

## School Education Plan and Results Report

2015-2018

Year 3



### **Mission**

A. L. Horton Elementary School is a place where we: Accept one another, learn through leadership, and honour principles that build the greatness in you! Live the ALH way!

### **Philosophy**

Students are our most precious resource and they require thorough preparation to meet the challenges of tomorrow.

### **Beliefs**

We believe the mental, physical, social and emotional well-being of every student is of the greatest importance. Each student is seen as an individual and deserves an opportunity to develop their talents and potential. All stakeholders work in the spirit of cooperation and collaborate to ensure each student receives the best education possible.

## **SECTION ONE – School and Division Goals**

### ***School Goals:***

**GOAL 1:** To see more student success and school readiness for Grade 1.

*(EIPS Priority 1, Goal 1)*

**GOAL 2:** More students will show one year's growth in numeracy and literacy results. *(EIPS Priority 1, Goal 2 and Priority 3, Goal 1)*

**GOAL 3:** More staff will be engaging in regular, meaningful and on-going professional development. *(Priority 2, Goal 3)*

### ***Elk Island Public Schools Goals:***

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Metis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

##### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

#### **Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

##### **GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

##### **GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

##### **GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

## **SECTION TWO: School Profile and Foundation Statements**

**Principal:** Greg Probert

**Assistant Principal:** Ralph Arndt

**Counsellor:** FNMI / FSLW – Josephine Galandy

### **A.L. Horton Quick Facts:**

- ALH is situated approximately 100 kilometers east of Edmonton.
- ALH is situated in the heart of the town of Vegreville.
- ALH has approximately 380 students from Kindergarten to Grade 6.
- ALH has 23 full time teachers and 15 support staff.
- ALH has a budget of \$2 871 581 – 97% of the total budget is dedicated to staffing.

### **Programming highlights:**

- ALH provides a **safe and caring** environment for all students.
- We have a strong **academic focus** in all grades, for all children.
- ALH offers both **English and Ukrainian Bilingual programming**.
- We offer French as a Second Language (**FSL**) to all students from Grades 4-6.
- We are also very fortunate to provide specialized programming from Grade 1-6 students in the **LINKS** (Learning Individual Needs Knowledge and Skills) classroom.
- We are a **LEADER IN ME school** and emphasize student leadership on a daily basis, our student lighthouse team is instrumental in shaping the culture and climate of our school.
- Starting in 2016/17, we now provide **PALS (Play and Learn at School). A program for 3-5 year olds**. For more information, please visit our EIPS website.
- We provide **Before and Afterschool Care Programming** for our busy families.
- We provide **KinderKare** to families of Kindergarten students if they need child care on “off” school days.
- We provide **English as a Second Language (ESL)** support in a concentrated setting.
- We provide **Leveled Literacy Intervention (LLI)** support to students in a smaller group setting.
- In September of 2015 we started to provide **full time Kindergarten** to students who need more school time to give them the added support they need.
- We offer **daily Intramurals** during lunch time.
- **After school activities include Sport Camp, Run Club, Flag Football, Volleyball Camp and Basketball Camp.**
- We provide an excellent Music program, in all grades, but highlights are; grade 4 **Hand Chimes** and our grade 5/6 **Band Program**.
- At ALH we strongly believe a child’s **schooling extends “beyond the four walls”** of the school building. Children also participate in Skating (K-6), Curling (3-6), Down-Hill skiing (1-6), Swimming Lessons (1-6), Tennis (3-6) and many other curricular oriented field trips.
- The school building has a spacious Library and Loft, Large Gymnasium, Networked/Wireless Computer Carts, Smartboards, Infrared Amplification Units, Digital Document Cameras in every classroom, three Early Learning Classrooms, Before/Afterschool Care Room, Three Large Playgrounds, Soccer Pitches, Ball Diamonds and Outdoor Basketball Courts.

**Our aim** is to create a **feeling of family and community** within the school. We believe in the school and community working together. The School Council and parent volunteers contribute to a very vibrant and active school community. We are a community school!

### **SECTION THREE: School Education Results Report (2016-17)**

What were the greatest successes/challenges faced in 2016-2017?

**Successes:**

In 2015/16 we thought our school population had stabilized, but in 2016/17 we had another 50 student increase in our population. Having an increase of this number is great for school budgets but can cause challenges in other areas. Programs that have helped with individual student achievement over the last three years are as follows: ESL (English as a Second Language), LLI (Leveled Literacy Intervention) ECS (Enhanced Full-Time Programming), hiring a half-time FSLW (Family School Liaison Worker), hiring a FNMI (First Nations Metis Inuit) / FSLW half time to work with our indigenous families, build relationships and educate others. This is the second year we have had a SRO (School Resource Officer). CSL report cards are now in full swing (this is an amazing new assessment tool for both parents and teachers). In the fall of 2016 teachers had every student in our school write a narrative benchmark assessment. Follow up assessments were done in January and June. These benchmarks illustrated the writing growth of our students and directed professional development for the staff. As a staff, we then developed rubrics and a scope and sequence for narrative writing. We also started numeracy benchmarks at the school. We have been looking at the scope and sequence inside of the Program of Studies more carefully. This is to be sure there are not gaps in student learning. This is still in progress. We started an eight week cycle of problem solving for Math. We created a problem solving benchmark and did the assessment at the front of the eight weeks and at the completion. We have decided as a staff this will continue into the 17/18 school year. We developed a list of “non-negotiable” strategies in the classroom. The daily problem solving is one of the things on this list.

**Challenges:**

Many of our student’s social/emotional needs are being met through our FSLW, but due to funding shortages we will likely not be able to continue this in the 17/18 school year. We have been trying to effectively fill a counseling position in our school for a number of years. We are currently trying to build capacity in this area, as one of our existing FSLW’s has gone back to school to get her Bed (Bachelor of Education) with a focus on counseling and psychology. Overall, our academics have improved over the last two years. We are still not satisfied with our results, especially in Math. Staff and students continue to strive for excellence every day. In 2016/17 school year we had a significant population increase. This presented several challenges with individual and family needs. We started the school year in 2014/15 with approximately 340 students, by the start of 2015/16 we climbed to 380 students and by May of 2016 we had 396. Another challenge is teacher migration to the urban centre, we have 9 new teaching staff for the 2017/18 school year. We often have challenges around finding specialists, but we are committed to seeking/developing quality staff members. We are up for these challenges and look forward to working with all our students and families each and every day.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

Research indicates early intervention is critical for greater student success. We have been working on improving and delivering services in ECS (Early Childhood Services). In 2016/17 we began a PALS (Play and Learn at School) program. PALS is an early intervention program for 3-4 year olds. We are working on a year to year student tracking form for students that have had early interventions. This form would start in ECS and carry through to grade 6.

With an increase in student programming and population we are being pressed for space. Our current Band program in Grades 5 and 6 is being taught out of VCHS (Vegreville Composite High School). A couple of our rooms are also being shared between teachers and programs. Although, this can present as a challenge, migration to ALH may also indicate families are typically pleased with the education they are receiving.

Our ESL student population continues to grow. Many of these students have had such great success that we felt it was imperative to **expand the LLI program to the rest of our student population.**

Our staff has created **narrative writing** exemplars partly as a spinoff of the division exemplars. This then morphed into staff creating "**writing continuums**" in the 2016/17 school year. The **MIPI and STAR benchmarking assessments** also, challenged staff to further look at instructional practice throughout the building. This has created "non-negotiable" teaching strategies, a culture of improvement and building teacher capacity in the classroom. Non-negotiables include initiatives such as; subject oriented word walls, daily Math problem solving, posting 7 Habits behavioral expectations, posting writing continuums and many more. We are continuing to develop staff PD around the work of **Sandra Herbst**. We have embraced the **6 week cycle** of improvement in our school and are challenging staff to share and develop cycles that staff believe will improve achievement in numeracy and literacy. Staff are more willing to share professional development ideas and lead PD sessions.

As a staff we believe **non-negotiables** create accountability and continuity between the grades for all staff and students.

FNMI initiatives are becoming a priority. Staff are developing an understanding of the reconciliation process. Key resources such as our FNMI / FSLW, Elder Wilson and district consultants will guide us through this important process. We are actively seeking out and inviting indigenous families into our school. Our Traditional Gathering on the evening of October 3, 2017 was a joy to be a part of and a huge success.

#### **SECTION FOUR – School Goals, Strategies and Performance Measures**

##### **School Goal 1:**

To see more student success and school readiness for Grade 1.

##### **Division Outcome:**

More children reach social, intellectual, and physical developmental milestones by Grade 1.

*(Priority 1, Goal 1)*

**Strategies:**

1. Pilot Program for ECS (full time), allowing children who may need “extra supports” and educational time to catch up to their peers.
2. Refining and building PALS program delivery.
3. Use student tracking forms from grade to grade to monitor growth and needs of individual students – ISP’s and new Report Card could be a part of this.
4. Staff will develop ISP’s for students that require more interventions and use a checklist for children with mild needs.
5. Have current ECS teachers modeling best and positive practices, to new teachers.

**Performance Measures:**

1. Parent feedback from pilot program, possibly through a survey
2. All students will have a tracking form indicating growth and potential needs for each year of their education. The tracking form should identify tangible improvements that are also observed.
3. An Early childhood assessment tools will be used as a bench mark.

**School Goal 2**

More students will show one year’s growth in numeracy and literacy results.

**Division Outcome:**

More students achieve a minimum of one year’s growth in literacy and numeracy.

*(Priority 1, Goal 2)*

Student learning is supported and enhanced through parent engagement.

*(Priority 3, Goal 1)*

**Strategies**

1. Select, use and develop standardized bench mark assessments in both numeracy and literacy that will show growth. One assessment at the start of school year and one at the end. (Bench marks in - math basics, math problem solving, reading, narrative writing and functional writing).
2. Analyze data from the district MIPI and STAR assessments.
3. Work collaboratively to develop tools and inservicing with EIPS division consultants.
4. Staff will be involved in regular and ongoing collegial sharing.
5. Use 6 week cycles of improvement to try new instructional strategies.
6. Provide LLI programs for second language learners and other identified students– focused one on one and small group time.
7. Provide parent information sessions on what they can expect when their child is in school and how they can help their child be more successful.
8. Use of non-negotiable teaching tools and strategies (as determined by staff).

**Performance Measures**

1. 5 – 10% increase in the acceptable standard for Grade 6 students on the Provincial Achievement Tests and a 5% increase in the excellence standard.
2. More students will show one year’s growth on a tracking table that will move from grade to grade with each student.
3. Seeing one year’s growth on year end benchmark assessments.
4. Parent feedback on the literacy and numeracy sessions provided.
5. One year increase in reading levels for ESL students.

6. Fluency and Comprehension levels will be in more alignment.
7. Non-negotiable teaching tools and strategies will be clear and evident in the classroom.

### **School Goal 3**

More staff will be engaging in regular, meaningful and on-going professional development.  
(Priority 2, Goal 3)

#### **Division Outcome:**

All staff have the opportunity and are supported in increasing their professional and leadership capacities.

#### **Strategies**

1. Consult with all staff to determine their professional development needs. Specifically, surrounding the numeracy and literacy goals and then create an action plan.
2. We will access the expertise of EIPS consultants when necessary.
3. Access in house expertise.
4. We will look at the school calendar and be sure it has regular, consistent and meaningful PD embedded in it.
5. To make sure school goals are a part of each personal growth plan.
6. Make FNMI initiatives a key priority in professional development due to updated TQS (Teaching Quality Standards) and Principal Quality Standards.
7. Provide mentorship to our new staff members (New Staff PLC (Professional Learning Community)).

#### **Performance Measures**

1. Have a professional development plan in place as soon as possible.
2. Have consultants booked when necessary.
3. Academic improvements in our students.
4. To have a calendar of PD activities that clearly reflect our school goals.
5. Elder Wilson, Josephine Galandy and EIPS consultants will provide feedback regarding our school growth in the area of Truth and Reconciliation.
6. Feedback from new staff in regards to the New Staff PLC.

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	ALH	70.5	9.1	64.4	6.7	71.4	10.2	80.0	11.4	89.4	8.5	88	15
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	ALH	65.9	4.5	48.9	2.2	69.4	14.3	65.7	5.7	68.1	17.0	70	18
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	ALH	75.0	20.5	62.2	6.7	63.3	12.2	82.9	20.0	85.1	17.0	85	18
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	ALH	63.6	11.4	53.3	2.2	57.1	10.2	77.1	22.9	85.1	25.5	85	20
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

### Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.0	91.6	91.0	90.0	84.3	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	93.2	96.4	97.8	97.6	100.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	83.3	*	93.2	89.1	*	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	78.6	86.9	81.9	83.3	68.6	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.7	88.8	88.3	85.5	83.4	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	96.0	97.6	95.6	98.8	98.4	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	86.7	*	86.7	78.5	*	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	77.4	80.0	82.7	79.2	68.5	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.3	87.5	78.7	76.9	84.0	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	93.3	87.5	82.4	100.0	84.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	*	*	75.0	53.8	*	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1



## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	95.8	93.5	93.1	92.6	98.4	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	96.7	94.1	96.3	100.0	98.0	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	94.4	*	88.9	81.8	*	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	96.2	92.9	94.3	95.8	98.9	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	88.4	79.3	83.1	88.8	86.2	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	87.3	79.3	84.5	89.5	86.2	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	89.6	*	81.7	88.1	*	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	84.7	83.9	89.9	89.3	84.6	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	93.3	75.0	81.3	88.2	80.0	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	83.3	*	100.0	92.3	*	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	77.5	92.9	88.4	87.5	89.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	ALH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	79.9	77.4	81.2	77.2	87.2	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	83.1	77.4	90.8	92.9	87.2	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	76.7	*	71.7	61.5	*	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

We appreciate all feedback, support and suggestions from our School Council.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.