

École Élémentaire ARDRROSSAN Elementary School

School Education Plan and Results Report
2015-2018
Year 1

Our Mission

The École Élémentaire Ardrossan community believes that all students can succeed in our respectful, safe and caring learning environment.












La communauté de l'école élémentaire Ardrossan croit que chaque élève peut réussir dans un environnement d'apprentissage entouré de respect, de sécurité et de soins.

Our Motto

Success for All ~ le succès à la portée de tous

Our Philosophy

We believe that École Élémentaire Ardrossan provides an exemplary learning environment that fosters success through:

-  a warm, welcoming, respectful school community
-  meaningful learning experiences for all
-  high expectations for academics, behavior and citizenship
-  a focus on Leader in Me
-  diversified programs which allow students to achieve to their full potential
-  the recognition of individual differences, interests and abilities
-  language learning opportunities in French Immersion and French as a Second Language
-  a love of life-long learning
-  a respectful and collaborative active partnership between students, staff, parents and our community
-  effective communication
-  best practices in teaching, assessment and instruction.

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: AEL promotes growth and success for all students.

(EIPS Priority 1, Goal 2)

GOAL 2: AEL enhances a high quality learning and working environment.

(EIPS Priority 2, Goal 1)

GOAL 3: AEL promotes effective stakeholder engagement, partnerships and communication.

(EIPS Priority 3, Goal 1)

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.

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: Judy Whetstone

Assistant Principal: Helene Hewitt

Counselor: Kelley Mitchell

Quick Facts:

- AEL is a dual-track school offering both English and French Immersion programming serving a population of 536 students in a growing community.
- Approval for a replacement school of up to 700 students scheduled to open September 2018.
- AEL is located on the same campus as Ardrossan Junior Senior High School sharing the same parking and bus access.
- Majority of students are bussed to school, and reside at acreages, farms and communities in the surrounding area. As the designated French Immersion School for the area, a number of out of boundary students attend to take advantage of the French Immersion Program, K-6.
- AEL offers PALS (Play and Learn at School Program), a system special education program, as well as the START program to benefit early learning with toddlers and preschoolers.
- 28 certificated and 15 classified staff provide student programming.
- Total school budget: \$3 403 651 of which 95% is dedicated to staffing.

AEL Highlights:

- Student achievement, the primary focus, encompasses a number of dimensions including academic progress, appropriate behavior, healthy social relationships and positive citizenship. Selected strategies include: supporting early education learning/transitions (between START, PALS and ECS); incorporation of technology - including assistive technology, in core subjects; teacher analysis of PAT results; FI grade group collaboration; grade group literacy teams; project based learning; peer support and tutoring, etc.
- AEL provides a variety of activities to build a sense of community including: Intramurals for Grades 4-6 students, Choirs Grades K-6, Toonies for Terry, Jump rope for Heart, Spirit Days / Les journées folâtres (Backwards Day, Colour Week etc...). School-wide cultural events throughout the year (Duffle Bag Theatre, Carnaval etc.), Ski Trips for Grades 4-6.
- As a part of our Leader in Me program students and staff have the opportunity to participate in a variety of leadership teams which include: Library Club, Play Core - Division 1 and Division 2 , Gardening Club, Card Club, Running Team, Service Core, AETV News Crew, Tech Crew, Junior ATB, Peer Tutoring, Green Team
- There is a high level of volunteerism on the part of students, parents, teachers and staff. There are three active parent groups: School Council (SC) Ardrossan Elementary Parent Support Association (AEPSA) and Canadian Parents for French (CPF). The Lunchbox offers a hot lunch program supported by dedicated volunteers.
- All staff (teacher and EA) expertise is leveraged in a variety of ways including: PLC (Professional Learning Community for Literacy), Teacher-Tech coach, Division 1 and Division 2 French Language teacher representatives at FILS (French Initiative for Literacy for Students), piloting new Communicating Student Learning initiative.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

- ★ Continuing to meet the diverse academic, social and behavioral learning needs of all students and families through a collaborative, team approach.
- ★ Continuing to meet the learning needs of at-risk students and families through maximizing interagency partnerships.
- ★ Continuing to offer French Immersion teachers the opportunity to collaborate with sister French Immersion schools.
- ★ Continuing to facilitate staff capacity building opportunities to expand the pedagogical toolbox (literacy, numeracy, assessment) in support of student success.
- ★ Continuing to proactively manage and respond to stakeholder expectations in relation to the architectural design of the replacement school, as per Alberta Education and Alberta Infrastructure requirements, serves as both a challenge and opportunity. Recent approvals for further redesign to accommodate 700 students will be welcome within this growing catchment area.

How, and to what degree, did those challenges impact planning for 2015-2018?

- ★ In keeping with our motto, "Success for All", the success of all students will continue to be the focus in all that we do.
- ★ AEL strives to be a learning community and will continue to foster the capacity of all staff so they can meet the learning needs of students at their academic and developmental level.
- ★ AEL strives to engage students, parents, interagency partners and the community at large and will enhance partnership and communication strategies to support and celebrate the growth and accomplishments of young people to be successful lifelong learners and responsible citizens.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: **AEL promotes growth and success for all students.**

Division Outcome: Promote growth and success for all students.

Strategies:

- Using data such as reading benchmarks and common grade group assessments in all subjects each term to inform instructional practice and professional dialogue.
- Staff teams work to develop a coaching, collaborative culture so that staff expertise is shared focusing on innovative and engaging learning environments to support meaningful and lifelong student learning.
- Teacher collaborative work focusing on literacy, numeracy, assessment and piloting of EIPS student progress report to parents.

Performance Measures:

- 2% increase in PAT standard of excellence (English) and (French)
- Student Data Notebooks from Leader in Me demonstrate students successfully achieving goals they have set throughout the year.
- Most children will demonstrate a year’s growth in reading as per the ranges outlined in the assessment tools (Fountas and Pinnell and GB+)
- Grade level teams are aligned in using the new achievement levels as defined by the report card guidelines.
- All teachers will correctly use the benchmarking kits and understand the implications of the data collected.
- Individual Support Plan (ISP) summaries indicate growth and success in target areas.

School Goal 2: AEL enhances a high quality learning and working environment

Division Outcome: Enhance high quality learning and working environments.

Strategies:

- Enhance and sustain “Leader in Me” culture and practices.
- Enhance and empower staff to lead in areas of expertise, communication skills and trusting relationships amongst staff members through PLCs and grade group release time.
- Enhance professional learning to promote engagement and a culture of excellence and accountability in serving student learning needs (i.e., classroom visits, lunch and learn, after-school and PL days).

Performance Measures:

- 5% increase in teacher satisfaction in School Improvement Accountability Measure
- Parent and staff feedback collected by shared Google Docs input (collected at the school level)
- Staff Engagement survey results will indicate high satisfaction with high quality learning and working environment.

School Goal 3: AEL promotes effective stakeholder engagement, partnerships and communication.

Division Outcome: enhance public education through effective engagement, partnerships and communication

Strategies:

- Promote parent attendance and participation at school events (i.e., assemblies, field trips, concerts, presentations, student-led conferences, etc.) through enhancing use of email, phone, synvoice and website to engage stakeholders.
- Teachers communicate with parents the strengths and areas of growth to students and parents to celebrate strengths and coach for growth through use of CSL reporting process.
- Provide educational opportunities for parents such as internet safety, numeracy presentations, guest speakers at School Council (Junior ATB) etc.

Performance Measures:

- 2% increase in parent satisfaction in Parental Involvement Accountability Measure
- 2% increase in parent satisfaction on Safe and Caring Accountability Pillar Measure
- 2% increase in student satisfaction on Safe and Caring Accountability Pillar Measure
- 2% increase in parent satisfaction on Citizenship Accountability Pillar Measure
- 2% increase in student satisfaction on Citizenship Accountability Pillar Measure
- Number of professional learning sessions and collaborative meetings
- Increase the number of eligible parents completing Accountability Pillar Survey (from 27% to 40%)
- Parent and staff feedback (collected at the school level) compiled in Google Docs
- Increase in parent attendance at school events.
- Partnership with outside agencies (Family and Community Services, RCMP) and community members (ATB, Ardrossan Junior Senior School, Bev Facey).

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	AEL	93.4	19.7	95.7	17.4	93.4	23.7	87.6	18.0	88.2	10.3		
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	AEL	100.0	0.0	84.6	3.8	83.3	11.1	92.3	7.7	95.0	5.0		
	EIPS	95.8	25.0	89.3	14.3	85.5	13.3	84.6	12.5	92.8	14.4		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Mathematics 6	AEL	85.2	8.2	76.8	7.2	78.9	17.1	77.5	11.2	75.0	10.3		
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	84	12		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	72.5	13.8		
Science 6	AEL	93.4	27.9	81.2	24.6	80.3	27.6	80.9	19.1	79.4	8.8		
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86	16		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.0	25.9		
Social Studies 6	AEL	77.0	13.1	75.4	8.7	76.3	15.8	71.9	10.1	60.3	7.4		
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	76	23		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.6	18.7		
FI Mathematics 6	AEL	78.6	14.3	65.4	7.7	88.9	16.7	84.6	15.4	85	5		
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	84.8	12.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	82.4	17.9		
FI Science 6	AEL	92.9	14.3	73.1	15.4	83.3	22.2	84.6	26.9	95	5		
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	16.2		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	80.3	18.4		
FI Social Studies 6	AEL	64.3	7.1	57.7	3.8	83.3	16.7	73.1	11.5	80	0		
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	76.8	4		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	72.1	9.9		

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.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.8	87.3	89.0	89.4	84.8	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	97.3	96.2	100.0	97.0	98.5	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	85.3	84.2	89.8	92.9	84.7	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	80.8	81.4	77.3	78.4	71.1	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.3	82.1	86.4	84.1	76.4	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	97.3	98.1	98.8	94.0	96.9	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	78.9	78.9	79.1	81.8	68.2	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	76.5	69.4	81.3	76.6	64.1	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	60.4	72.2	69.0	74.5	82.4	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	73.3	100.0	86.7	80.0	100.0	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	47.4	44.4	71.4	69.0	64.7	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.5	90.3	91.6	91.4	94.0	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	93.3	96.8	96.9	95.0	98.7	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	85.1	77.9	86.3	83.2	89.2	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	99.2	96.3	91.7	96.1	94.0	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.6	81.6	85.2	86.1	86.5	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	88.2	85.6	91.3	86.2	95.1	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	82.9	77.5	79.2	86.0	77.8	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.6	76.4	77.2	78.7	79.9	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	73.3	77.8	69.2	72.2	75.0	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	73.7	64.7	77.3	79.4	70.6	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	88.7	86.8	85.0	84.4	94	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

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.															
	AEL					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.6	62.9	76.4	71.7	73.8	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	92.0	75.2	87.3	90.9	87.5	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	69.1	50.5	65.5	52.4	60.0	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

Parental input regarding AEL school goals was sought throughout the months of September and October through a Google form posted on our school website. The School Education Plan (SEP) and school goals, in particular, were presented, discussed and parental input was solicited at the September and October 2015 School Council meetings. Parents will also be provided a number of opportunities to review and contrast the goals of the previous SEP to offer their suggestions and comments moving forward with the 2015-2018 SEP as we examine pedagogy and results to inform practice. It is understood by students, staff and parents that the SEP is a living document that serves to meet the needs of students and the community.

Parents appreciated the opportunity to be involved in the development of the SEP and understand that we require and value their input in the process of continuous improvement.

The SEP will be communicated via AEL website and copies can be e-mailed or sent to parents at their request. A message indicating the availability of the SEP will be noted within the school newsletter and individual school goals and strategies will be profiled in the newsletter.

Parents are invited to make suggestions regarding school policies, practices and directions both at regularly scheduled School Council meetings, newsletters, student/parent/teacher conferences and school events in addition to formal and informal meetings with staff.

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