



**ERICKSON ELEMENTARY  
SCHOOL PLAN  
2022-2023**

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# Preface

## Philosophy of Inclusion

Rolling River School Division planning and programming is guided by the Manitoba Philosophy of Inclusion:

*Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

Source: Appropriate Education Programming in Manitoba: Standards for Student Services (2006). Manitoba Education and Training (page 1)

# PRINCIPAL'S MESSAGE

Dear Parents, Students and Community,

The Erickson Elementary 2022-23 strategic plan has the primary purpose to increase the success of all our students in the areas of numeracy, literacy, helping them feel safe, cared for and celebrated, and cultural proficiency. We also hope to create a place where parents and students can celebrate each other and our diversity. We want to engage the community of Erickson, Sandy Lake, RRFN, all based on Treaty 2 and 4 land in this plan. Together we can accomplish our goals.

As you read through this plan, you will see our four main goals, lists of strategies to help us accomplish these goals, our progress with the goals, and where we want to be in the next three years. You will also see our vision and our seven main values: respect, love, humility, honesty, courage, wisdom, and truth.

We are looking forward to working hard as a team, learning, teaching, and reflecting on these goals and our students' success. Our main mission at EES is to develop transformative citizens who are successful, happy, and to help make our community and world a better place.

We are looking forward to this journey with you.

Regards,

Laurie Bachewich

Principal

# Stakeholder Information

<b>Domains for Parent/Stakeholder Involvement</b>	<b>Actions Undertaken in RRSD</b>
<p>Parenting: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.</p>	<ul style="list-style-type: none"> <li>• Provide workshops for parents on topics that parallel school priorities.</li> <li>• Support families by providing workshops that are based on their input.</li> </ul>
<p>Communicating: Utilizing and creating 2-way communication channels between home and school.</p>	<ul style="list-style-type: none"> <li>• All schools will use PowerSchool to communicate student learning/achievement toward Manitoba Curriculum outcomes.</li> <li>• All schools use Synrevoice, a communication tool that enables school administrators to send messages to parents and our staff, regarding any kind of school related event such as special announcements, parent nights, last minute cancellations, good news stories.</li> <li>• Provide parent access to School Bundle so they may stay current on student progress, school activities and events (2017-2018)</li> <li>• Community engagement forum on strategic plan and budget priorities.</li> <li>• Annual Strategic Plan summary report posted on the school division website.</li> </ul>
<p>Volunteering: Parents and community members are welcomed as volunteers and audiences in school.</p>	<ul style="list-style-type: none"> <li>• Parents and Community members come to school to share information about their skills, abilities, business/employment pursuits through class presentations, or informally as mentors of a larger community.</li> </ul>
<p>Decision Making: Include students, parents, and stakeholders as participants in school decisions and advocacy activities.</p>	<ul style="list-style-type: none"> <li>• The formation of Parent Advisory Councils (PAC) are encouraged in each community school for the purpose of increasing parent and family engagement to support student success.</li> <li>• All Schools in RRSD implement the Tell Them From Me Survey which supports “student voice” and “parent voice”.</li> <li>• Thought Stream Survey process completed in 2015 provided community stakeholders an opportunity to contribute to School Division Planning.</li> <li>• Budget process invites stakeholder involvement through letter of invitation and advertisement in community newspapers.</li> </ul>

<p>Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, cultural organizations, and post-secondary institutes.</p>	<ul style="list-style-type: none"><li>• Attendance at community meetings.</li><li>• In partnership with community, use extra-curricular programs and facilities to provide additional opportunities to students and foster relationships that keep students connected, engaged and on track to graduation e.g. work placements.</li></ul>
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# **School and Community Demographic Profile**

## **EES PRIORITIES**

Literacy

Numeracy

Mental Health and Well Being; Safe and Caring Community

Cultural Proficiency; Celebrating Diversity

## **COMMUNITY PROFILE**

Students at EES come from Erickson, surrounding farming areas and from Rolling River First Nation. Approximately 62% of our students are from RRFN.

About 95% of our students are bussed in. We are on Treaty 2 and 4 lands. We also have immigrant families from Peru and El Salvador.

## **SCHOOL STAFF PROFILE**

Principal: 1 FTE

Vice Principal: .5 FTE

Teachers: 10.25 FTE (includes guidance and resource) (additional .5 from the Teacher Idea Grant only for this year)

Guidance: .5 FTE (With an additional .25 this year)

Resource: .5 FTE

Lit Support: .25

Reading Recovery: .25

Educational Assistants: 3 RRSD, 2 RRFN, 2 JP funded

Language teacher RRFN: 1

Admin Assistant: 1

Librarian: .5 (3 hours a day)

Custodian: 1 (6 hours a day)

Cleaner: 1 (pending)

Bus Drivers: 3 (RRSD) 4 (RRFN)

**EES VISION**

*Students who are transformative citizens and who know the value of "the good life" – Mino-pimaatsiwin.*

**MOTTO:** Encouraging Everyone to Succeed

**EES MISSION**

*In partnership with parents and community, provide a quality education, by supporting and encouraging individual growth in a positive, respectful, and safe environment.*

**School Plan (Action Plan)**

**EES Staff and Students' Core Beliefs**

**EES Team's Agreements**

Literacy

Code of Conduct

**Respect, Love, Truth,  
Honesty, Courage,  
Humility, Wisdom**

**Trust**

- Take risks- Be brave and honest about where we are at.
- Encourage each other to speak our truth
- Have an open mind and heart
- Trust ourselves to be flexible and to only focus on what we can control

Numeracy

**Mental Health and Well-being;  
Safe and Caring Community**

**Communication**

- Be patient with each other and ourselves
- Be Present
- Pause and reflect before speaking.
- Be honest, clear, respectful, and timely
- Be Open

**Students are at the center of all we do.**

**Cultural Proficiency;  
Celebrating Diversity**

**Acknowledgement**

- Our Privilege
- Acknowledge the cultural knowledge around us and create a safe place to share that knowledge.
- Acknowledge everyone's culture and beliefs
- Acknowledge what we hear and listen to understand- not fix.
- Listen with kindness and do not hold judgement.
- Encourage space for all voices.
- HAVE FUN AND LAUGH OFTEN

**Acceptance**

- Be genuine and celebrate our differences and gifts.
- We are all doing our best. Let's support each other.
- Offer support when we see someone needs it.



# School Planning Priorities

## Erickson Elementary

### 2022-23

## Priority Domain(s): Literacy

**Current Level of Performance:** Based on 2021-22 literacy data, 52% of students in the regular program were at level. 93% of our students made progress forward in their reading levels within the 21-22 school year. 50% of students were at level in writing. (These results are after two years of pandemic regulations, and significant attendance issues)

**Goal:** By June 2023, there will be an increase in the percentage of students from K-6, including those with IEP goals, who will achieve a minimum of two (basic to good understanding and application of concepts and skills on the provincial report card scale) in all areas of literacy. By the end of June 2023, we would like for 75- 80% of students in the regular program in K-6 to achieve a two in literacy on the provincial report card and/or reach one year’s progress.

We ultimately want 100% of our students making at least one-year’s progress from where they are.

By the end of June 2023, 100% of students with IEP’s will meet their literacy goals.

<b>Performance Targets</b>	<b>Strategies</b> (What are we going to do to achieve the Performance Target?)	<b>Indicators of Success</b> (How do we know we are achieving our target? data/measures)	<b>Time Lines</b> (target dates to complete actions)	<b>Responsibility</b> (Who does what?)	<b>Status Update</b>	<b>Revisions</b>
By the end of June 2023, 75 to 80% of students from K-6, including those who have IEP goals, will achieve a minimum of two (basic to good understanding and application of concepts and skills on the provincial report card scale) in literacy.	-Articulate and connect the goal of the lesson and outcomes to lessons for our students -Build academic vocabulary – word walls etc. -Assessments aligned to the curriculum --Literacy Block/Balanced Day -Regular lit block meetings during	-Students aware of the outcomes and why they are learning what they are learning -An increase in academic vocabulary -Students engaged in books, reading for pleasure, and showing a	Immediate and on-going implementation.  Status updates and revisions will be discussed at all staff meetings, individual consult meetings, lit meetings and PD days. This is	All teachers through guided reading and writing.  Resource, LLI, Reading Recovery  Admin – support all programs and teachers.		

	<p>consult meeting times to review data and adjust groupings, collaboratively plan instruction</p> <ul style="list-style-type: none"> <li>-Lit Wall discussed at staff meetings on a regular basis</li> <li>-On-going discussion around lit block groups; LLI groups and RR at staff meetings</li> <li>-Guided Reading (K-6 teachers)</li> <li>- More structured times for guided writing</li> <li>- More focus on cross curricular reading and writing</li> <li>- Handwriting without tears and Letter Land programs</li> <li>-Literacy Place (K-6 teachers)</li> <li>-Daily 5 Management tool (K-4 teachers)</li> <li>Literacy -Support – Mrs. Sawchuk (co-teaching model)</li> <li>-Reading Recovery- Mrs. Sawchuk</li> <li>-Buddy Reading (K-6 teachers)</li> <li>-phonemic awareness</li> <li>Professional Development including Haggarty and Orton Gillingham)</li> <li>-School Budget to purchase guided reading materials as well as online materials (Admin)</li> <li>-Early intervention for those students with a significant regression in reading levels (Resource and teachers)</li> </ul>	<p>genuine interest in reading</p> <ul style="list-style-type: none"> <li>-Increase in Library use and request for books</li> <li>-Students and Teachers engaged in the Literacy Block and guided reading</li> <li>-See the movement of students on the literacy wall</li> <li>-Students asking questions and taking ownership for their reading</li> <li>-Students reading more independently</li> <li>-Literacy rich programming in all curricular areas</li> <li>-Tell Them from Me survey results</li> <li>-Provincial assessment results</li> <li>-Provincial report card</li> </ul>	<p>done weekly, monthly and yearly.</p>			
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	<ul style="list-style-type: none"> <li>-Resource teacher co teaching model (Mrs. Sawchuk)</li> <li>-Lit Circles (Classroom teachers)</li> <li>-IEP GOALS- relate them to F and P AND curricular outcomes- more specific at –level outcomes</li> <li>-Regular consult meetings to discuss IEP’s and classroom profiles, focus on IEP’s as working documents.</li> </ul>					
<b>Professional Development Needs:</b>						

# Priority Domain(s): Numeracy

**Current Level of Performance:** Based on 2021-22 numeracy data, 66% of students met numeracy outcomes from K-6 (3 or above on provincial report card scale). 98% of our students made progress in their numeracy skills this year.

**Goal:** By the end of June 2023, there will be an increase in percentage of students from K-6, including those with IEP goals, who achieve a minimum of two (good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy and/or a full year’s progress. As a school, we will be focusing on number sense, problem solving, and mental math. By the end of June 2023, we would like to see 80-85% of our students in the regular K-6 program achieve a two on the provincial report card in all areas of numeracy.

<b>Performance Targets</b>	<b>Strategies</b> (What are we going to do to achieve the Performance Target?)	<b>Indicators of Success</b> (How do we know we are achieving our target data/measures)	<b>Time Lines</b> (Target dates to complete actions)	<b>Responsibility</b> (Who does what?)	<b>Status Update</b>	<b>Revisions</b>
By the end of June 2023-there will be an increase in the percentage of students (goal 80-85%) from K-6, including those with IEP goals, who achieve a minimum of two (good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy.	<ul style="list-style-type: none"> <li>-Articulate and connect outcomes to lessons for our students</li> <li>-Build academic vocabulary – word walls etc.</li> <li>-Formative assessments aligned to the curriculum</li> <li>- Math Journals</li> <li>- Math facts recall</li> <li>- Students use I Can statements to understand the outcomes and purpose</li> <li>- Reach back every day (MRLC)</li> <li>-Mental Math strategies and</li> </ul>	<ul style="list-style-type: none"> <li>-Report card data based on the outcomes – provincial report card</li> <li>-IEP data</li> <li>-Students’ ability to reflect and communicate mental strategies</li> <li>-Students’ academic vocabulary</li> <li>-Provincial assessment data</li> </ul>	<ul style="list-style-type: none"> <li>- Immediate and on-going implementation.</li> <li>- Status updates and revisions will be discussed at all staff meetings, individual consult meetings, lit meetings and PD days. This is done weekly, monthly, and yearly.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers through guided math/MRLC.</li> <li>Resource Teacher co-teaching with teachers.</li> <li>Admin – support all programs and teachers and co-teach in numeracy block.</li> </ul>		

	<p>number sense are practiced and taught daily</p> <ul style="list-style-type: none"> <li>-Math block</li> <li>-Daily 5 math programs across the grades</li> <li>-Daily teaching of mental math, problem solving and mental math skills</li> <li>-Splash Math</li> <li>-Manipulatives</li> <li>-Math centers and games</li> <li>-A variety of math resources (ex. Math Makes Sense)</li> <li>-May is Math month</li> <li>-Math wall - in the classrooms, in the school to show growth</li> <li>-Choosing specific priority outcomes.</li> <li>-Teacher Idea Grant funds to help with staffing to support more numeracy</li> </ul>					
<p><b>Professional Development Needs:</b></p>						

# **Priority Domain(s): Mental Health and Well-Being/Safe and Caring School Community**

**Current Level of Performance:** The following was revealed through data collected in 2021-22:

- Office referrals varied throughout the year (depending on the time of year). Highest was 5 with the lowest being 2 per month.
- According to our in school-wide survey:**
- 94% of students said they had an adult to talk to in the building
  - 94% of students knew strategies to stay calm
  - 95% of students feel they have friends, and that staff care about them.
  - 90% of students feel safe
  - 86% of students felt their opinions are heard
  - 91% of students are proud of who they are
  - 83% feel successful

**Tell Them from Me Survey main highlights:** Most incidents of “bullying” were verbal and happened after school or at recess. Students would respond to others being excluded by comforting or including them (88%). 91% of students felt that teachers stepped in quickly when there was an issue and that there was a safe way to report incidents. 91% of students felt that teachers try to help students understand what bullying is and how to navigate it.

**Goal:** By June 2023, there will be an increase of staff, students and parents who will identify EES as a safe, caring school community.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p><b>By the end of June 2023, 85%-90%</b> of students, staff and parents will identify EES as a safe, caring school community.</p>	<ul style="list-style-type: none"> <li>-Well-developed and implemented school wide beliefs</li> <li>- Following of the divisional code of conduct – 7 Teachings used as our core beliefs and values</li> <li>- Use of PAX in all classrooms</li> <li>- Discussion with students on what being safe looks like, sounds like, and feels like</li> <li>- Lunch Buddies with Kindergarten</li> <li>- Referral process to the office for behavior incidents (includes involvement of staff and student)</li> <li>-Collaborative process between staff, student, principal and parent to deal with bottom line behaviours.</li> <li>-Referral process to the social worker</li> <li>-Social Worker presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of positive student interaction</li> <li>-Anecdotal notes on student behaviour</li> <li>-Tracking system of incidents and office referrals, collecting data on incident, time of day and who are involved with incidents.</li> <li>- Staff meeting discussions on strategies and how they are working, looking at trends of behavior incidents and analyzing them and finding solutions to help deal with the issues.</li> <li>- Student surveys in the spring and fall to collect data.</li> <li>- Parent surveys at parent teacher to get their input into how we are doing.</li> <li>- Ongoing staff discussions.</li> <li>-school climate survey</li> <li>- Tell Them From Me survey results</li> </ul>	<p>Immediate and on-going implementation</p> <p>Fall and Spring student surveys</p> <p>Tell Them From Me Survey</p>	<p>Teachers to infuse zones of regulation, restitution practices and mindfulness in daily practices</p> <p>Support Staff</p> <p>Guidance to teach preventative programs; mindfulness</p> <p>Admin to support programs</p>	<p>Please see the above current level of performance</p>	

	<ul style="list-style-type: none"> <li>- collaborative work between Social Worker and teachers</li> <li>-Community Groups and student leaders</li> <li>-student leadership opportunities</li> <li>-Breakfast Program</li> <li>-Reading buddies</li> <li>-School spirit days (monthly and whole school activities)</li> <li>-Planning for student success (IEP's, BIP's, etc.)</li> <li>-Regular Team meetings to discuss student success</li> <li>-Regular assemblies and community group work</li> <li>-Monthly announcements about virtues and beliefs</li> <li>-regular use of report card language</li> <li>- clubs and intramurals: yoga, journaling, sports/activities, garden club</li> <li>- infusion of 7 teachings into the school culture</li> <li>- teach proactive problem solving strategies which help students</li> </ul>	<ul style="list-style-type: none"> <li>- Provincial report card</li> </ul>				
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	<p>deal with conflict appropriately.</p> <ul style="list-style-type: none"> <li>-foster resiliency through mindfulness and Restitution principles</li> <li>-provide opportunities for students to give back to the community</li> <li>-Regular sharing circles in all the classrooms.</li> <li>- Discussing with students what gifts they have and what success means to them.</li> <li>- Circle of Courage student profiles- using them as a tool to get to know our kids.</li> <li>-Work with the Zones of Regulation and Restitution program in our school</li> <li>- Connection list</li> </ul>					
<b>Professional Development Needs:</b>						

# **Priority Domain(s): Cultural Proficiency – infusing Indigenous Perspectives/ Celebrating Diversity**

**Current Level of Performance:** Students and teachers have a cultural pre-competence to a cultural competence understanding of First Nations, Métis and Inuit (FNMI) perspectives and attempt to infuse it daily through all curricular subject areas. The infusion of Indigenous perspectives is also within school philosophy, planning, school events, is visible within the building and is inquired about when making decisions for students within the school day. There is a lot of growth and education still required, and teachers are open and willing to develop that knowledge.

## **Tell Them from Me**

84% of students in grade 4,5,6 recognize that Indigenous knowledge is being taught in our school.

## **School Climate Survey**

88% of students feel their culture is respected at school.

**Goal:** Increase students' knowledge and understanding of FNMI perspectives as well as the 7 teachings of the good life – “Mino-Pimaatisiwin”.

<b>Performance Targets</b>	<b>Strategies</b> (What are we going to do to achieve the Performance Target?)	<b>Indicators of Success</b> (How do we know we are achieving our target? Data/measures)	<b>Time Lines</b> (target dates to complete actions)	<b>Responsibility</b> (Who does what?)	<b>Status Update</b>	<b>Revisions</b>
By June 2023, students will continue to show improved knowledge of FNMI in Canadian history.	<ul style="list-style-type: none"> <li>- Infuse Indigenous Ed and the seven teachings of the good life into our curriculum, community group work, celebrations, and daily interactions.</li> <li>- Use the new Mamahtawisiwin policy framework.</li> <li>- Infuse Indigenous Ed perspectives into everyday teaching.</li> <li>- Select and develop supplements to curricula that reflect diverse perspectives, languages and portrayal of historical events and cultural groups with a focus on Indigenous education.</li> <li>- Infuse diverse perspectives into every day teaching and celebrate our diversity.</li> <li>- Use of FNMI literature – teaching beyond the single story.</li> <li>- Indicate Treaty 4 territory in our school (flag).</li> </ul>	<ul style="list-style-type: none"> <li>-Observation of celebrating diversity and accepting differences through positive student interaction.</li> <li>-Students share their understanding of Indigenous culture within curriculum and day to day happenings.</li> <li>-Observing a sense of pride when our Indigenous students are using and sharing their language and knowledge.</li> </ul>	Immediate and ongoing Implementation.	<p>All teachers infusing Indigenous perspectives into their classrooms.</p> <p>Admin assists in sourcing materials to support the teaching of Indigenous and Métis perspectives</p> <p>Admin to support purchase of materials which support the teaching of Indigenous and Métis perspectives.</p> <p>Admin and classroom teachers to book relevant guest presenters.</p> <p>Teachers to provide opportunities for hands on and land-based learning.</p>	See current level of performance	

	<ul style="list-style-type: none"> <li>- Invite Elders in to teach traditions to both students and staff.</li> <li>- O Canada in a variety of languages performed by our students.</li> <li>- Spirit Buddies – Connection list with students.</li> <li>- Professional development and discussions at staff meetings on different topics of Cultural Proficiency.</li> <li>- Outdoor Ed program which highlights Indigenous Perspectives</li> <li>- Land acknowledgement included in daily opening exercises.</li> <li>- Recognize and celebrate all the diverse cultures in our school and community.</li> <li>- Sharing circles on a regular basis.</li> <li>- More whole school events- Moms’ night, Family night, Cultural night</li> <li>- Continue to develop strong relationships with RRFN by attending community events and celebrations.</li> </ul>					
<b>Professional Development Needs:</b>						

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