

SCHOOL EDUCATION PLAN & RESULTS

St. Mary's Elementary School

"Our Children, Our Students, Our Future"



**St. Mary's Elementary School
School Education Plan**

Principal: Bonnie Hunley

Trustee: Leah Lizotte

2019-20 SCHOOL YEAR

School Education Plan Creation

Briefly describe how each of the following groups were included in the development of the School Education Plan.

A. Teachers

- Teachers met May 13, 2019. The session focused on examining and reviewing the current education plan, reviewing data, and reviewing and developing goals and strategies for the 2019-20 school year. Goals and strategies were added to a google doc. It was reviewed with staff at a later staff meeting.
- Staff will review the Education Plan again in August once new staff members are present. It will be reviewed throughout the year.

B. Support Staff

- Support staff were not present at the May staff meeting. Input from support staff will occur in September 2019.

C. Students

- Grade 4-6 students completed the Accountability Pillar Survey

D. School Council / Community

- There was not a school/parent council for the 2018-19 school year.

E. Other

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School Datasets

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 1770 St. Mary's Elementary School



Measure Category	Measure	St. Mary's Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.2	96.1	96.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.5	83.8	82.8	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	98.8	97.5	96.0	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.8	28.8	34.9	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	10.0	0.0	0.0	19.9	19.5	19.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	93.8	100.0	94.2	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	95.8	96.2	95.8	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.5	81.2	87.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.9	85.4	92.2	81.0	80.3	81.0	Very High	Improved	Excellent

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 1770 St. Mary's Elementary School



Measure Category	Measure	St. Mary's Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.1	97.4	96.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.8	84.8	82.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	97.5	96.8	96.8	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	48.8	28.8	34.9	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	10.0	0.0	0.0	19.9	19.5	19.2	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	100.0	97.5	91.3	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	96.2	96.4	95.4	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.2	91.2	91.2	81.2	81.2	81.0	High	Declined	Acceptable
Continuous Improvement	School Improvement	85.4	98.3	97.1	80.3	81.4	80.7	Very High	Declined Significantly	Acceptable

School Education Plan and Results

GOAL #1: EVERY STUDENT IS SUCCESSFUL

GOAL #2: QUALITY TEACHING AND SCHOOL LEADERSHIP

GOAL #3: EFFECTIVE GOVERNANCE

DIVISION PRIORITIES: #1 FVSD will align practices to foster connectivity and well-being
#2 All students will improve literacy skills, in the content areas
#3 All students will improve numeracy skills

School Goal 1:

All students will improve literacy skills.

Strategies:

PART 1:

- Balanced Literacy (utilizing BL strategies, training for new teachers, Literacy Coach [.25])
- Fountas & Pinnell Benchmarking results are used from grades 1-6 to systematically match students instructional and independent reading ability and used to guide decision making for literacy programming
- Implementing Lucy Calkins Phonics, Writing and Reading in K, 2, 4-6 with the support of our in house Literacy Coach and Divisional Literacy Supervisor
- George Georgiou Grade 1 Research Project – targeted teaching of reading specific to early readers
- Literacy Team (Literacy Day, Reading Nook)
- Home reading – school wide. Monitored by Literacy Team
- Primary Literacy Support (Leveled Literacy Intervention Program – LLI & Companion Reading , Tier 2 intervention support for students identified in GG research project [grade 1])
- Speech Language Program (implemented by SL-EA)
- *Phonemic Awareness and Writing Program for grades K [Lucy Calkins]*
- Targeted reading intervention with Inclusive Education Coordinator & Literacy Coach [Empower] and IEC – REWARDS intervention
- Authors' Lunches (divisional grade 1-3)
- Circles of Literacy Celebration - host school (grades 4 to 9)
- Oral presentation of written work
- Targeted daily intervention [LCP, LCR, LCW, phonological awareness, Companion Reading, Read Theory, RAZ Kids, ABRA, Empower, Rewards, K-1 letter recognition and letter sound correspondence]. Vocabulary development and comprehension development. Seeking targeted interventions directly aligned to grade 4-6 comprehension. Need to communicate with literacy supervisor- Sharon McLean
- Writing Club [seasonal]
- Literacy focused pull out with EA support
- Accelerated Reader
- K4 programming [4 afternoons per week]
- Access services from RCSD to provide educational support services for children with diverse learning needs and support and education for staff and families
- ECS teacher trained to use EYE [Early Years Evaluation] screening tool, providing information on children's early development skills, assessing emerging literacy skills and student success
- Regular administrative walk throughs with a focus on students and quality instruction
- Teachers are encouraged and supported to observe and learn with teacher colleagues
- Teacher leaders lead PD sessions for staff focused on school goals and to build leadership capacity within
- CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals.

Target and Measurement Tools:

- Reading Assessment System – TOSWRF, TOWRE, and TOSREC
- EYE [ECS]
- EYEDA [K4]
- Brigance K4
- Compare divisional writing samples with next fall's scores.

<p>Resources:</p> <ul style="list-style-type: none"> Balanced Literacy resources (Literacy Place, Key Links, etc.), Literacy Coach and Literacy Supervisor Fountas and Pinnell Benchmark Kits. Fountas and Pinnell Leveled Literacy Intervention Kits. Reading Assessment Program (TOSWRF, TOWRE and TOSREC) Scholastic Guided Reading Kits. Nelson Indigenous Education Balanced Literacy Resources (Under One Sun) Accelerated Reader Program (supplemental) 6+1 Writing Trait Kits Websites and subscriptions (Tumble Books, Discovery Education, Learn Alberta) Chromebooks Budget dollars for resources as necessary Available technology tools (i.e. Google classroom, Google Read and Write, other Google apps and extensions) Lucy Calkins Phonics, Writing, and Reading Kits
<p>Timeline:</p> <ul style="list-style-type: none"> September 2019 to June 2020
<p>Results:</p>
<p>Comments:</p>
<p>School Goal 2: All students will improve numeracy skills.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> PD focused on numeracy [math reasoning, number talks, math centres, guided math] with support from Supervisor of Numeracy and in house math representative Math Committee - regular report / sharing at staff meetings, (teacher led PD - in-house expertise, sharing resources) Monthly math bulletin boards [interactive and inquisitive] Morning Math Announcements- two days per week students will be presented with grade appropriate math questions- students submit answer to teacher and is recognized by principal. Teachers track students to help ensure all students have opportunity to succeed Implement a Math Master Gallery School wide numeracy event Incorporating numeracy into all subject areas CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals. Potential implementation of Leaps and Bounds
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> Key Math TNT

Resources:

- Math Manipulatives
- In-house PD
- Inclusive Ed. Coordinator (math support)
- Websites and school licenses (AAC website, Learn Alberta, Discovery Ed., Prodigy)
- Jump Math as one tool for differentiation [teacher guide, student book, and SmartBoard lessons]
- Key Math assessment
- TNT math assessment [being piloted October 2019]
- Common Assessments [grades 4-6]
- Teacher representative for Math Cohort

Timeline:

- September 2019 to June 2020

Results:

Comments:

School Goal 3: Actively engage in practices to embrace, foster, and promote connectivity and well-being.

Strategies:

- Student Leadership Opportunities (Student Council, Assembly Set Up Team, Gym Helpers, Student Involvement in Assemblies, Student announcements on PA System)
- Intramurals [Potentially 3 times per week based on staff availability]
- PAX (Good Behavior Game) - used as the school-wide effective behavior supports [EBS]
- Connection Team (Mental Health Therapist, Wellness Coaches, Child Circle Worker)
- RCSD supports (multi-disciplinary team)
- CRM [Collaborative Response Model] once per week- Division level teachers work together to improve practice, plan targeted intervention, gather data, and use results to determine goals. CRM teams use a goal planning document to plan for professional work to address school improvement goals
- Theraplay
- Fun Friends, Friends for Life, Go Girls
- Thought of the Day within morning announcements[a quote is shared that related to the character education trait of the month]
- Use of sensory tools, furniture, and alternative seating within classroom environments, proactive use of calm room
- Extra-Curricular activities (Choir, Robotics, Soccer, Cross Country, Basketball, Track and Field, Divisional Iron Chef Competition, Hockey Team, Writing Club)
- Replenish outdoor equipment bags for recess activities
- Games and activities for indoor recesses (purchase items such as lego, scrabble, etc.)
- Guest Presenters [Farm Safety, Bus Safety, Bike Safety, Jigging, Science in Motion]
- Morning fruit basket
- "Don't Walk in the Hallway"
- Bring in FNMI elders or community members to share their culture. (i.e. Metis Dancer - Bev Lambert, crafts, language, hand games, drumming]
- High School partner mentoring
- Building collaborative relationships with community members/elders.

<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • Accountability Pillar Survey • Division developed survey
<p>Resources:</p> <ul style="list-style-type: none"> • Targeted programming by Connection Team (Fun Friends, Theraplay, Go Girls) • Sensory and OT supports, equipment, tools • RSCD Multi-disciplinary Team • MHT, Wellness Coaches and CCW • PE equipment • Guest speakers and presenters (Public Health nurses, etc.) • Budget for supplies/incentives for Student Council, Tootle prizes, PE and Extra-Curricular programming • Teacher Representative for FNMI Cohort • Aligned professional development • <i>RCMP School Resource Officer</i> • Access to a Divisional Psychologist
<p>Timeline:</p> <ul style="list-style-type: none"> • September 2019 to June 2020
<p>Results:</p> <ul style="list-style-type: none"> •
<p>Comments:</p> <ul style="list-style-type: none"> •

Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

- On-going Professional Development is necessary to ensure that staff members have the necessary skills and competencies to support the School Education Plan. The staff will be provided opportunities to review the Ed Plan and provide input and suggestions for resources and necessary PD. This PD Plan is a 'living' document, and revisions will occur throughout the year, as PD needs and opportunities arise.

B. Disbursement of Dollars

- PD Dollars are allocated annually based on staff size, school goals, areas for professional growth. Dollars are allocated to support targeted PD in literacy, numeracy, FNMI, ECE, IE, health and wellness. The budget supports PD opportunities that are school based, division based, or outside of FVSD.

C. Individual Staff Professional Development

- Teachers will develop their own PGP's, which will be linked to school education plan goals as well.
- Staff will have access to PD funds, providing the PD opportunity being pursued aligns with PGP goals and school goals. Decisions regarding access to these funds will be determined by the principal on an individual basis, based on need, accessibility and ongoing availability of funds. Rather than a set amount per staff member, PD opportunities within the school and the division will be distributed equitably. Staff requesting (or being requested) to attend PD sessions outside the division will be covered on an individual basis.

D. Education Plan Associated Professional Development

- The school education plan is based on the goals of the school and key focus areas of FVSD. On-going Professional Development will be required to support the Education Plan. PD will be required in the following areas: Balanced Literacy, PD for EA's, Speech Language PD for SL-EA, Math PD, Technology PD, PAX training, First Aid and OT/PT PD, Assessment Training

May

- Review Ed Plan and PD Plan for next school year

August

- Two first-year teachers accessing BL PD from Literacy Coach.
- Review Ed Plan at August Staff Meeting - Friday, August 30.
- Complete this timeline of PD sessions once more dates are known
- PD last week of August
- Staff Meeting / Organizational Day (all staff invited) on Friday, August 30.
- Begin CRM planning

September

- FVSD PD Day – September 20
- Submit School Ed Plan draft to central office
- PGP Plans due October 5

October

- PGP Meetings with staff
- Staff Meeting –Present and review School Ed Plan for upcoming year with staff
- HASS
- Family Math Night?

November

- Staff Meeting
- Inclusive Ed. PD Day

December

- Staff Meeting

January

- Staff Meeting
- PD Day

February

- Teacher's Convention in Edmonton

March

- Staff Meeting

April

- PGP meetings with staff

May

- Staff Meeting

June

- PD Day
- Summer Institute (K – 9)

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

August

- Review School Ed Plan
- Assign roles as committees and teams are formed
- Update school webpage and Facebook

September

- School News Information posted on Facebook and Website
- Class newsletters sent home
- Agenda routines established
- Meet the Staff Night
- Collect parent emails
- Communicate with staff through Weekend Updates
- Student and parent focus groups
- School Council AGM / Presentation of Ed Plan

October

- School News Information posted on Facebook and Website
- Class newsletters sent home
- Staff meeting
- Ongoing communication through agendas and phone calls
- Update Powerschool with parent emails
- Student focus group

November

- School News Information posted on Facebook and Website
- Staff meeting
- PD Day
- Report Cards / Parent Teacher Interviews
- Ongoing communications through Agendas and phone calls
- Parent and student focus groups

December

- School News Information posted on Facebook and Website
- Staff meeting
- Class newsletters sent home
- Ongoing communication through agendas and phone calls
- Notes sent home re: Accountability Pillar Surveys
- Student Focus group

January

- School newsletter sent home
- Staff Meeting
- PD Day

- Ongoing communication through agendas and phone calls
- More notes sent home re: Accountability Pillar Surveys
- Regular updates of Website and Facebook
- Student Focus Group

February

- Class newsletters sent home
- Ongoing communication through Agendas and phone calls
- Regular updates of Webpage and Facebook
- Student Focus Group

March

- Staff meeting
- PD Day
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Parent and Student Focus Groups

April

- Class newsletters sent home
- Report Cards sent home
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Student Focus Groups

May

- Ongoing communication through agendas and phone calls
- Staff Meeting
- Parent phone calls re: possible placements / retentions
- Regular updates of Website and Facebook
- Parent and Student Focus Groups

June

- PD Day
- Class newsletters sent home
- Student Focus Group
- Report cards sent home
- Ongoing communication through agendas and phone calls
- Regular updates of Website and Facebook
- Year-end Awards Ceremony and Family BBQ

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

September

- Review School Ed Plan at August and September staff meetings
- Success Team meetings (as needed)

October

- Analysis of PAT results
- Analysis of Accountability Pillar Results
- PD
- Presentation of School Ed Plan to Parent Council at AGM
- Tell Them From Me Survey
- PGP meetings with staff
- PAX Data Collection

November

- Present Data and Budget at Parent Council meeting
- Discussion of School Ed Plan strategies at staff meeting

December

January

- Discussion of School Ed Plan strategies at staff meetings

February

- Accountability Pillar Surveys

March

- Review current Ed Plan and begin development of new Ed Plan
- School Council members invited to Planning session for creation of new Ed. Plan
- CAT4 Administration

April

- Review draft Ed Plan with staff
- Tell Them From Me Survey
- PGP meetings with staff

May

- PGP meetings with staff
- Data collection for PAX

June

- Present and review School Ed Plan for upcoming year with staff
- Submit School Ed Plan draft to central office

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2016 -17 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the 2016-17 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date