



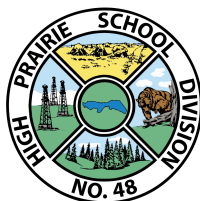
C.J. Schurter School

Education Plan 2021-22

Mission and Vision

At C. J. Schurter School
We are respectful friends.
We learn and have fun.
We help each other.
Leaders grow here!

We are a learning community
Where respect takes root,
Empowerment gives strength,
Confidence grows,
Inspiration branches out,
And happiness blossoms.



**Principal**

Linnea Jones

Vice Principal

Marlee Adams

About Us

C.J. Schurter Elementary School, a part of High Prairie School Division, is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach in instruction. Staff members focus on enhancing literacy and math instructional practice to address the literacy and numeracy goals of the school.

We believe that "Kindness Counts" and are very proud that our programming centers around supporting the development of behaviours and mindsets that positively affect self-confidence, problem-solving abilities, communication skills and helps develop a positive school culture and atmosphere.

About the Plan

This plan was developed in collaboration with:

- Grade three students: All grade three students met with the principal to share what was going well at our school and suggestions for improvement.
- Parents: Parents at School Council had the opportunity to add input, and our 2021 Parent Survey was completed by 120 parents and highlighted areas of success and growth.
- Teachers: In January 2021, teachers worked on the Ministerial Order to determine areas of success and growth.
- Staff: All 2020-21 staff were invited to give feedback on the first draft of this plan.

This plan will guide decisions at school to meet the identified needs of our school community.

Successes

COVID-19 brought out the creativity in our staff. We found safe ways to ensure students had the opportunity to interact with their classmates to achieve their curricular goals. Our students and staff worked together to create positive experiences for our students.

Due to COVID-19, we had to make numerous changes to the structure of our day. To keep our students in their class cohorts, we changed the structure of the Physical Education and library classes. We also reworked our schedule to allow for single-grade recesses.

Our students showed significant growth in the area of technology this year. The school-wide shift to online learning occurred twice this year, where students were engaged in synchronous learning with their teacher/support staff through Zoom or Google Meet and completed work through Seesaw or Google Classroom. We provided 90 Chromebooks and 85 iPads to students to use during our online instruction.

We found innovative ways to foster connection:

- within the school community through virtual assemblies and student-led morning announcements.
- with our parents by phone calls home, sharing welcome videos, Christmas concert videos and by keeping our Facebook page up to date. We held Parent-Teacher Interviews online or by phone with 93% attendance.
- with the community through Zoom field trips, virtual presentations in partnership with the Slave Lake Library, our Indigenous Education Coach and our monthly Featured Community Member. We fostered a connection to our seniors by making them Valentine's Day and Easter cards.

Our daytime cleaning crew kept our school clean and safe during the pandemic by ensuring shared spaces were regularly sanitized throughout the school day.

Challenges

Due to class cohorting, students were unable to interact with students from other grades and classrooms. Student leadership activities such as school jobs, mentoring and clubs were not available to students this year.

The pandemic, staffing challenges and changes to Program Unit Funding reduced our ability to offer services such as boost, Leveled Literacy Intervention, speech, math pull-out support and wellness groups.

Due to COVID-19 restrictions such as cohorting and playground limits, finding time for teacher collaboration was difficult this year. In the previous year, grade-level teams met for an hour each week.

Due to circumstances beyond our control, such as internet reliability and working parents, online education was not easily accessible to everyone during our three weeks (and more for some students) of remote learning.

58% of parents surveyed reported that their child experienced increased emotional or mental health stress due to the COVID-19 pandemic.

Results of the Successes/Challenges

Staff accepted changes with open minds while working together to support one another as well as their students. The challenges that the pandemic presented were unpredictable, but the staff remained positive and dedicated to providing the best education possible while adhering to the safety protocols that were put in place.

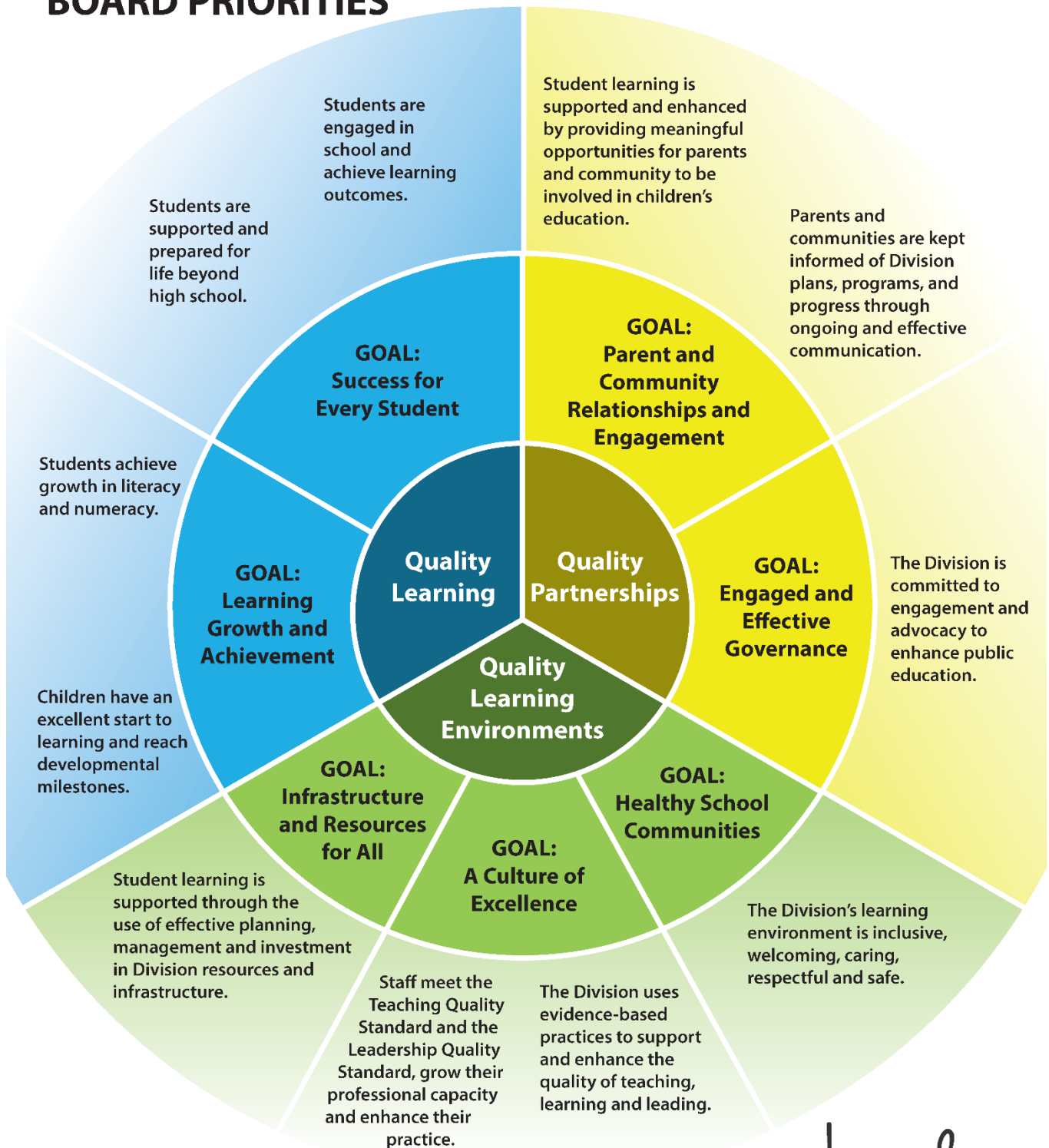
Together, we have worked to create new mission, vision and value statements for our school. This was a valuable team-building activity for our staff, and we look forward to finalizing them and sharing them with our school community in the fall.

Our staff participated in a psychological first aid presentation on Feb.3, 2021, and two staff members are completing Mental Health First Aid training in June 2021. Our Wellness Coach works closely with teachers and administration to support the needs of the students, both in classrooms and in individual sessions. We also have access to a Counselling Consultant who is with us one day a week.

Through teamwork and creativity, we have offered speech services to 140 students and boost services to 68 students throughout the year.

Although students could not browse the entire library collection to choose books to take home to enjoy, the limited selection presented to them through our mobile library introduced them to new authors and genres that were not their usual preference.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2021

hpsd.ca

School Goals

1. Academic success for every student

(aligns with Division priority Quality Learning, goal Learning Growth and Achievement- Students achieve growth in literacy and numeracy)

Strategies

- Use EYE (Early Years' Evaluation), Right to Read, PM Benchmarking, F&P (Fountas and Pinnell) and MIPI (Math Intervention/Programming Instrument) benchmarking tools each fall and/or spring to gather and examine literacy and numeracy data for all students.
- Offer pull-out support for literacy and math.
- As a staff, determine best teaching and assessment practices in literacy and math and dedicate Professional Development to collaborate and improve.
- Refine Collaborative Response Meetings to use a team approach to support student learning.
- Through grade-level and cross-grade collaboration, re-examine rubrics for consistent growth measures.
- Continue to support inclusion in collaboration with staff, parents, the Learning Support Team, and service providers.

Performance Measures

- 75% of students in grades 1-3 reading at or above grade level according to Fountas and Pinnell Benchmark and HPSD Correlation Chart in spring 2022
- 75% of students in grades 2, 3 and 4 in the acceptable range on the MIPI (Math Intervention/Programming Instrument) in the fall 2022 assessment (based on learning in 2021/22 school year).
- Parent survey: The question "Your child is learning what they need to know" will increase to 95%.

2. A focus on well-being and a sense of belonging

(aligns with Division priority Quality Learning Environments, goal Healthy School Communities- The Division's learning environment is inclusive, welcoming, caring, respectful and safe.)

Strategies

- Continue to refine our Character Education program to include monthly, school-wide focus areas in collaboration with our Wellness Coach, students, parents and staff.
- Continue to support the learning of First Nations, Metis and Inuit culture and history in collaboration with our Indigenous Education Coach.
- Provide opportunities to learn about various cultures in our school through parent involvement, adding languages to our morning announcements, special presentations and incorporating cultural events into our Family Fun Nights (dependant on COVID protocols).
- Provide opportunities for students to show their leadership through school jobs, mentoring younger students, organizing and hosting lunchtime clubs, and having a voice in school decisions and activities (dependant on COVID protocols).
- Engage students in activities that support the community.
- Partner with Lakeside Outreach, E. G. Wahlstrom and Roland Michener, either in-person or virtually.
- Continue to recognize student leadership through shout-outs on morning announcements and kindness awards at assemblies.

Performance Measures

- The Student Leadership Team will provide data on student wellness to the school by March 1 for use in future education plans.
- Students involved in school activities such as the leadership team, jobs and organizing clubs will be 50% or greater.
- The C.J. Schurter School parent survey will show 75% of respondents indicating improved emotional and mental health of their children.

3. **Improved Parental Engagement**

(aligns with Division priority Quality Partnerships, goal Parent and Community Relationships and Engagement-Student Learning is supported and enhanced by providing meaningful opportunities for parents and communities to be involved in children's education)

Strategies

- Increase parental involvement in School Council by sending out the agenda prior to the meeting, asking for suggestions of what they would like to learn and providing that learning at the meetings, asking for feedback and suggestions, varying the time and delivery of the meetings.
- Send a school-wide newsletter once a month to highlight successes and request feedback.
- Keep our website and Facebook up-to-date with information and pictures.
- Plan engaging family activities such as Family Fun Nights and Family Picnics.
- Encourage parent volunteers (dependant on COVID protocols).

Performance Measures

- Parent involvement in School Council will increase from 1% to 3%.
- Parent survey participation will increase from 27% to 40%.
- Parent survey question: "To what extent are you involved in decisions at your child's school" will increase from 60% to 70%.
- Family Fun Night attendance will be 50% or greater.