

## School Education Plan and Results Report

2015-2018

Year 2



### **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 on-going professional development.

*(EIPS 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, Métis, 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

**Counsellors:** FSLW – Kelly Sawatzky  
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 340 students from ECS to grade 6.
- ALH has 22 full time teachers and 16 support staff.
- ALH has a budget of \$2,940,320 – 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 grades 1-6 students in the **LINKS** (Learning Individual Needs Knowledge and Skills) classroom.
- We are a **LEADER IN ME school** and emphasis student leadership on a daily basis, our student lighthouse team are 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 kids if they need full time programming.
- We now provide **English as a Second Language (ESL)** support in a concentrated setting.
- In September of 2016 we are providing **full time Kindergarten** to kids who need a little extra help.
- We offer **daily Intramurals** during lunch time.
- **After school activities include Sport Camp, Run Club, Flag Football, Volleyball camp, Basketball camp**.
- We provide an excellent Music program, in all grades, but highlights are; our grade 4 **Hand chimes** and our grades 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 (grades K-6), curling (grades 3-6), down-hill skiing (grades 1-6), swimming lessons (grades 1-6), tennis (grades 3-6) and too many other curricular oriented field trips to list.
- The school building has a spacious library and loft, large gymnasium, networked and wireless computer carts, Smartboards, Infrared amplification, digital document cameras in every classroom, three early learning classrooms, band room, before/afterschool care room, three large playgrounds, soccer pitches, ball diamonds, 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 (2015-16)

What were the greatest successes/challenges faced in 2015-2016?

Successes:

In 2015-2016, our school population stabilized and we were able to focus more on the needs of the individual students. Some of the programs and resources that allowed us to pinpoint individual student needs are as follows: ESL (English as a Second Language) Pilot Program, ECS Enhanced Full-Time Programming, hired a half-time FSLW (Family School Liaison Worker), implementation of a community based SRO, piloted the new CSL report card. In September, 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 staff. As a staff, we then developed rubrics and a scope and sequence for narrative writing. We also started numeracy benchmarks at the school level and began assessing our scope and sequence more carefully.

Challenges:

Many of our student's social/emotional needs are being met through our new FSLW but increased FTE would be extremely beneficial. We are still struggling to find a certified counselor for our school. Our overall, academics have improved this year but, we are still not satisfied with the current results and both staff and students continue to strive for excellence every day. Starting in the 2016-2017 school year we can see that another large jump in student population is going to have more possible challenges. 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 2016-2017?

Research indicates early intervention is critical for greater student success. We have been working on improving and delivering greater services to ECS for the past year. In 2016-2017 we are pleased to announce that PALS (an early intervention program for 3-4 year olds) has finally been approved at ALH.

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

Our staff continues to work on our **narrative writing** exemplars and have expanded this into a look at what a **"writing continuum"** looks like from K-6. We recently took part in the district **MIPI and STAR benchmarking assessments.** We will be using this data over the year to further drive our planning for students and professional development surrounding student achievement. We are also developing staff PD around **Sandra Herbst's work.** We have embraced the **6 week cycle** of improvement in our school and we are challenging staff to share and develop a cycle that they believe will improve achievement in numeracy and literacy. Staff are feeling more willing to share professional development ideas. Already in October, staff gave a mini presentation on co-created criteria and how to understand MIPI data and math teaching tips. In January or February we have a group of new staff that want to share information from a series of numeracy sessions.

Staff have taken on a new term through our PD committee called, **non-negotiables**. We all believe this will create accountability for all staff and students.

## **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. Introduction of PALS in 2016-2017.
3. Using 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 kids that require more interventions and use a checklist for children with mild needs.

### **Performance Measures:**

1. Parental feedback from pilot program, possibly through a survey
2. All students will be put on a tracking form indicating growth and potential needs for each year of their education – the tracking form should have tangible improvements that can be seen – multiple early childhood assessment tools could be used – one 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. Use/find/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 (benchmarks in - math basics, reading, narrative writing and functional writing).  
Use of the district wide MIPI and STAR assessments.
2. Work collaboratively to develop tools and in-servicing with district consultants.
3. More sharing of Professional Development that staff attend.
4. Use 6 week cycles of improvement to try new methods of tackling the same curriculum.
5. Provide Pilot ESL program for second language learners – focused one on one and small group time.

6. Provide parents information sessions on what they can expect when their child is in school and how they can help their child be more successful.

**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 category.
2. More students will show one year's growth on a tracking table that will move from grade to grade with each student.
3. You will see a notable improvement on year end benchmarks.
4. Parent feedback about literacy and numeracy sessions provided.
5. One year increase on reading levels for ESL students
6. Fluency and Comprehension levels will be more in alignment

**School Goal 3**

More staff will be engaging in regular meaningful 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. Develop a professional development committee that will determine the exact needs of the staff – specifically surrounding the numeracy and literacy goal and then create an action plan.
2. We will access the expertise of district consultants when necessary.
3. Access in house expertise.
4. We will look at introducing a new calendar that has regular, consistent and meaningful PD embedded in our calendar.
5. To make our school goals a part of personal growth plans.

**Performance Measures**

1. Have a professional development plan in place as soon as possible.
2. To have consultants booked when necessary.
3. To see academic improvements in their students.
4. To introduce and have a new calendar for our school.

## SECTION FIVE – Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	ALH	80.0	11.1	70.5	9.1	64.4	6.7	72.9	10.4	80.0	11.4	82	12
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	ALH	68.9	6.7	65.9	4.5	48.9	2.2	68.8	14.6	65.7	5.7	70	8
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0		
Science 6	ALH	77.8	17.8	75.0	20.5	62.2	6.7	62.5	12.5	82.9	20.0	84	22
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1		
Social Studies 6	ALH	71.1	15.6	63.6	11.4	53.3	2.2	58.3	10.4	77.1	22.9	79	22
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

### 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.0	85.0	91.6	91.0	90.0	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	96.0	93.2	96.4	97.8	97.6	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	86.7	83.3	*	93.2	89.1	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	72.2	78.6	86.9	81.9	83.3	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	ALH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.2	86.7	88.8	88.3	85.5	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	94.6	96.0	97.6	95.6	98.8	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	73.3	86.7	*	86.7	78.5	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	66.7	77.4	80.0	82.7	79.2	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	72.0	93.3	87.5	78.7	76.9	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	85.7	93.3	87.5	82.4	100.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	58.3	*	*	75.0	53.8	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	ALH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	91.3	95.8	93.5	93.1	92.6	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	92.0	96.7	94.1	96.3	100.0	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
<b>Parent</b>	90.3	94.4	*	88.9	81.8	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	91.7	96.2	92.9	94.3	95.8	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	88.0	88.4	79.3	83.1	88.8	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	85.7	87.3	79.3	84.5	89.5	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
<b>Parent</b>	90.3	89.6	*	81.7	88.1	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	82.2	84.7	83.9	89.9	89.3	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	80.0	93.3	75.0	81.3	88.2	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
<b>Parent</b>	91.7	83.3	*	100.0	92.3	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	75.0	77.5	92.9	88.4	87.5	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

## 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	92.9	79.9	77.4	81.2	77.2	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	89.3	83.1	77.4	90.8	92.9	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	96.6	76.7	*	71.7	61.5	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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>.