

EDUCATION PLAN 2023

Elmer S. Gish School



St. Albert
PUBLIC SCHOOLS

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Elmer S. Gish School Vision, Mission, Beliefs

At Elmer S. Gish School (Gish), I behave as though this is the day I will be remembered for: iLearn, iDream, iLead, We Succeed.

Our three goals on a daily basis are to create a welcoming community, promote wellness, and inspire stakeholders where safety, learning, and fun are paramount.

Elmer S. Gish School is an environment that

- is safe and caring; and
- nurtures individual and group well-being,

Where

- teamwork,
- communication, and
- mutual respect,

Enhance the development of individuals who

- believe in themselves,
- are critical and compassionate thinkers,
- are developing to their potential in academic studies,
- are demonstrating positive personal qualities and moral values,
- are preparing to be informed participants in their community and the world; and will be lifelong learners.

Elmer S. Gish Profile

2022-2023 as of September 30, 2022			2023-2024 as of September 30, 2023		
Certificated Staff					
Teaching	41.51	FTE	Teaching	39.6	FTE
Administration	3.00	FTE	Administration	3.0	FTE
Counselling	1.68	FTE	Counselling/Learning Supports Facilitator	1.5	FTE
Total	46.18	FTE	Total	44.1	FTE
Support Staff					
Clerical	4.17	FTE	Clerical	4.17	FTE
Educational Assistants	11.87	FTE	Educational Assistants	13.13	FTE
Library Technicians	1.00	FTE	Library Technicians	1.00	FTE
Technical Support	(0.5)*	FTE	Technical Support	(0.5)*	FTE
Total	17.54	FTE	Total	18.87	FTE
Students			*Centrally Coordinated		
English (Global)	156		English (Global)	161	
Cogito	702		Cogito	723	
Special Needs	40		Special Needs	47	
English Language Learners	277		English Language Learners	313	
Self-identified First Nations, Métis and Inuit	70		Self-identified First Nations, Métis and Inuit	67	
Total	858		Total	884	

Classroom Configuration	2022-2023		Classroom Configuration	2023-2024	
	Global	Cogito		Global	Cogito
Kindergarten	22	60	Kindergarten	29	64
Grade 1	23	72	Grade 1	21	75
Grade 2	27	72	Grade 2	24	80
Grade 3	13	67	Grade 3	24	73
Grade 4	29	73	Grade 4	14	67
Grade 5	23	74	Grade 5	28	73
Grade 6	20	74	Grade 6	21	78
Total	157	492	Total	161	510

Classroom Configuration	2022-2023		Classroom Configuration	2023-2024	
	Global	Cogito		Global	Cogito
Grade 7	0	72	Grade 7	0	71
Grade 8	0	73	Grade 8	0	72

Grade 9	0	68	Grade 9	0	70
Total	0	213	Total	0	213

Elmer S. Gish School Profile

Elmer S. Gish School is proud to be the most dynamic and culturally diverse school in St. Albert. We host two Programs: our Global Program (English Regular) and the Division’s Cogito Program. These two programs ensure a multifaceted approach to education.

Our **Global Program**, which spans from Kindergarten through to Grade 6, is delivered with a world perspective. The focus is to offer quality educational experiences that are enhanced by inquiry-based learning activities. Global classes feature flexible seating with more configurations that are conducive to group work and child-centered learning.

Cogito is a program of choice that welcomes students who, with strong parental support and commitment, work diligently to develop a strong knowledge foundation. This program currently spans Kindergarten through to Grade 9.

Character Education

Student leadership is abundant at Gish. From student-led assemblies, intramurals, our Leadership option in Division 3, and our iLead team, we offer a well-rounded comprehensive approach to supporting social emotional development. The goal of this character education program is to promote and recognize specific behaviours that demonstrate positive attitudes, values, and citizenship. Positive behaviour matters, and we reward it at Gish School. New in 2023-24 is our 31-minute Connect time, which supports social, emotional and academic growth, while providing additional opportunities for character education. Additionally, we have blended the 7 Habits of Happy Kids with the 7 Sacred teachings highlighting the attributes of a leader.

Community Service

Community service initiatives are a long-standing tradition at Elmer S. Gish School. Examples include our Christmas Hampers, Kindness Club, and the annual Rake ‘n’ Run. Yearly, we identify and adopt one major charitable organization with a direct connection to our school community. We believe in purposeful and targeted service to our school and to the larger global community.

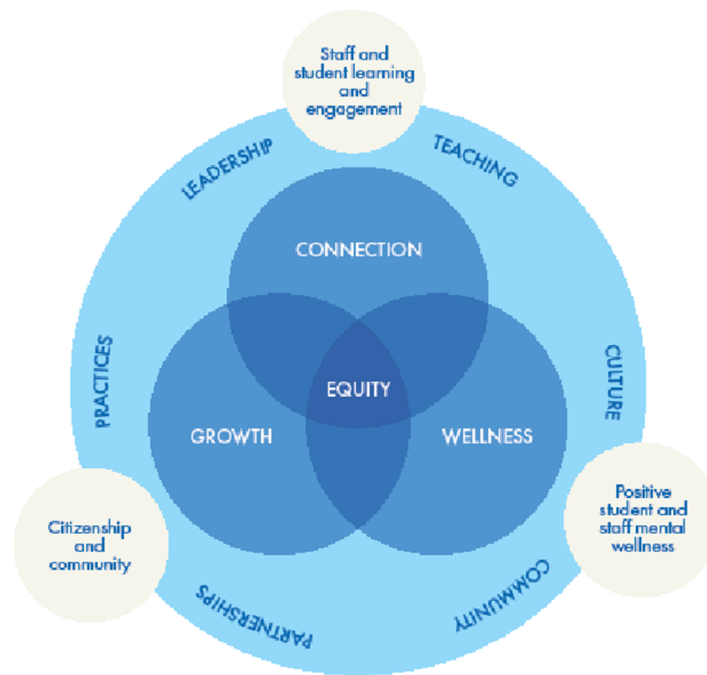
Collaboration

Teamwork and collaboration at Elmer S. Gish School further builds **staff members’** capacity to enrich student learning. Often, the best professional development occurs across the hallway. New teachers were provided with 3 collaboration opportunities, visiting other classrooms from different divisions and programs within our school. **Fostering leadership** within our staff allows for teachers to guide instruction, focusing on Equity at Gish School, Indigenous education, and program development. Support from a range of **parent groups** provides extension and additional opportunities for our student body. The School Council and Gish Parents’ Association (GPA) all work to achieve this end.

Division Priorities and Outcomes 2022-2026



Elmer S. Gish Ed Plan



Elmer S. Gish School Objectives 2022-2026

- Objective 1: Increase opportunities for staff and student learning and engagement. *“Growth”*
- Objective 2: Focusing on and promoting positive student and staff mental health and wellness. *“Wellness”*
- Objective 3: Highlight and provide opportunities for citizenship and community building amongst the student body of our school. *“Connection”*

School objectives are based on the themes of connection, growth and wellness.

Objective 1: Increase opportunities for staff and student learning and engagement.

- Celebrating diversity via training sessions with Tina Faiz, Gail Ann Wilson Mitchell and in-house guidance from Suraiya Rampuri Ranson.
 - Working alongside division office (Les Kirchner) to find new voices including those from students and parents.

- Cultural Diversity data collection
- After each session, staff members reflect and examine new ways to implement curriculum through a more equitable lens with the intention of reaching more students.
- Utilize “Connect time” to employ new learning and strategies with students.
- All teachers continue along their journey to developing capacity in weaving Indigenous ways of knowing into their daily routines and activities.
 - Walking Together leads have consistently brought forth resources, opportunities and activities that promote teacher growth.
 - Capturing student voice in a more personalized land acknowledgement including Indigenous language.
- Technology lead teachers continue to introduce apps, ideas and troubleshoot any technology issues that arise with staff and we have built in sharing time in our monthly staff meeting.
- Gish School provides leadership opportunities for teachers by having Cogito lead teachers in all three divisions and a Global lead teacher to guide programming.
- Investment in purposeful support strategies for students at all grade levels.
 - We have assigned a lead teacher for English as an Additional Language learners (EAL) support.
 - Continued early literacy support for identified division 1 students and the introduction of support in both Division 2 and Division 3.
 - Through teacher collaboration and the delivery of both literacy and numeracy diagnostic tools, 20 junior high students have been highlighted as students who would benefit from support.
 - Explicit pull out, utilizing small group instruction will guide students through outcomes and build independence.
 - Stakeholder communication (student, parent, teacher, counselor) will be consistent.
- Grade level Cogito compatibility assessments are used to inform teachers and families about how a student performs in literacy/numeracy and to affirm that the program is in fact a good fit for the student.
- We continue to involve students in MANY leadership activities.
 - Remembrance speeches and performances, Music Concert and Musical Theatre presentations, Heritage Fair presentations, Arts Gala Showcase, intramural activities, Winter Activity afternoon, Gish Day Out, and Extracurricular Clubs and Teams.
- The encouragement of mindful time is incorporated into our daily routines. Our lead teachers make up our “JAXTER” team and regularly share different resources and activities during our monthly staff meetings and assemblies.

Objective 2: Focusing on and promoting positive student and staff mental health and wellness.

- Providing opportunities for staff to get together and celebrate accomplishments and relationships made through staff functions such as our Christmas and Year-end parties.
- Our teachers are continuously modeling, rewarding, and empowering their students who demonstrate iLead characteristics, kind and caring acts, and recognizing those who go over and above for their school.
- Admin checks in with staff to build relationships, answer questions and offer support if needed. We also check in with staff to ensure they are monitoring their own wellness.

- We continue to connect with our students through our Gish News Network (GNN), where we share student/class accomplishments, activities, fun facts about staff, trivia, current events, etc.
- We have built in collaboration time during our monthly staff meetings.
- We provide both formal and informal mentorship opportunities with new and experienced staff.
- Our Compassion Committee works with the school to help some Gish families that are experiencing personal hardships.
- We highlight student leadership by utilizing our “iLead Board” located at the front of the school.
- We provide access to a sensory space for students to utilize (with educational assistants and teachers) to help with emotional regulation.

Objective 3: Highlight and provide opportunities for citizenship and community building amongst the student body of our school.

- Students are actively promoting caring for our community and our world by taking part in our monthly school yard clean up.
- Our Leadership team plans and prepares school wide activities that include exercise, teamwork and fun.
- Each year, our iLead Anchor team (committee of teachers dedicated to promoting leadership) provides opportunities for students of all ages to become involved in school events.
- Gish School Council and our Gish Parents’ Association (GPA) meet once each month to brainstorm new ideas, address issues, and come up with new strategies to help improve Gish School, and to communicate with parents.
- The SOGI committee has weekly meetings at lunch and creates a safe place for both allies and community members. They collaborate and work hard to educate our school population on the LGBTQ community.
- Our Grade 6 students attended a day camp to build and develop relationships with peers, through outdoor activities and learning about teamwork. These “team-building” experiences were intentionally booked early in the school year rather than June so that we could reap the benefits of those skills all year long.
- Gish School has developed strong relationships with local businesses and facilities that have accommodated our students and classes. St. Albert Bowling, Sandpiper Golf Course, Evolve Fitness, Soul Fitness, Victoria Soccer Club, Castle Downs YMCA.

School Reflection 2022-2023

Gish is a very successful school with respect to our Ed Plan objectives. We continue to have a strong focus around equity, and use it as a foundation for each of the three pillars (Growth, Wellness and Connection). Students recognize that E.S. Gish is truly a family, and they feel safe and supported in school. We ensure that there are several touchpoints for connection, many opportunities to support wellness, as well as a strong focus on growth.

With all of our success, there continues to be challenging areas and objectives that we will continue to focus on. We strive to ensure that all students are not only respected, but celebrated for their identity. Staff and students are building the capacity of compassion and embracing individuality, and our work will continue to ensure that we develop stronger student voice as they are the “raison d’etre”.

Financial Performance 2022-2023

School principals are responsible for developing their education plans and their site-based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$ 152,251

2022-2023 Carry Forward Amount: \$ 109,597

Key elements contributing to this surplus include: The size of the surplus is not the narrative reflecting financial performance. To support students, E.S. Gish reduced its surplus by nearly 2022-23. More counseling time, Literacy Intervention, additional resource time for some staff and supporting a significant population of English Language Learners have an impact on our finances.

In 2023-24, our professional staff have had an increase in their minutes of instruction. This increase could almost certainly have an impact on the wellness of staff, but it also increases a schools' financial base. Even with this increase, our year end balance is expected to be lower as we have increased classroom support and supervision to alleviate pressure on our school population, in an attempt to support wellness.

Financial Planning 2023-2024

RESOURCE AND DISTRIBUTION			
ELMER S. GISH SCHOOL			
	2023-2024	2023-2024	2022-2023
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 5,777,575	\$ 5,787,415	\$ 5,574,422
2. Other Revenues			
2.1 Fees	\$ 392,163	\$ 418,925	\$ 418,925
2.2 Donations			
2.3 Fundraising	\$ 23,700	\$ 23,700	\$ 23,700
2.4 Other Revenues	\$ 41,721	\$ 51,721	\$ 51,721
3. Surplus / Deficit Allocation (S/D)	\$ 109,597	\$ 97,333	\$ 277,598
TOTAL REVENUES	\$ 6,344,756	\$ 6,379,094	\$ 6,346,366
	2023-2024	2023-2024	2022-2023
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 5,058,480	\$ 5,195,944	\$ 5,082,572
2. Support Staff	\$ 602,922	\$ 557,404	\$ 464,830
3. Services	\$ 328,680	\$ 332,170	\$ 487,750
4. Supplies	\$ 260,052	\$ 273,576	\$ 284,214
5. Furniture, Equipment & Capital	\$ 5,000	\$ -	\$ -
6. Technology	\$ 38,000	\$ 20,000	\$ 27,000
7. Future Emergent Initiatives	\$ 51,622		
TOTAL EXPENDITURES	\$ 6,344,756	\$ 6,379,094	\$ 6,346,366
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2023-2024	2023-2024	2022-2023
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	837.50	838.50	821.00
	2023-2024	2023-2024	2022-2023
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	44.14	45.31	46.19
Support Staff FTE	10.07	9.26	9.04
Certificated Staff Percentage	85.9%	88.3%	86.9%
Support Staff Percentage	10.2%	9.5%	7.9%
TOTAL STAFFING PERCENTAGE (with S/D)	96.2%	97.8%	94.8%
TOTAL STAFFING PERCENTAGE (without S/D)	98.0%	99.4%	99.5%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

Appendix I –Performance Indicators

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The teachers at my school are.	96	94	97	93	93
The school is	94	92	94	94	90
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	77	83	85	96	83
That their teachers care about them.	80	81	86	93	88
That their school is a place where they feel like they belong.	84	78	83	82	70
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	94	94	96	97	94

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
That the quality of teaching at their school.	88	87	88	94	81
That the overall education received at school.	92	95	93	93	88
That the variety of courses available at school	92	86	81	89	85
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	75	76	79	87	69
That their teachers care about them.	73	73	70	78	65
That their school is a place where they feel like they belong.	76	75	71	70	72
My school is a safe place for all students.	NA	NA	NA	NA	Almost Always 39% Frequently 42% Sometimes 16% Once in a While 2% Almost Never 1%
In the last year, I have witnessed or experienced racism at school	NA	NA	NA	Always 6% Often 12% Sometimes 29% Rarely 29% Never 24%	Almost Always 14% Frequently 15% Sometimes 20% Once in a While 25% Almost Never 26%

That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	91	88	82	91	Almost Always 46% Frequently 35% Sometimes 14% Once in a While 4% Almost Never 1%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	NA	Almost Always 25% Frequently 20% Sometimes 28% Once in a While 14% Almost Never 13%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	NA	Almost Always 18% Frequently 14% Sometimes 15% Once in a While 13% Almost Never 40%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	NA	Almost Always 27% Frequently 34% Sometimes 23% Once in a While 11% Almost Never 5%

Elementary Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	94	95	97	95	NA
With the choice of courses and programs available in their school.	92	94	94	94	NA
With the support and resources available to meet the diverse needs of students.	83	84	88	85	NA
That the school helps their child become a good, caring citizen.	91	94	93	89	NA
That the school is safe.	81	92	93	89	NA
That their child's school is a positive, caring, and welcoming place.	86	90	96	92	NA
That their input is considered, respected, and valued by their school.	78	89	90	80	NA

Junior High Parent Survey Results

(Based on an annual online survey)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	96	97	98	95	NA
With the choice of courses and programs available in their school.	93	93	98	91	NA
With the support and resources available to meet the diverse needs of students.	84	89	92	91	NA
That the school helps their child become a good, caring citizen.	94	94	94	88	NA
That the school is safe.	93	95	100	93	NA
That their child's school is a positive, caring, and welcoming place.	89	96	98	88	NA

That their input is considered, respected, and valued by their school.	82	83	90	71	NA
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Combined Junior & Elementary High Parent Survey Results

(Based on an annual online survey)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	NA	NA	NA	NA	97
With the choice of courses and programs available in their school.	NA	NA	NA	NA	97
With the support and resources available to meet the diverse needs of students.	NA	NA	NA	NA	87
That the school helps their child become a good, caring citizen.	NA	NA	NA	NA	92
That the school is safe.	NA	NA	NA	NA	93
That their child's school is a positive, caring, and welcoming place.	NA	NA	NA	NA	93
That their input is considered, respected, and valued by their school.	NA	NA	NA	NA	87

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that students are receiving in their school.	94	96	94	97	96
With the provision of the support and resources needed to meet the diverse needs of students.	88	84	90	88	76
That the school helps students become good, caring citizens.	92	98	90	91	93
That their input is considered, respected, and valued by my school.	79	94	81	85	80
That they feel safe in the school.	98	98	97	97	100
That the school is a positive, caring, and welcoming place.	92	94	90	94	94