



Joussard School

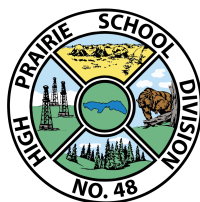
Education Plan 2022-2023

Mission

Joussard School is a warm, respectful and safe place to become a confident, independent learner and a successful citizen in a local and global society.

Core Values

- Safe and Caring – We believe that children learn best in a creative, encouraging, progressive environment that is safe and caring.
- Success - We believe that all students and staff have the capacity to achieve high standards of success.
- Learning - We believe that all staff and students are lifelong learners.
- Respect – We believe that respect is due to, and from, all members of the school and greater community – respect for self, others and property.



**Principal**

Spencer Smith

About Us

Joussard School, a part of High Prairie School Division, is located in the hamlet of Joussard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on being a close-knit elementary school serving students from ECS (Early Childhood Services) to Grade 6. In January, 2016 the old Joussard School was replaced by a new facility which offers an up-to-date learning centre in keeping with the school's 1:1 technology program for the over 120 students.

About the Plan

Joussard School surveyed our staff (certified and support), students (Grades 2 - 6), and school advisory committee to identify the needs of the school and identify how we can meet the needs of our school community.

Successes

- Joussard School believes that every child needs opportunities to find success. We work to create an inclusive learning environment in which every student has access to the support networks necessary in order to achieve this. Supports include differentiated classroom instruction, SLP(Speech Language Pathologist), OT (Occupational Therapist), EA's (Educational Assistants), LLI (Levelled Literacy Intervention), Wellness Coaches, technology, small class sizes, and access to various other community services providers. We work hard to utilize our resources effectively and regularly reflect on our timetables and practices in order to maximize support for our students. Staff are provided ongoing professional development and training in the areas of inclusion, trauma informed care, emotional regulation and ASD (Autism Spectrum Disorder) to build our professional capacity in order to support the diverse needs of all learners
- As one hundred percent of our students identify as Indigenous, Joussard School has a strong focus on integrating First Nations, Metis, and Inuit culture, knowledge and ways of knowing into our school values, and practices. Our students receive regular Cree language and culture instruction from our Cree instructor. We provide regular support for certified teachers from our division Indigenous Education Coach (IEC), and support ongoing First Nations, Métis, and Inuit Professional Development opportunities for all staff members throughout the year. Our school has partnered with a number of local Elders and Knowledge Keepers to provide engaging Land Based Learning opportunities for our students on a regular basis. Our character education program and daily announcements focus on teaching and reflecting on the Seven Grandfather Teachings.
- Our APORI (Accountability Pillar Results) data (2021) demonstrates the communities' perception of our school as "Excellent" in the following areas:
 - Safe and Caring - 88%
 - Education Quality - 90.6%
 - School Improvement - 90.3%
 - Citizenship - 87.4%
- Students at Joussard School benefit from access to technology. Every classroom is equipped with Smartboards, docu cameras, webcams, sound systems, and a device for every child. Teachers and education assistants are knowledgeable about technology and use it in daily instruction believing that technology is not an event, but rather a part of the everyday learning within our classrooms.
- With an emphasis on healthy snacks and nutritious meals, our lunch program is a popular and delicious part of our school community.

Challenges

- Our student attendance and enrollment levels continue to be low. However, since making student enrollment an area of focus in 2020, we have seen a significant increase in this area (From 55 students registered in Sept 2020 to 77 students enrolled in April of 2022). Continued effort will be needed to ensure that this positive trend continues.

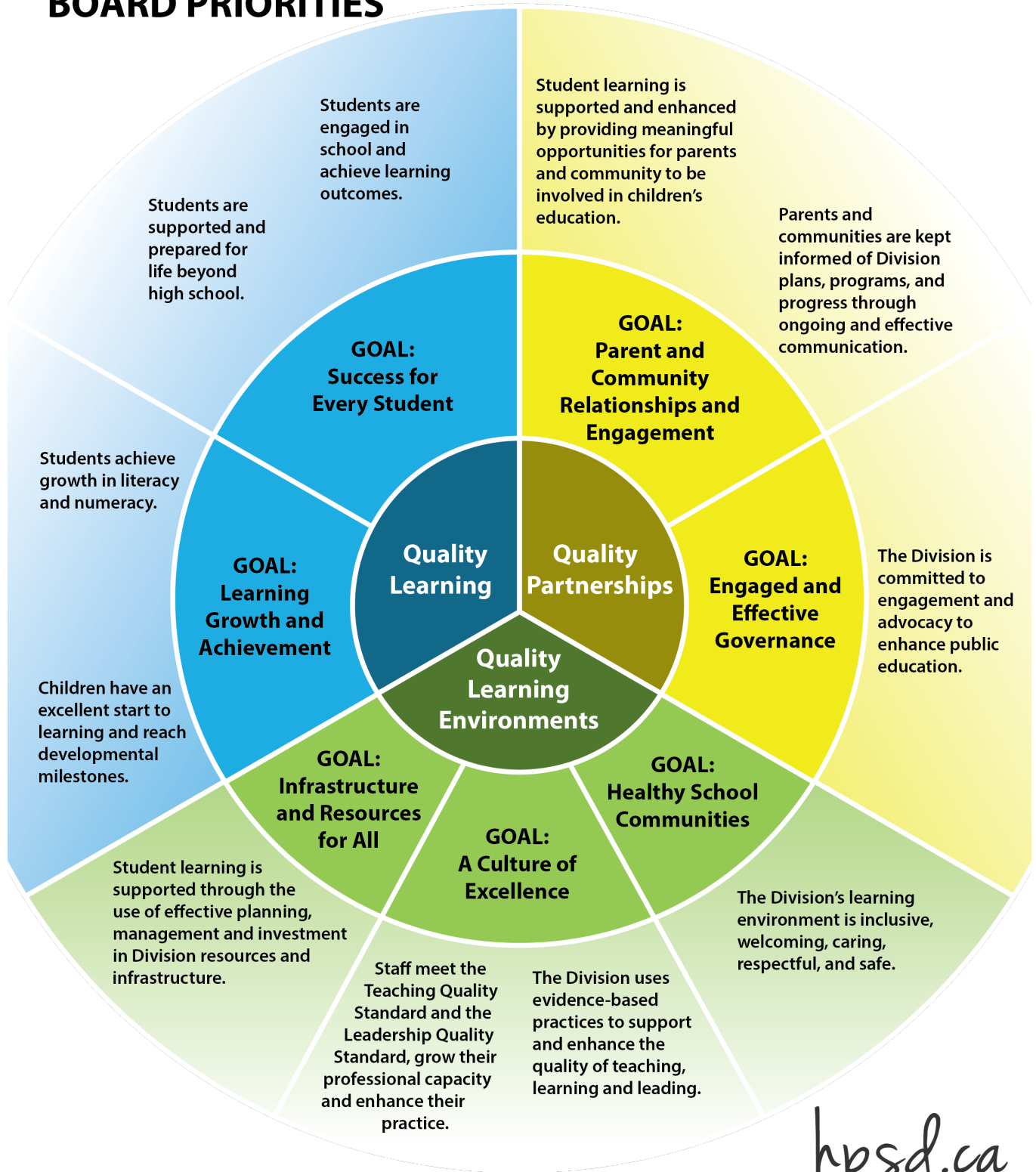
- Our literacy scores (measured by Fountas and Pinnell (F&P)) continue to be below grade level (81% Grades 2-6 below grade level according to most recent F&P testing). Sporadic online learning and poor attendance further widens the gaps for our struggling students
- Our numeracy scores (measured by the MIPI(Math Intervention/Programming Instrument)) have declined since the COVID 19 pandemic, and demonstrate a significant number of our students are below grade level in numeracy (Grades 2-6 = 50% below grade level based on Spring 2022 MIPI data)
 - Schoolwide MIPI data suggests particular areas of concern in subtraction, division and problem solving across all grades (2-6).
- Due to the restrictions imposed as a result of the COVID-19 pandemic, our community and student engagement has been impacted. Our regularly scheduled “Family Fun Nights”, Monthly Leadership Assemblies, as well as clubs and extracurricular activities had been prohibited. We have begun reinstating these popular community engagements as restrictions relax.
- Staff capacity to support an increased number of students with exceptionalities such as ASD (Autism Spectrum Disorder), trauma and emotional dysregulation has required significant focus to support these learners.
- Staff turn-over and attrition rate continues to be a concern for our school. A focus on retention of high quality educators, and staff wellness will be important in coming years.

Results of the Successes/Challenges

- Whole School professional development focus during the 2021-2022 school year on the “Science of Literacy”, “The Big Five”, and early literacy skills, such as phonemic and phonological awareness instruction.
- Implementation of literacy intervention lessons (grades 1-3), and daily explicit phonological awareness instruction (K-6) to support student literacy.
- Increased collection and analysis of student literacy data through benchmarking and diagnostic testing to guide instruction/intervention. Implementation of the Letter Name-Sound (LeNS), Castles and Coltheart Test (CC3), Right to Read Assessment (Gr. 1-3) and Phonological Awareness Screening Test (PAST) assessment (Gr. 4-6).
- Whole School professional development focus during the 2020-2021 school year on Inclusive Practice, ASD support strategies, Trauma Informed Care, Emotional Regulation to build staff capacity to support students with exceptionalities.
- Focus on establishing community engagements such as family fun nights, student led conferences, monthly leadership assemblies, etc. to boost engagement of families from the communities of Sucker Creek, Driftpile and Joussard.
- Implementation of Collaborative Response Model (CRM) process to provide structure to our Professional Learning Community (PLC) periods and support student interventions in numeracy, literacy, attendance, and behavioural supports.
- Continued emphasis on integrating First Nations, Metis, and Inuit culture, knowledge and ways of knowing into our school values, and practices through ongoing PD for certified staff, regular Cree language and culture instruction for all students, establishing connections with local Elders and Knowledge Keepers to provide Land Based Learning and cultural experiences.

- Increased focus on student engagement in the classroom and school community in order to maximize student learning and increase levels of student enrollment and attendance.

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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School Goals

1. **Goal #1: Increase community engagement and nurture quality community partnerships with the school.**

Division Priority: Quality Partnerships

Divisional Goal: Parent and Community Relationships and Engagement

Divisional Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and community to be involved in Children's Education

Strategies

- Open up our school again with key events to welcome and engage our families in their children's education, including:
 - Open House - September
 - Leadership Showcase Nights/Round Dances
 - Remembrance Day Ceremony- Invite local veterans
 - Family Fun Nights (October, February, June)
 - Christmas Concert
 - Monthly Leadership Assemblies
 - Kindergarten/Grade Six Graduation Ceremony
- Social media outreach, such as facebook
 - Teacher Representatives from Kindergarten to Grade Three and Grade Four to Six to post regular updates.
 - Assembly video posted on Facebook page
- During community engagement nights, such as Family Fun Night, survey parents on Assurance Model for increased feedback.
- Collaborate with HPSD Indigenous Education Coaches to engage with the Education Directors of First Nation communities of Sucker Creek and Driftpile First Nation to set goals/priorities for their learners.
- Hold School Council meetings in feeder communities on a rotational basis.
- Staff attendance to community events
 - Ex. Driftpile Pow Wow, Missing, Murdered and Indigenous Women (MMIW) walk in October, Community Dinners
- Attend High Prairie Pow Wow and Divisional Hand Games Tournament
- Continue to utilize IEC to connect with local Elders and Knowledge Keepers to provide traditional teachings and Land Based Learning opportunities for our students.
- Community Clean-Up in Joussard community
- Partner with Lakeshore Regional Police during Pink Shirt Day to discuss Anti-Bullying message.

Performance Measures

- Apori Data - Quantitative Data – Percentage of “Teachers and Parents Satisfied with Level of Parental Involvement” results increase from 66.7% to 100% (66.7% is the

- percentage of teachers who are satisfied with parental involvement. We had no data from parent responses during the 2021 Apori Data)
- Assurance Survey Data - Percentage of parents satisfied with the “opportunity to be involved in decisions about your child’s education” will increase from 80% satisfied in 2022 to 100% in the 2022/2023 survey.
 - School Council - Qualitative Data – Will continue to have representation from all 3 areas (Sucker Creek First Nation, Driftpile Cree Nation, Hamlet of Joussard) in the upcoming 2022/2023 school year.
 - Parent involvement in events - Qualitative Data – More than half of parents participate.
 - Website/Facebook count - Quantitative Data
 - Facebook Weekly Reach Count will increase by 10% over the 2022-2023 school year.
 - Website users will increase by 10% over the 2022-2023 school year.
 - Student Attendance increases - 75% of students are attending 75% or above.

2. **Goal #2: Increase student literacy levels at all grade levels.**

Division Priority: Quality Learning

Divisional Goal: Learning Growth and Achievement

Divisional Outcome: Students achieve growth in literacy and numeracy

Strategies

- Continue Professional development on “structured literacy” approach
 - All grades
- Use of “Empowering Writers” resource/program for all grades to support systematic writing instruction.
 - Implementation of HLAT writing assessment for grades 3-6 two times a year to benchmark student writing achievement and guide instruction.
- Continue with literacy intervention and Guided Reading
 - All grades
- Jolly Phonics
 - Follow the Scope and Sequence with fidelity
 - K-2
 - Use decodable readers to support this program
 - Phonemic Awareness instruction
- Use of Heggerty (K-3)
- Kilpatrick 1 minute activities (Gr. 4-6)
- Sound Wall in each classroom (K-3)
- Use of Right to Read Assessment in grades one to three to benchmark student current level of phonological awareness and plan interventions to support.
- Use of Phonological Awareness Screening Test(PAST) in grades four through six to benchmark student current level of phonological awareness and plan interventions to support.

- Continued use of Fountas and Pinnell testing (Grades 2-6) to identify student reading levels.
- PD Plan
 - Structured Literacy Approach through the Science of Reading (Ongoing)
 - Focus on “The Big Five”
 - Empowering Writers PD for grades K/1, Expository Writing PD for grades 2-6
 - Word Work Professional Development to increase teacher capacity in this area.
 - Modifying guided reading approach to align with small group structured literacy
 - Jolly Phonics PD (Kindergarten – Grade 2)

Performance Measures

- Haggerty Screening Assessment (Kindergarten)
 - 80% of students score 75% or higher on end of year phonemic awareness assessment
- Right to Read Assessment (Grades 1,2,3)
 - 80% of students score 75% or higher on end of year Right to Read screening tool
- Phonological Awareness Screening Test (Grades 4-6)
 - 80% of students score 75% or higher on end of year PAST screening tool
- Fountas and Pinnell
 - Increase student reading levels from the current level of 19% at grade level to 50% of students at or above grade level by the end of the year.
- HLAT (Grades 3-6) Writing Assessment
 - Twice a year to measure growth
65% of students will be writing at grade level by the end of 2022-2023 school year based on HLAT results.

3. Goal #3: Increase student engagement in the classroom and school community in order to maximize student learning and increase levels of student enrollment and attendance.

Division Priority: Quality Learning Environments

Divisional Goal: A Culture of Excellence

Strategies

- Increased focus on student interest/student choice at all grade levels
 - Science, Technology, Engineering, and Mathematics (STEM) Projects
 - Project based learning
 - Genius Hour
- Continue using Small Group Instruction in Language Arts and Math.
- Incorporating movement breaks daily in each classroom.
- Organize time in the schedule for an afternoon 15 minute Daily Physical Activity (DPA) break.

- Teachers on recess supervision to promote relationship building.
- Focus on Student/Teacher relationship building at all grade levels.
- Use of the CRM process and Dossier, as well as Student Connection slideshow during weekly CRM meetings to keep track of students progress and staff/student connections.
- Offer extracurricular clubs including; Hand Games, Archery, Basketball, Coding, STEM
- Professional Development
 - CRM Process training during PD days (Ongoing) and during weekly PLC meetings.

Performance Measures

- Student Attendance increases - 75% of students are attending 75% or above by the end of the 2021-22 school year.
- Student enrollment will increase by 10% by the end of 2022 school year.
- Student engagement will regularly be 80% or higher during teacher supervision coaching observations. Engagement will remain a focus of coaching discussions all year.
- Student Survey will show an increase in students who feel that if they were absent, staff members would notice they were away from 71% to 100%.
- A minimum of 5 extracurricular clubs will be offered in 2022/2023 school year.