



Ardrossan Elementary

School Education Plan and Results Report 2015-2018 Year 3

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












La communauté de l'école élémentaire Ardrossan croît 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 Ardrossan Elementary 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 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.



Your Future in MIND

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.

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: 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 546 students and 10 PALS (Play and Learn at School) students in a growing community.
- We are the designated French Immersion school for the Elk Island Public Schools rural area.
- Current construction of the new school accommodating up to 700 students is 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.
- The majority of students are bussed to school, and reside on 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, kindergarten – Grade 6.
- AEL offers PALS, a system special education program, as well as the START (Supporting Transition And Readiness Team) program to benefit early learning with toddlers and preschoolers.
- 28 certificated and 17 classified staff provide student programming.
- Total school budget: \$3 527,297 of which 95% is dedicated to staffing.

AEL Highlights:

- With student achievement as our primary purpose, we focus on a number of dimensions including: academic progress, pro-social behaviours, healthy social relationships and active citizenship. Selected strategies to support high levels of student achievement include:
 - Collaborative early education teams between START, PALS and ECS (Early Childhood Services)
 - Effective use of educational technology to support learning such as regular use of assistive technology and access to appropriate devices such as iPads and/or Chromebooks across core subjects
 - Collaborative teams: for analysis of PAT (Provincial Achievement) results; French Immersion grade group collaboration, grade group literacy teams, peer buddy reading and support
 - Access to student support groups through our counsellor such as Girls Group, Boys Group, Worry Busters, Zones of Regulation, and Social Skills Detectives.
- 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 (Crazy Hair Day, Jersey Day, Colour Week), school-wide cultural events throughout the year (Rendez-vous de francophonie, Carnaval), 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 2, Game Club, Gardening Club, Card Club, Running Team, Knitting Club, Art Club, AETV News Crew, Tech Crew, Lego Boost Club.
- There is a high level of volunteerism on the part of students, parents, teachers and staff. There are four 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, teachers and educational assistants' expertise, is leveraged in a variety of ways including: PLC (Professional Learning Community) for Literacy, Division 1 and Division 2 French language teacher representatives at FILS (French Initiative for Literacy for Students), continuing the Teacher-Leads with STARS (Standardized Testing for the Assessment of Reading) and MIPI (Math Intervention/Programming Instrument), Healthy Initiatives lead teacher, EIPS Grade 6 Teacher PLC, Early Learning (PALS/ECS) partnership.

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

What were the greatest challenges faced in 2016-2017?

- ★ 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.
- ★ Supporting French Immersion teachers in literacy instruction
- ★ 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
- ★ Increased levels of anxiety and levels of trauma experienced by families in our community and children in care
- ★ Implications of the replacement school including: lack of space resulting in larger class sizes, and then 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 2017-2018?

- ★ Determining placement of support staff based on results of STAR and MIPI
- ★ CIF (Classroom Improvement Funding) proposal included literacy supports in both languages as well as resources to support healthy school initiatives
- ★ Need to be selective about which initiatives to implement during this busy time of transition between schools
- ★ Developing intentional communication strategies 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, addition of an AEL Twitter account
- ★ Providing embedded PLC time for grade group teams to build long range plans, literacy strategies, numeracy initiatives, and common assessments
- ★ Developing collaborative response model for addressing needs of students at each grade level
- ★ Timetable reflects the inclusion of a designated time to improve student resiliency through monthly guest presenters on topics such as: fitness (SportBall/Zumba) , mindfulness (yoga), 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
- ★ Maintained 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 2016-2017:

- ★ Empowered grade group teams to take ownership of PLCs – highly successful in increasing our results in literacy as evidenced in our PAT results in both languages

- ★ Introduced Makerspace and Design Thinking in Grades 1-6
 - Grades 4-6 completed Playground Design Challenge during MakerFaire
 - Teachers are still accessing Makerspace materials
 - Students raised money for 2 Lego Boost Kits to use in the robotics/coding club
- ★ Increased understanding of the importance of reconciliation for the First Nations, Metis and Inuit and the integration of indigenous culture and history into curriculum (Blanket Exercise with Grade 5 and 6, Project of Heart, Artist in Residence –Aaron Paquette, Elder Wilson, Metis author Jacqueline Guest and Dallas Arcand Jr. hoop dancer).
- ★ Implemented student engagement through choice in learning such as, MakerSpace, leadership clubs, Grade 4 Science Fair, Grade 6 Museum Event, Grade 6 Math Fair, student driven Craft Fair
- ★ Increased French language and culture events through Rendez-vous, Carnival, La Fureur, and musical performance by Postscript.
- ★ Family Math Night
- ★ Staff satisfaction with quality of school improvement increased by 25 % (target was 5%)

SECTION FOUR – School Goals, Strategies and Performance Measures

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

Division Outcome: Success for every student.

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, implementing assessment practices through Sandra Herbst approach
- Continued staff professional development and implementation of indigenous culture, history and tradition integrated within the curricular strands
- Targeting student resiliency through counseling groups, Resiliency project and staff conversations about at risk students to ensure at least one meaningful adult connection.
- Increased professional development in numeracy (both in English and French)

Performance Measures:

- 1% increase in PAT standard of excellence (English) and (French) specifically in Math and FLA
- 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 in terms of instructional pedagogy to better support students
- 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: A focus on wellbeing including student citizenship and staff engagement

Strategies:

- Prepare ideal classroom learning environments through furniture, instructional technology and flexible space to provide the best learning environment for students and staff
- Provide staff with opportunities for wellness (Smoothie Day, staff events, dedicated timetabled collaborative time)
- Enhance and sustain “Leader in Me” culture and practices.
- Enhance and empower staff to lead in areas of expertise, and develop communication skills and trusting relationships amongst staff members through PLCs and grade group release time.
- Enhance professional learning to promote student engagement and a culture of excellence and accountability in serving student learning needs (i.e., classroom visits, lunch and learn, after-school and PL (Professional Learning) days).

Performance Measures:

- 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.
- Every classroom will have evidence of Leader in Me philosophy (tree, class mission statement and habit language being used by students and staff)
- Staff empowerment to develop leadership skills such as staff providing the professional development during professional learning days. Classified staff planning and running their own staff meetings based on self-identified needs

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

Division Outcome: parents as partners

Strategies:

- Promote parent attendance and participation at school events (i.e., assemblies, field trips, concerts, presentations, student-led conferences) through enhancing use of email, phone, synovoice and website and Twitter to engage stakeholders.
- Teachers actively communicate with parents regarding student progress throughout the year (not just during required interview times)
- Invite parent participation in Science, Math and ELA fairs, Student Demo of Learning
- Provide educational opportunities for parents such as internet safety, numeracy presentations, guest speakers at School Council, Family Math Night
- Supporting teachers in developing and maintaining a variety of communication strategies and opportunities for parental involvement
- Support parents in community based family activities such as Carnival, Year End BBQ, Galaxyland,

Performance Measures:

- 2% increase in parent satisfaction in Parental Involvement Accountability Pillar Measure
- 2% increase in student satisfaction on Citizenship Accountability Pillar Measure
- Increase the number of professional learning sessions and collaborative meetings
- Increase the number of eligible parents completing Accountability Pillar Survey (from 22% to 25%)

- Parent and staff feedback (collected at the school level) compiled in Google Docs
- Increase in parent attendance at school events.
- Continued partnership with outside agencies (Family and Community Services, RCMP) and community members (Ardrossan Junior Senior School, Bev Facey,).

SECTION FIVE: Summary of Performance Measures

Our Grade 6 teaching team worked together very closely to make decisions that would have the best outcomes for our students. They wanted to ensure that every one of our students, including those with ISPs, wrote the PATs. As a result, we had a 100% participation rate in all of our PAT exams in both languages in 2017.

Teachers supported struggling students with ISPs, readers, scribes and extra time for all summative assessments throughout the school year. This ensured that they were prepared for these supports at PAT time. Teachers also differentiated assessment tools throughout the year and gave students a choice to respond using a Chromebook or written. Students selected their preferred tools for the PATs as well. In 2017, we had 9 students use scribes and 12 students used readers as per their ISPs.

After spending time analyzing our PAT data from previous years, our teachers implemented several strategies to improve our PAT results which included direct instruction and practice on key vocabulary terms in each subject throughout the year, several cross-curricular projects, Independent Response Projects in Language Arts, and regular review of data to inform instruction (STAR, MIPI, individual assessments).

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	AEL	93.4	23.7	87.6	18.0	88.2	10.3	91.4	23.5	100.0	29.6	100	30
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	AEL	83.3	11.1	92.3	7.7	95.0	5.0	91.3	4.3	93.8	0.00	94	11
	EIPS	85.5	13.3	84.8	12.4	93.0	15.0	83.3	7.8	90.1	13.9		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	12.5		
Mathematics 6	AEL	78.9	17.1	77.5	11.2	75.0	10.3	82.7	9.9	89.1	25.5	92	26
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3		
Science 6	AEL	80.3	27.6	80.9	19.1	79.4	8.8	88.9	33.3	100.0	56.4	100	56
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.7	29.5		
Social Studies 6	AEL	76.3	15.8	71.9	10.1	60.3	7.4	79.0	12.3	94.5	50.9	95	50
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4		
FI Mathematics 6	AEL	88.9	16.7	84.6	15.4	85	5	95.7	8.7	81.3	25.0	82	25
	EIPS	81.9	23.0	83.8	19.0	84.8	12.1	80.2	14.3	80.2	12.9		
	Province	73.0	16.4	73.5	15.4	82.4	17.9	82.0	16.8	80.8	16.2		
FI Science 6	AEL	83.3	22.2	84.6	26.9	95	5	78.3	26.1	87.5	43.8	87	45
	EIPS	86.6	34.7	87.2	35.4	86.9	16.2	76.9	18.7	82.2	22.8		
	Province	77.5	25.9	75.9	24.9	80.3	18.4	83.8	19.1	81.5	21.9		
FI Social Studies 6	AEL	83.3	16.7	73.1	11.5	80	0	78.3	4.3	68.6	18.8	76	19
	EIPS	83.9	24.0	80.1	22.6	76.8	4	72.5	6.6	75.2	9.9		
	Province	72.7	19.0	70.4	16.6	72.1	9.9	75.1	13.7	76.2	12.8		

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.0	89.4	84.8	91.0	92.4	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	97.0	98.5	98.3	98.2	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	89.8	92.9	84.7	90.3	89.6	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	77.3	78.4	71.1	84.5	89.2	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.4	84.1	76.4	83.6	88.1	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	98.8	94.0	96.9	100.0	100.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	79.1	81.8	68.2	63.2	79.6	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	81.3	76.6	64.1	87.5	84.6	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.0	74.5	82.4	83.1	81.0	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	86.7	80.0	100.0	95.7	100.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	71.4	69.0	64.7	70.6	61.9	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.6	91.4	94.0	94.6	92.1	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	96.9	95.0	98.7	100.0	98.6	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	86.3	83.2	89.2	86.8	81.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	91.7	96.1	94.0	96.9	96.7	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.2	86.1	86.5	87.1	84.3	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	91.3	86.2	95.1	89.5	91.3	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	79.2	86.0	77.8	84.8	77.2	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.2	78.7	79.9	86.8	85.7	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	69.2	72.2	75.0	70.8	95.7	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	77.3	79.4	70.6	94.1	70.0	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	85.0	84.4	94.0	95.3	91.5	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.															
	AEL					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.4	71.7	73.8	78.7	76.3	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	87.3	90.9	87.5	95.8	88.3	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	65.5	52.4	60.0	61.6	64.3	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

When establishing our SEP, 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 were also provided a number of opportunities to review and compare the goals of the previous SEP to offer their suggestions and comments moving forward with the 2015-2018 SEP as we examined pedagogy and results to inform practice. It was communicated to students, staff and parents that the SEP is a living document that serves to meet the needs of students and the community.

Through conversations with parents around the school, we learned that parents appreciated the opportunity to be involved in the development of the SEP. We communicated that we require and value their input in the process of continuous improvement.

The SEP is posted on the AEL website as well as shared during our School Council meetings. 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 at regularly scheduled School Council meetings, monthly updates blog, student/parent/teacher conferences and school events in addition to formal and informal meetings with staff.