

C.J. SCHURTER SCHOOL 2024-27 EDUCATION PLAN (YEAR 3)



Mission

Our mission is to create a safe, welcoming environment where everyone is inspired and nurtured to develop skills to become confident, independent life-long learners who are respectful and kind.

Vision

- Be a learning environment where students want to learn, staff love to work, and parents want to send their children.
- Honour and nurture students' individual strengths and passions, and support all students to develop their understanding of themselves and the world.
- Embrace inclusion and celebrate diversity so everyone feels comfortable, safe and valued in our caring environment.
- Have recognizable foundational goals that encourage community support and a staff that are adaptable and open to change.



MESSAGE FROM THE PRINCIPAL

As we go into the final year of our three year education plan for C. J. Schurter School, I am excited to share what has been accomplished. The purpose of the Education Plan is to provide a meaningful plan to help us achieve our goals and support the academic, social and emotional needs and development of all students. Our Education Plan details the school goals and strategies which helps us to ensure that all students at C.J. Schurter School receive the best, highest quality education which will help to prepare them for future challenges and success.

At C.J. Schurter school, our goal is to ensure that all students have access to an inclusive learning environment where they receive the support to achieve and thrive in their academic and social, emotional goals. In 2024-2025 the RISE (Reaching Independence Through Support and Education) classroom started. This space is designed to support our students with complex needs so that they can have a combination of time in the regular classroom as well as this RISE classroom to ensure all their needs are met.

We work together to help our students build the skills they need to maintain positive relationships, as well as to have the confidence to stand up and speak for themselves. We work to encourage our students to take part in collaboration with others and work as a team to learn something new. As a team, we have developed our plan to include areas such as professional development for all staff, including a deep dive into best teaching practices, using our literacy and numeracy frameworks to ensure that differentiation and assessment is taking place on a regular basis.

Mental health and social emotional learning are high on our list of priorities for our students. We are helping our students build the confidence they need to take chances in their learning but also in new experiences, such as building new friendships with other students. Through the WITS, Superflex, Chatters and Anger Education programs, we are giving our students the skills and tools they need to be successful if a conflict should arise. These essential skills allow our students to have the necessary communication tools to be able to share with others what is working and when they require additional support.

There are many stakeholders that are extremely vital to the success of our students and our school. We appreciate the incredible support and dedication from parents and guardians as partners in their child's education. It takes all of us - parents, guardians and the surrounding community - to ensure the success of our students. Without everyone's support our plan would not succeed. We will continue to work on strategies to improve our communication to our stakeholders but also invite them to share their input about the school and student learning needs.

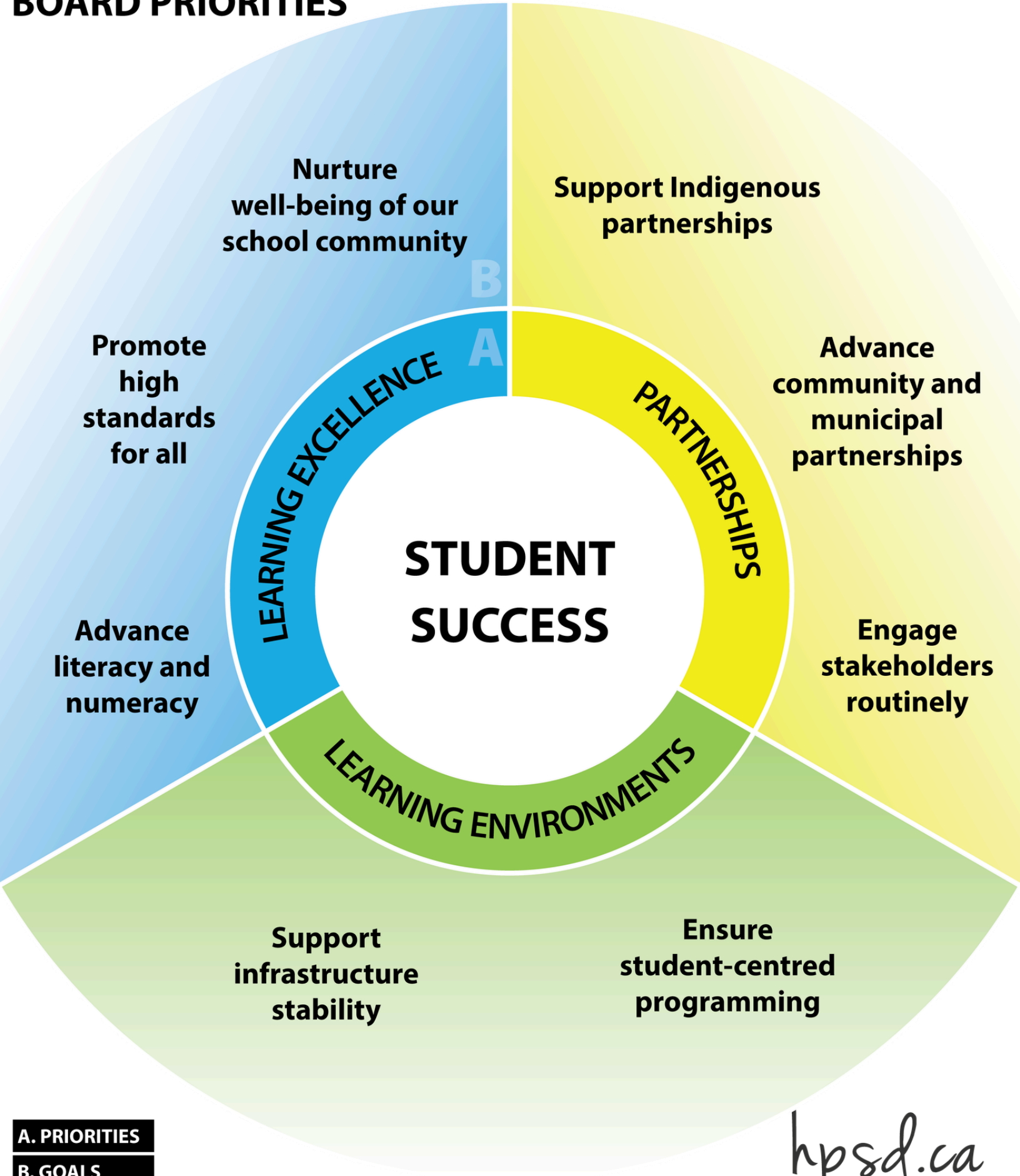
By following our strategic plan, the staff at C.J. Schurter School is dedicated and committed to creating a safe, caring and welcoming learning environment where students will be supported to achieve all their learning needs. As we continue to work together, with our stakeholders, we will ensure that all students' education, social, emotional and mental health needs are addressed and supported.

CRYSTAL COLVILLE, PRINCIPAL



KAITLYN LOCKEN, SCHOOL COUNCIL CHAIR

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

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Effective September 2026

SCHOOL OUTCOME: STUDENTS WILL BECOME INDEPENDENT READERS AND WRITERS

STRATEGIES

- We will focus on all eight sections of the Literacy Framework and continue to add to and revise our school's Literacy Framework. We will use the Framework to guide our professional development for teachers. Teachers will participate in professional development around best practices in writing to help improve teaching strategies to support students in writing.
- Professional Learning will center on improving writing instruction in 2025-2026. Teachers attended a full day PD with Karen Filewych on writing in October. Then in January did another ½ day on writing as a group to follow up on the previous pd session.
- Teachers will collaborate with their grade-level teams twice per month to examine formative and summative assessments and support each other with best practices.
- Teachers will model best practices for colleagues.
- Increasing student stamina for writing is a key goal in 2025-2026.
- We will use EYE, LeNS, CC3, HLAT benchmarking tools each fall and spring to monitor student achievement and growth.
- We will offer pull-out support for literacy for students requiring additional intervention based on assessment results. These interventions are supported by the gym teacher for 1 block a day, Learning Support Teacher doing a minimum of 1 hour a day, ½ time teacher doing Leveled Literacy Intervention, a parent volunteer running daily Boost program with Kindergarten and grade 1 as well many parent volunteers that support our home reading program and read with the children on a daily basis.
- Teachers will communicate regularly with parents and guardians to encourage a team approach to supporting students in literacy.

PERFORMANCE MEASURES

- **80% OF GRADE 1 AND 2 STUDENTS WILL ACHIEVE IN THE ACCEPTABLE RANGE ON THE LENS AND CC3 LITERACY ASSESSMENTS**
 - IN SPRING 2023, 72.3% OF GRADE 2 STUDENTS AND 69.9% OF GRADE 3 STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE
 - IN SPRING 2024, 74% OF GRADE 1 AND 79% OF GRADE 2 ACHIEVED ACCEPTABLE RANGE ON THE LENS
 - IN SPRING 2024, 75% OF OF GRADE 2 AND 72% OF GRADE 3 ACHIEVED ACCEPTABLE RANGE ON THE CC3
 - IN SPRING 2025, 73% OF GRADE 1 AND 68% OF GRADE 2 ACHIEVED ACCEPTABLE ON THE LENS
 - IN SPRING OF 2025, 69% OF GRADE 2 AND 83% OF GRADE 3 ACHIEVED ACCEPTABLE RANGE OF THE CC3
- **BY 2027, 75% OF GRADE 1-3 STUDENTS WILL ACHIEVE IN THE ACCEPTABLE RANGE ON THE HLAT WRITING ASSESSMENT**
 - IN SPRING 2024: 34% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE
 - IN SPRING 2025: 41% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE
- **98% OF KINDERGARTEN STUDENTS WILL ACHIEVE IN THE ACCEPTABLE RANGE ON SPRING EYE ASSESSMENT IN THE AREA OF COGNITIVE SKILLS.**
 - IN SPRING 2023: 97% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS
 - IN SPRING 2024: 95% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS
 - IN SPRING 2025: 95 % OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS

SCHOOL OUTCOME: STUDENTS WILL DEVELOP A STRONG SENSE OF NUMBER AND WILL ACHIEVE PROFICIENCY IN NUMERACY

STRATEGIES

- We will focus on the 8 sections of the Numeracy Framework. We will continue to visit the framework and use it help guide our professional learning for teachers.
- Teachers will collaborate with their grade-level teams twice per month to examine formative and summative assessments and support each other with best practices.
- Teachers will model best practices for colleagues.
- Teachers will collaborate within their grade level to provide small group math support for students requiring additional intervention.
- We will use EICS Math Assessments each fall and spring to monitor student achievement and growth.
- Classes will participate in number talks to strengthen number sense.
- Learning Support Teachers doing a minimum of 1 hour a day of small group pull out intervention for numeracy. Students were chosen based on the data from the Government Numeracy Assessments and discussion with teachers.

PERFORMANCE MEASURES

- 75% OF GRADE 1-3 STUDENTS WILL ACHIEVE IN THE ACCEPTABLE RANGE ON SPRING ASSESSMENTS IN THE AREA OF NUMERACY.
 - IN SPRING 2023:
 - GRADE 1- 68.7%
 - GRADE 2- 73.5%
 - GRADE 3- 70.9%
 - IN SPRING 2024
 - GRADE 1: 64%
 - GRADE 2: 60%
 - GRADE 3: 66%
 - IN SPRING 2025
 - GRADE 1 - 66%
 - GRADE 2 - 81%
 - GRADE 3 - 84%
- 98% OF KINDERGARTEN STUDENTS WILL ACHIEVE IN THE ACCEPTABLE RANGE ON SPRING EYE ASSESSMENT IN THE DOMAIN OF COGNITIVE SKILLS.
 - IN SPRING 2023: 97% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS
 - IN SPRING 2024: 95% OF STUDENTS ACHIEVED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS
 - IN SPRING 2025: 95% OF STUDENTS ACHIECED IN THE ACCEPTABLE RANGE IN THE DOMAIN OF COGNITIVE SKILLS

BOARD OUTCOME: PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: MAINTAIN AND IMPROVE PARENTAL ENGAGEMENT

STRATEGIES

- We will continue to send monthly classroom newsletters as well as monthly school-wide newsletters and calendars to keep parents informed.
- We will keep our Facebook page up to date with information and pictures of school events and learning engagements within the school.
- We will engage families by planning various family events, such as Family Fun Nights with Literacy and Numeracy Activities, Culture Night, performances, etc.
- We will continue to invite families to concerts and assemblies.
- School Council will continue to participate in assemblies in an attempt to increase attendance at School Council meetings.
- Emails to parents after School Council Meetings to share the minutes and what was discussed, also to share the date of the next meeting.
- Email reminders on the Monday before the next School Council Meeting to increase parent participation.
- School Council will have a bulletin board to keep visitors informed as well as their own Facebook page.
- We will celebrate volunteers and partners in education on a bulletin board, in our monthly newsletter and on Facebook.
- We will send short surveys to parents when information is needed.
- Regular emails to parents and guardians to keep them informed of what is happening at the school

PERFORMANCE MEASURES

- PARENTAL INVOLVEMENT IN SCHOOL COUNCIL WILL INCREASE FROM 2% TO 5%
 - PARENT INVOLVEMENT DID NOT INCREASE IN THE 2024-2025 SCHOOL YEAR, IT STAYED AT THE 2%. WE WILL CONTINUE TO WORK ON INCREASING PARENT INVOLVEMENT
 - PARENT INVOLVEMENT HAS INCREASED IN THE 2025-2026 SCHOOL YEAR, WE HAVE INCREASED TO 4% OF PARENTS ATTENDING
- PARENTAL INVOLVEMENT IN PARENT/TEACHER INTERVIEWS WILL INCREASE TO 95%
 - 91% OF PARENTS ATTENDED PARENT/TEACHER INTERVIEWS IN 2023/24
 - 94% OF PARENTS ATTENDED PARENT/TEACHER INTERVIEWS IN 2024-2025
 - 92% OF PARENTS ATTENDED PARENT/TEACHER INTERVIEWS IN 2025-2026
- PARENTAL COMPLETION OF OUR ANNUAL SURVEY WILL INCREASE TO 150 COMPLETED SURVEYS
 - IN MAY 2023, 133 PARENTS COMPLETED OUR SURVEY
 - IN MAY 2024, 44 PARENTS COMPLETED OUR SURVEY
 - IN MARCH 2025, 131 PARENTS COMPLETED OUR SURVEY - THIS YEAR WE CHANGED THE SURVEY TO MAKE OUR SURVEY CLOSER TO THE ONE ALBERTA EDUCATION SENDS OUT TO PARENTS. WE ALSO DID IT EARLIER IN THE YEAR IN HOPES TO GET MORE PARENT RESPONSES.
 - IN MARCH 2026, 157 PARENTS COMPLETED OUR SURVEY. WE USED THE SAME SURVEY AS LAST YEAR SO WE CAN START TO LOOK AT THE DATA TO BE ABLE TO SEE GROWTH AND TRENDS HAPPENING.

BOARD OUTCOME: LEARNING ENVIRONMENTS- MENTAL HEALTH

SCHOOL OUTCOME: IMPROVE MENTAL HEALTH BY CONTINUING TO CREATE A SAFE, WELCOMING, INCLUSIVE ENVIRONMENT

- We will continue to refine our Character Education program to include monthly, school-wide focus areas, linked to our values of joy, kindness, courage and relationships, in collaboration with our Indigenous Education Coach, students, parents and staff.
- The Wellness Coach develops and hosts monthly Citizenship Assemblies. Each month a guest speaker is invited to come speak with our students. Topics covered - Safety, Safe Hands, Being a Good Friend, Anxiety and breathing strategies, Respect, Being a Good Sport and Earth Day.
- We will continue to support the learning of First Nations, Metis and Inuit culture and history in collaboration with our Indigenous Education Coach, guest presentors, elders, students, parents and staff.
- Our Wellness Coach will continue to provide support to students and families.
- We will use universal strategies in all classrooms to promote positive mental health.
- We will continue to refer to and refine our Continuum of Supports and streamline processes for accessing additional supports at our school.
- We will provide opportunities to learn about various cultures in our school through parent involvement, adding languages to our morning announcements, special presentations, elders, performers and incorporating Culture Night in May 2026.
- We will provide opportunities for students to develop their leadership and teamwork skills through school jobs, mentoring younger students, and having a voice in school decisions and activities.
- The Wellness Coach is working with a group of Grade 3 students to develop a kindness club that meets monthly to work on ways of promoting kindness in our building. At our monthly assemblies they share what they have been working on.
- We will continue to engage students in activities that support the community and invite community members into our school.
- We will partner with Lakeside Outreach, E. G. Wahlstrom and Roland Michener.
- We will continue to recognize students who live our values of joy, kindness, courage and relationships through shout-outs on morning announcements and awards at assemblies. These students are role models for the rest of our school community.
- We will investigate opportunities for land-based learning.
- We will continue to reach out to families where student attendance is a concern and investigate ways to support improved attendance.

PERFORMANCE MEASURES

- **IMPROVED STUDENT ATTENDANCE: 85% OF STUDENTS WILL HAVE AN ATTENDANCE RATE OF 80% OR HIGHER.**
 - IN MAY 2024, 78.6% OF STUDENTS HAVE AN ATTENDANCE RATE OF 80% OR HIGHER.
 - IN MAY 2025, 84% OF STUDENTS HAVE AN ATTENDANCE RATE OF 80% OR HIGHER.
 - IN APRIL 2026, 88% OF STUDENTS HAVE AN ATTENDANCE RATE OF 80% OR HIGHER
- **MAY SURVEYS OF STAFF, STUDENTS AND PARENTS WILL INDICATE INCREASED SATISFACTION WITH OUR WELLNESS PROGRAMMING**
- **IN MAY 2024, 96% OF PARENTS AGREED THAT OUR SCHOOL IS WELCOMING AND THAT TEACHERS CARE ABOUT THEIR CHILD**
- **IN MAY 2024, 78% OF PARENTS EXPRESSED SATISFACTION WITH OPPORTUNITIES TO ACCESS WELLNESS SUPPORT.**
- **IN MARCH 2025, 95% OF PARENTS AGREED THAT OUR SCHOOL IS WELCOMING AND THAT TEACHERS CARE ABOUT THEIR CHILD**
- **IN MARCH 2025, 83% OF PARENTS EXPRESSED SATISFACTION WITH OPPORTUNITIES TO ACCESS WELLNESS SUPPORT.**
- **IN MARCH 2026 96% OF PARENTS AGREED THAT OUR SCHOOL IS WELCOMING AND THAT TEACHERS CARE ABOUT THEIR CHILD**
- **IN MARCH 2026, 85% OF PARENTS EXPRESSED SATISFACTION WITH OPPORTUNITIES TO ACCESS WELLNESS SUPPORT.**