into many of our daily lessons.

2023 SES Results said
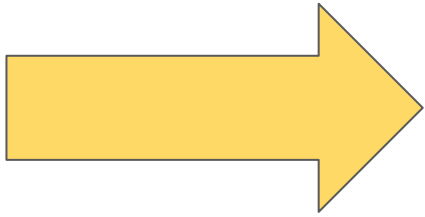
**Students Assessed At-Risk on Literacy Assessment**

| Grade | Sept. | Jan. | June | Percent Improvement |
|-------|-------|------|------|---------------------|
| 1 | NA | 6 | 3 | 50% |
| 2 | 19 | NA | 6 | 68% |
| 3 | 21 | NA | 11 | 48% |
| 4 | 14 | NA | 12 | 14% |

**Students Assessed At-Risk on Numeracy Assessment**

| Grade | Sept. | Jan. | June | Percent Improvement |
|-------|-------|------|------|---------------------|
| 1 | NA | 16 | 11 | 31% |
| 2 | 20 | NA | 11 | 45% |
| 3 | 23 | NA | 15 | 35% |
| 4 | 10 | NA | 7 | 30% |

Gathering good data to inform our instruction

So we are focusing on
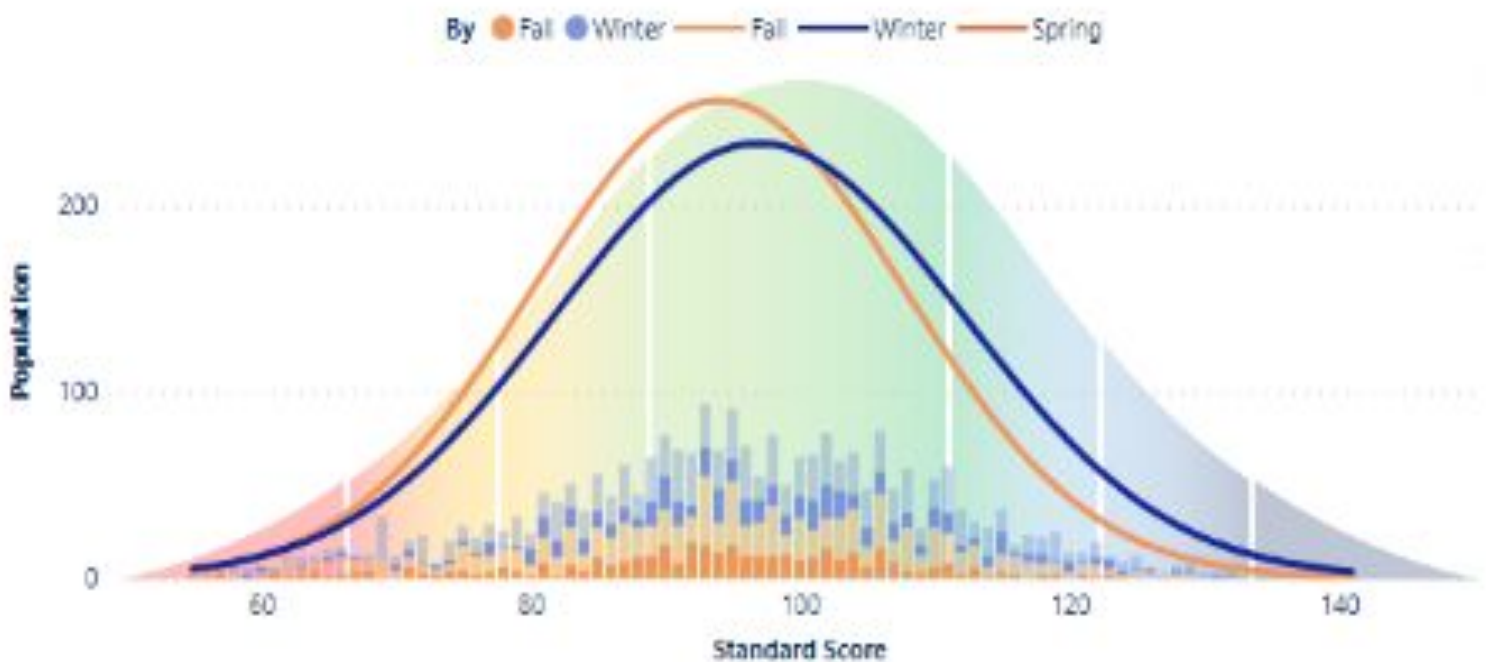
Overall Results in Comprehension

Entire School - TOSREC

Distribution Curve

By ● Fall ● Winter ―― Fall ―― Winter ―― Spring

Population

200

100

0

60    80    100    120    140

Standard Score
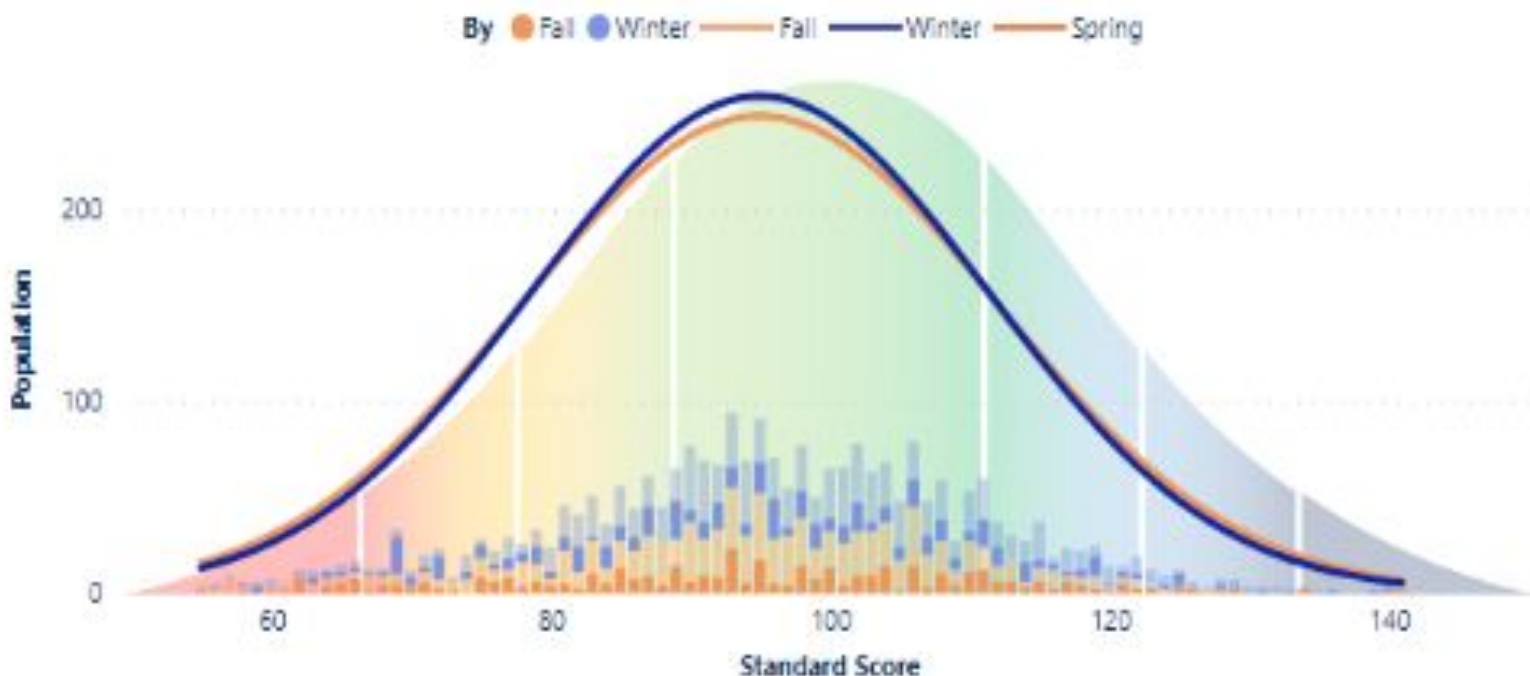
Overall Results in Fluency

# Entire School - TOSWRF

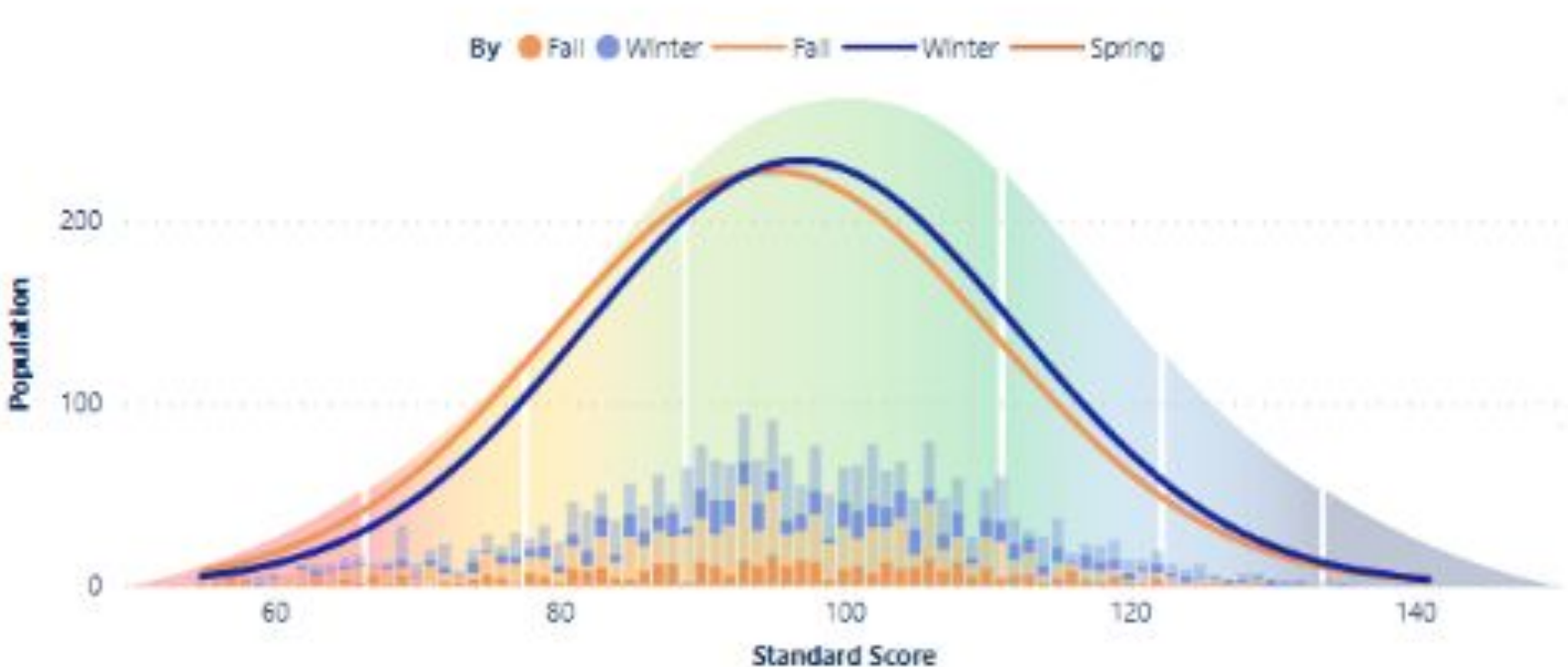Distribution Curve

By ● Fall ● Winter —— Fall —— Winter —— Spring

# Overall Results in Decoding

# Entire School - TOWRE

## Distribution Curve

Heggerty

# *Literacy*

## Background

The staff at SES continues to work towards building literacy-rich classrooms through collaboration, research, and sharing best-practice strategies. We believe literacy plays a foundational role in developing strong, confident students.

## Literacy Outcome

- Each student is proficient in the areas of reading comprehension and written communication skills. Meaning 75% of students are in the blue or green based on Acadience monitoring.
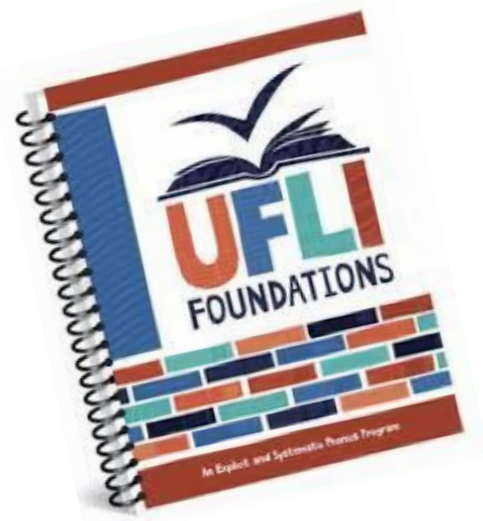


UFLI FOUNDATIONS

## Science of Reading

# Budget Supports

- Literacy Resources
- UFLI scope & sequence
- SSR- foundational literacy



# Strategies

- Literacy Committee

- Grade Team Meetings

- PD for Teachers

- Common Scope & Sequence

- Common Practices

# Beginning of Year Data

|  | Percent |
|---|---|
| Above | 32% |
| Benchmark | 20% |
| Concerning | 17% |
| Struggling | 31% |

# Middle of Year Data

|  | Percent |
|---|---|
| Above | 37% |
| Benchmark | 24% |
| Concerning | 18% |
| Struggling | 22% |

# End of Year Data

|  | Percent |
|---|---|
| Above | 42% |
| Benchmark | 17% |
| Concerning | 17% |
| Struggling | 24% |

# *Numeracy*

## Background

Staff at SES are committed to building numeracy-rich classrooms. Engaging in collaboration, investigating current research, and sharing best-practices will help us move closer towards reaching this goal. We believe numeracy is a foundational life-long skill that needs to be deeply embedded in our students.







## Numeracy Outcome

- Each student shows strong basic number sense. Focusing on basic addition, subtraction, multiplication, and division facts. Meaning 75% or more of students (g. 2-6) are reaching 85%-100% fluency on math reflex.
- Each student is proficient in the areas of mathematical reasoning and the application of numerical number sense and spatial relationships. Meaning 75% of our students are receiving 3 or better on their report card marks.

# Budget Supports

- Purchasing of resources, manipulatives, and subscriptions to online educational programs
- Professional Development as requested and needed
- Embedded Collaboration times for each grade level allow the grade teams to work together to provide the best possible programming for students
- Educational Assistant with numeracy background working with small groups of students 4 days per week



## First Steps in Mathematics

Geometry and Space | Represent Location, Shape, and Transformation; Reason Geometrically



2+2+2+2+2=10

7+2=9          3+2+5=10

6+4=10
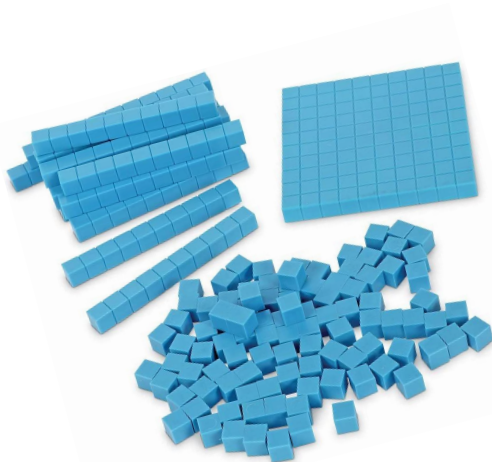
# Strategies

- Numeracy Committee Members

- Numeracy Intervention Teacher

- Numeracy Lead EA

- Improved data collection

# Success Measures in Mental Math

65.9%

29.8%

Starting Fluency    Current Fluency
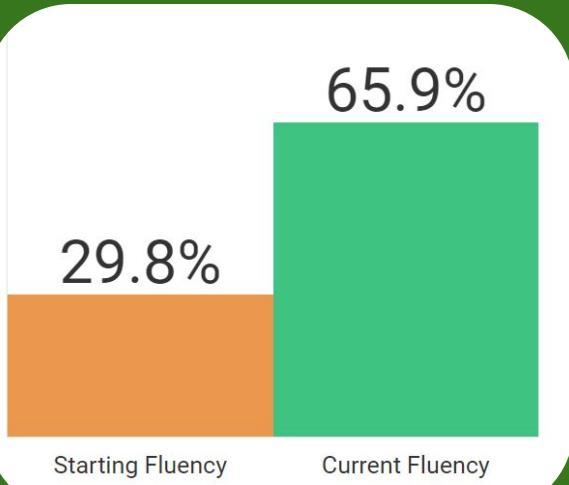
## Group Fluency Distribution

Starting Fluency

Current Fluency
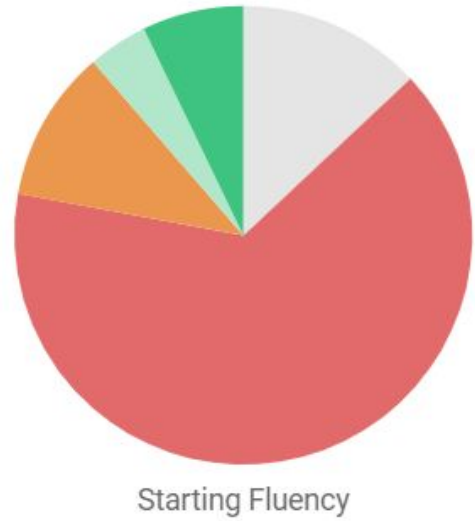
**435 students**
**90.4 basic facts gained on average**
**2.3 million facts solved school wide**

- Using software, either purchased by the school or by Clearview, students will have an opportunity to practice mental math skills and demonstrate a consistent level of growth through the school year.

- Reflex math, Math Prodigy, and IXL will all allow teachers to measure growth in their students and we are expecting a full grade level of growth in the area of mental math.
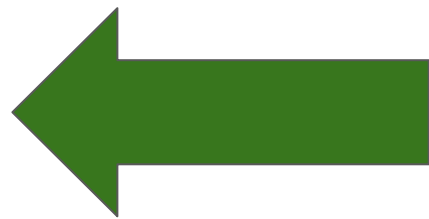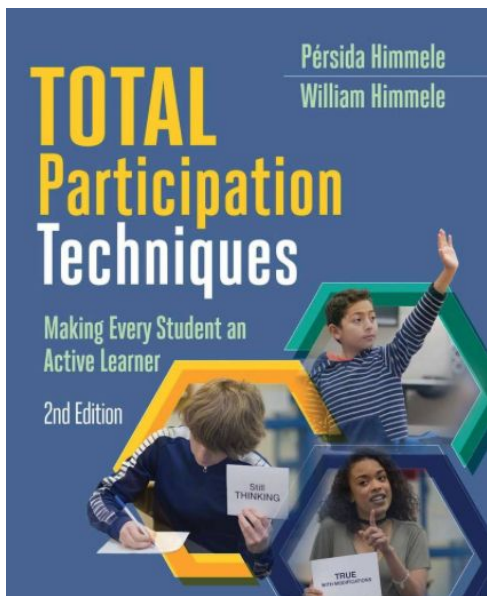
# 2023 SES Results said
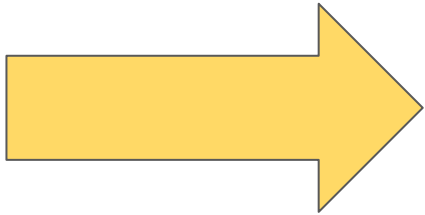


## Student Learning Engagement

### Graph of School Results

So we are focusing on
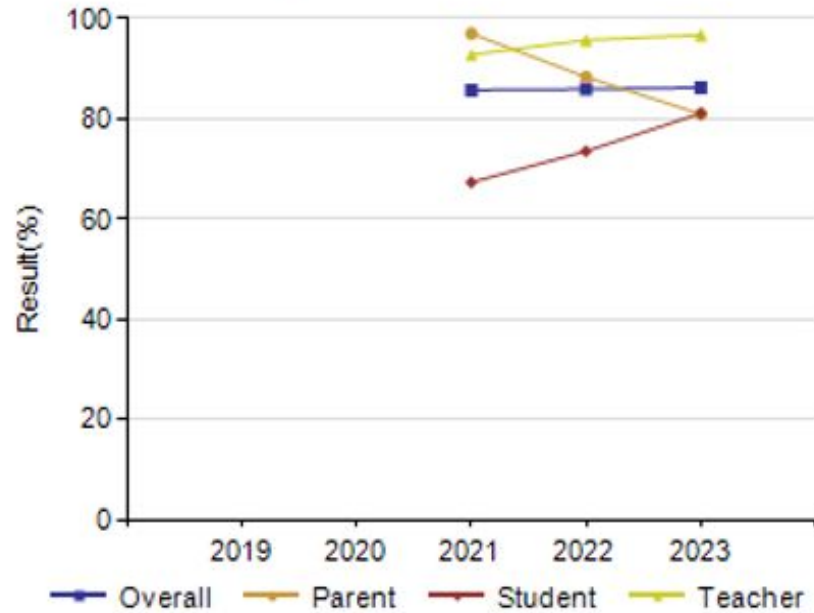
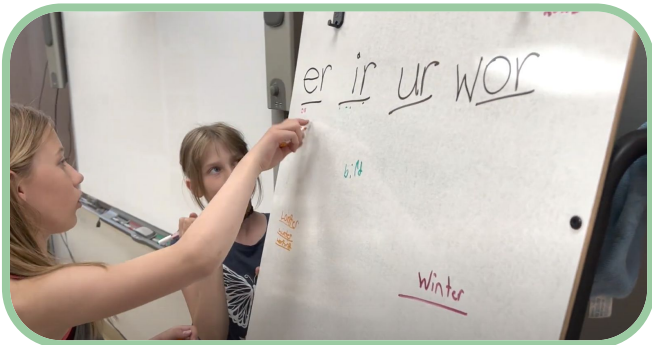Continuing to Improve Student Engagement

## Student Engagement

SES will be building a High Quality Learning Environment (HQLE) document that all teachers will help develop and Admin will use during walk throughs in order to promote student engagement. Examples will include:

- Real life learning experiences
- Clear and concise learning goals
- Explicit teaching instruction
- Strong relationships
- TPT book study

## Student Engagement Outcome

- 100% of classrooms will be implementing new total participation techniques throughout the year to improve student engagement.
- Engagement results from assurance survey will be up:
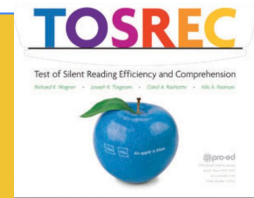  - Student from 73% to 80%
  - Parent from 88% to 90%
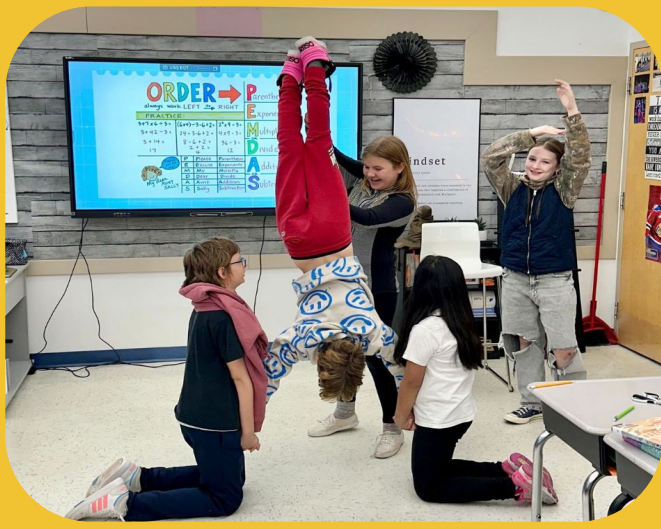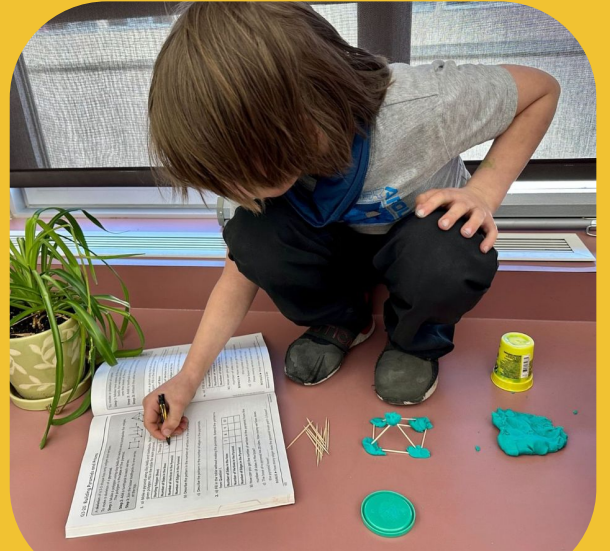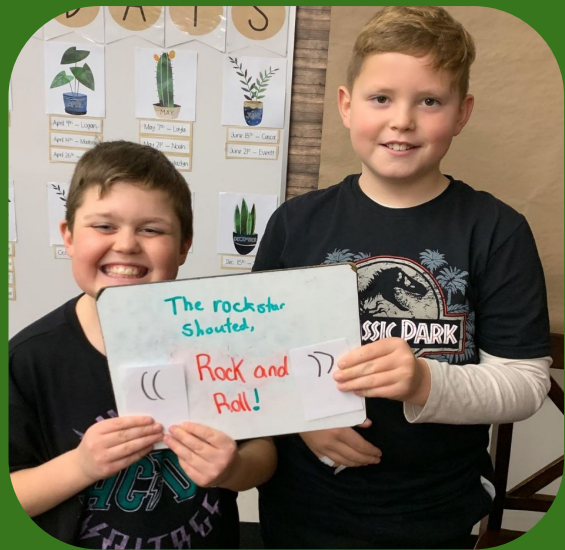
ENGAGEMENT

# Addressing the literacy learning gaps.

## Assessment

Utilization of TOWRE, TOSWRF, TOSREC (3T) to assess student literacy needs.

Utilization of Acadience for progress monitoring

Teacher PD on effective assessments

## Support Materials and Regular Programming

- Implementation of Heggerty Phonological & Phonemic Awareness in our Kindergarten to Grade 2 classrooms.
- EBLI - Evidence-Based Literacy Instruction
- Science of Reading
- Common use of UFLI K-2

## Intensive Intervention Groups

Identification of students reading significantly below grade level and the development of intensive intervention groups lead by the teacher that runs daily. This tier 2 strategy provides literacy enhancement opportunities for the students. Improved teacher efficacy with tier 2 supports.

# Success Measures

Improved teacher efficacy with the science of reading and explicit teaching methods- specific PD. Assessed using in house survey.

Improved literacy outcomes- Diagnostic assessment through 3 T testing and Acadience progress monitoring. 75% of our students will be in the blue or green (Acadience)

Improved numeracy skills and mathematical literacy- Monitor progress through MIPI (3X a year). 65% of students will be at or above grade level.

Improved results on the AB. Education Assurance survey both parent and student engagement numbers.

Data analysis loop is used during collaborative meetings & team meetings to monitor progress and make adjustments of structures and strategies

# Highlighting Successes

- School Education Plan Will Be Shared at October School Council Meeting

- School Education Plan Will Be Shared:

    - On Facebook

    - On SES Website

    - School Messenger

    - YouTube Channel

- School Success Will Be Shared:

    - On Facebook

    - On SES Website

    - Communi-KATE's

# PD Plan

| Date | Learning Activities |
|------|---------------------|
| August 27 | School Based, Intro staff Meeting, Review of goals |
| August 28 | Welcome Back-Clearview Day Inclusion keynote/ inclusion/ breakouts. |
| August 29 | Inclusion workshops |
| August 30 | Setting the stage for a successful year |
| September 27 | IPP writing with Barb P. |
| October 11 | Inclusion and new report card tutorials. |
| November 1 | Deep dive into 3T data |
| November 22 | Crucial Conversations |
| January 29 | Layers of Literacy - writing |
| February 13/14 | Teacher's Convention |
| March 21 | Layers of Literacy - writing |
| April 22 | Inclusion |
| May 16 | Teacher Wellness |
| June 26 | Transition meetings & wrap Up |
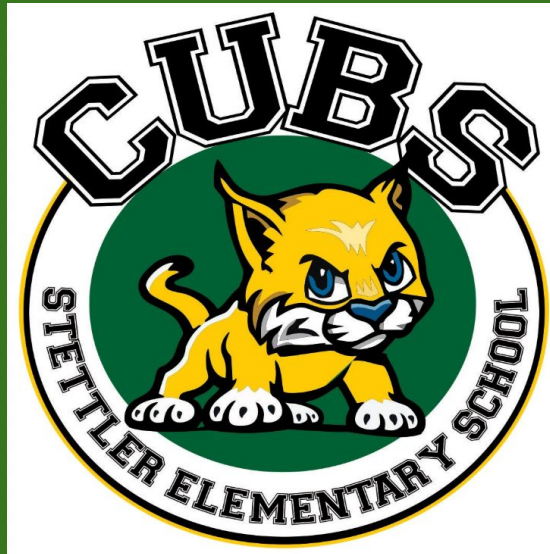
# Clearview Results Report 2022-23

Clearview Public Schools - Education Plan 2022-2025

May 2022

# Stettler Elementary School

(403) 742-2235

**AMAZING** things happen **HERE**

# Working Together To Empower Leaders

Clearview Public Schools

CUB STETTLER ELEMENTARY