

# École Élémentaire ARDROSSAN Elementary School

School Education Plan and Results Report  
2015-2018  
Year 2

## 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 568 students in a growing community.
- Approval for a replacement school of up to 700 students scheduled to open Spring 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: \$3 549,018 of which 94% 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, 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, Ardrossan Elementary Parent Support Association (AEPSA) and Canadian Parents for French (CPF). The Lunchbox offers a hot lunch program supported by dedicated volunteers four days a week.
- 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), continuing the new Communicating Student Learning initiative.

### **SECTION THREE: School Education Results Report (2015-16)**

#### **What were the greatest challenges faced in 2015-2016?**

- ★ Continuing to meet the diverse academic, social and behavioral learning needs of all students and families through a collaborative, team approach.
- ★ Offering French Immersion teachers the opportunity to collaborate with each other during PLC time.
- ★ Succession planning, capacity building and continuity of instruction with a younger staff (both English and FI teachers) especially in light of the many maternity leaves that are likely on the horizon.
- ★ Availability of qualified French Immersion teachers impacts staffing
- ★ Time required to implement the division initiatives in addition to replacement school demands and regular classroom visitations
- ★ Implications of the replacement school including: lack of space resulting in larger class sizes, interruption to regular responsibilities to plan, oversee, problem-solve, mediate and influence construction related topics.

#### **How, and to what degree, did those challenges impact planning for 2016-2017?**

- ★ Developing intentional communication strategy for school community including: posting newly revamped monthly updates in a blog on the school website, using synervoice for emails and voice messages, providing a mid-point and yearend review,
- ★ Providing embedded PLC time for grade group teams to build long range plans, literacy strategies, numeracy initiatives, common assessments
- ★ Collaborative response model for addressing needs of students at each grade level
- ★ Timetable reflects the inclusion of a designated MAKERSPACE opportunity for each grade level
- ★ Maximizing use of collaborative online tools to support distributed leadership and develop a shared ownership over student needs and division initiatives
- ★ Created regular designated classified staff meetings
- ★ Staff meetings provide a variety of professional development topics while PLCs maintain a focus on shared goals and expectations driven by data
- ★ In keeping with our motto, "Success for All", the success of all students will continue to be the focus in all that we do.

#### **What were the greatest successes of 2015-2016:**

- ★ Established Professional Learning Communities for all staff with a focus on improving literacy achievement of all students. PLC successes included:
  - Regular meeting of 3 different PLCs: Classified PLC, Grade Level PLC (English & French mix) and French Immersion PLC
  - Developed [norms](#) for working as a collaborative team which embedded the Leader In Me habits
  - Began to use data to drive instructional decisions not only at one grade level but across all of them
  - Developed a [French writing continuum](#) using a common prompt and collaborative scoring with [criteria developed](#) by the K-6 French Immersion team. Continuum included student exemplars for each level (levels independent of the grade level), criteria for why it fits in that level as well as a set of "Next Steps" that would be required to improve to the next level.
  - [Collaborative scoring](#) of a common English writing prompt with all staff in March.
  - Created a plan for [improving writing](#) to be reassessed in May
  - Established common standards for assessing with the Fountas & Pinnell benchmarks and the GB+ reading assessments (common protocols).
  - Created an [Literacy Assessment Data collection plan](#) as a staff
  - [Established goals](#) for Grade 6 instruction based upon an analysis of PAT results
  - [Reflected on PLC](#) process [to celebrate](#) and to determine what it might look like in 2016-2017

## **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.
- Continued staff professional development and implementation of indigenous culture, history and tradition integrated within the curricular strands

**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 other literacy based standardized assessments 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.

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**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, synervoice 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	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.7	17.4	93.4	23.7	87.6	18.0	88.2	10.3	91.4	23.5	1%	2%
	Authority	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		
French Language Arts 6	School	84.6	3.8	83.3	11.1	92.3	7.7	95.0	5.0	91.3	4.3	1%	2%
	Authority	89.3	14.3	85.5	13.3	84.6	12.5	92.8	14.4	83.3	7.8		
	Province	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Mathematics 6	School	76.8	7.2	78.9	17.1	77.5	11.2	75.0	10.3	77.6	10.3	2%	2%
	Authority	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	71.4	13.8		
Science 6	School	81.2	24.6	80.3	27.6	80.9	19.1	79.4	8.8	93.1	36.2	1%	2%
	Authority	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	77.6	27.7		
Social Studies 6	School	75.4	8.7	76.3	15.8	71.9	10.1	60.3	7.4	79.3	15.5	1%	2%
	Authority	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	71.1	22.6		
FI Mathematics 6	AEL	65.4	7.7	88.9	16.7	84.6	15.4	85	5	95.7	8.7	1%	2%
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	84.8	12.1	80.2	14.3		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	82.4	17.9	82.0	16.8		
FI Science 6	AEL	73.1	15.4	83.3	22.2	84.6	26.9	95	5	78.3	26.1	1%	1%
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	16.2	76.9	18.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	80.3	18.4	83.8	19.1		
FI Social Studies 6	AEL	57.7	3.8	83.3	16.7	73.1	11.5	80	0	78.3	4.3	1%	2%
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	76.8	4	72.5	6.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	72.1	9.9	75.1	13.7		

### 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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.3	89.0	89.4	84.8	91.0	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	96.2	100.0	97.0	98.5	98.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	84.2	89.8	92.9	84.7	90.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	81.4	77.3	78.4	71.1	84.5	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.1	86.4	84.1	76.4	83.6	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	98.1	98.8	94.0	96.9	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	78.9	79.1	81.8	68.2	63.2	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	69.4	81.3	76.6	64.1	87.5	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	72.2	79.0	74.5	82.4	83.1	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
<b>Teacher</b>	100.0	86.7	80.0	100.0	95.7	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
<b>Parent</b>	44.4	71.4	69.0	64.7	70.6	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	90.3	91.6	91.4	94.0	94.6	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	96.8	96.9	95.0	98.7	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>	77.9	86.3	83.2	89.2	86.8	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	96.3	91.7	96.1	94.0	96.9	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	81.6	85.2	86.1	86.5	87.1	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	85.6	91.3	86.2	95.1	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>	77.5	79.2	86.0	77.8	84.8	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	76.4	77.2	78.7	79.9	86.8	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	77.8	69.2	72.2	75.0	70.8	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
<b>Parent</b>	64.7	77.3	79.4	70.6	94.1	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	86.8	85.0	84.4	94.0	95.3	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.															
	AEL					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	62.9	76.4	71.7	73.8	78.7	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	75.2	87.3	90.9	87.5	95.8	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	50.5	65.5	52.4	60.0	61.6	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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>.