

# School Education Plan and Results Report

2012-2015

Year 3 – Fall 2015



*Success for All ~ le succès à la portée de tous*

Elk Island Public Schools



## School Profile and Foundation Statements

**School:** École Élémentaire Ardrossan Elementary

**Administrative Team:** Judy Whetstone – Principal/Directrice

Helene Hewitt – Assistant Principal/Directrice Adjointe

### *Success for All ~ le succès à la portée de tous*














#### **Mission Statement**

The École Élémentaire Ardrossan Elementary 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.

#### **Vision**

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

-  a warm, welcoming, caring and respectful school community;
-  meaningful learning experiences for all;
-  high expectations for academics, behavior and citizenship;
-  a strong focus on Character Education;
-  diversified programs which allow students to achieve to their full potential;
-  a 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 community;
-  the use of 21<sup>st</sup> Century technology to facilitate learning;
-  respectful and caring behavior modeled by students, staff and parents;
-  effective communication; and
-  best practices in teaching, assessment and instruction.

## **Program Information**

Our students, parents and staff work collaboratively and supportively to develop student potential in an environment based on trust, respect and hope. Students are supported in developing positive intrapersonal skills through conflict resolution and character education. It is a place where people are energized through a positive outlook on life; it is a place where people work hard, celebrate their accomplishments and provide mutual support during difficult times.

École Élémentaire Ardrossan Elementary is a dual-track school offering both a regular English program and a French Immersion program located 10 minutes east of Sherwood Park. The majority of the approximately 530 students are bussed to school, and reside at acreages, farms and communities in the surrounding area. As the designated French Immersion School for this area, a number of out of boundary students attend to take advantage of the French Immersion Program, K-6. French Immersion Junior High and Senior High programs are also available at the nearby Jr. / Sr. High School. The school houses one other system program as well: PALS (Play and Learn at School Program) as well as the START program to benefit early learning with toddlers and preschoolers.

École Élémentaire Ardrossan is known for its strong emphasis on academics. The teachers and support staff work closely with parents and community partners to provide learning opportunities for all students.

École Élémentaire Ardrossan offers a variety of opportunities for students to maximize their learning in the areas of fine arts, academics and physical education. We offer a Daily Physical Activity program to encourage the development of a healthy lifestyle. Staff are very proud of students and their many achievements.

A private Ardrossan Before and After School Care Program is offered on the premises. The program operator can be contacted at 780-922-0494 for information.

Parents can access French and English playschool programs for pre-school children through Les Petits Amis/Our Little Friends Playschool program located at the school. The program operator can be contacted at 780-922-4447 for information.

## **Curricular Programs Offered**

- English ECS (full day program – Mon/Thursday and Tues/Friday) and some Wednesdays
- French Immersion ECS (morning program)
- Grades 1-6 Regular English
- Grades 1-6 French Immersion
- FSL Grades 4 – 6
- Daily 5 instruction Grades 1-6
- PALS (Play and Learn at School) for pre-school children

## Extra & Co-curricular Programs

- Intramurals for Grades 4-6 students
- Choirs Grades K-6
- Library program
- Leadership Teams
- Toonies for Terry
- Spirit Days / Les journées folâtres
- Gardening Club
- Card Club
- Newspaper Club
- Running Team
- Cute Things Club (arts and crafts)
- School-wide cultural events throughout the year (i.e., Malicounda Drumming Session, Carnival etc.)
- Ski Trips for Grades 4-6
- Art Fair

## Parent Groups

There is a high level of volunteerism in the school, on the part of students, parents, teachers and staff.

There are three active parent groups in the school:

1. **School Council (SC)** provides consultation and advice in the daily operations of the school. An affiliated parent group, the **Ardrossan Elementary Parent Support Association (AEPSA)** organizes and administers the fund raising activities in the school. The AEPSA, through the support of its many volunteers, undertook a major fundraiser on October 4-5, 2013 at the Casino located in Camrose. This year, AEPSA is fundraising using FundScript, Purdy's chocolates, and Boston Pizza receipts.
2. **Canadian Parents for French (CPF)** is instrumental in maintaining a positive and high profile for the French Immersion Program. Carnival is organized, staffed and financially supported by CPF and parent volunteers.
3. **The Lunchbox** offers a hot lunch program three out of five days most weeks. This program, supported by dedicated volunteers, process orders, delivers of food and directs the program.

## AEL School Goals:

In keeping with the school motto, "Success for All", student achievement is our primary focus. Student achievement encompasses a number of dimensions including academic progress, appropriate behavior, healthy social relationships and positive citizenship.

Authentic learning environments create meaningful curriculum connections to embrace student passion and sense of purpose through opportunities that lead to student engagement and success within the school and community.

### **Elk Island Goals:**

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

### **Elk Island Public Schools Guiding Principles:**

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

### **Provincial Goals:**

#### **Goal 1: An excellent start to learning**

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

#### **Goal 2: Success for every student**

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

#### **Goal 3: Quality teaching and school leadership**

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

#### **Goal 4: Engaged and effective governance**

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

## **AEL School Goals:**

In keeping with the school motto, “Success for All”, student achievement is our primary focus. Student achievement encompasses a number of dimensions including academic progress, appropriate behavior, healthy social relationships and positive citizenship.

Authentic learning environments create meaningful curriculum connections to embrace student passion and sense of purpose through opportunities that lead to student engagement and success within the school and community.

## **Strategies**

### *Academic*

- Supporting Early Education Learning/Transitions (between START, PALS and ECS)
- Incorporation of technology (as well as Assistive Technology) in core subjects
- Teacher analysis of PAT results
- French Immersion PD grade group collaboration
- Grade group planning of Learning Literacy in Teams
- Carnival school-wide
- Promotion of continued collaboration amongst FI staff
- Peer buddies- computer, reading and synergizing activities integrating the 7 Habits
- Promotion of grade group collaboration with project based learning
- Group projects (Peer Support and Tutoring) - with intentional support for those who struggle to undertake a project on their own

### *Behavior*

- Student training in Stephen Covey’s “7 Habits of Highly Effective People”
- Student participation in “Leader in Me” and student-lead, school-wide assemblies planned and organized by leadership teams (i.e.: Movers and Shakers, Spirit Team, Green Team...)
- Adaption of key components of 7 Habits to a Student Code of Cooperation
- Integration of “Leader in Me” and Positive Behavioural Support philosophy within student behaviour intervention supports
- Expectation of a school culture of leadership being positive and helpful
- “Positive Playgrounds” – Student Lead Play Core teams
- Alternative work environments for students - example: students working in other classroom settings

### *Social Relationships and Positive Citizenship*

- ROCK program (pebbles-small problems, rocks-big problems)
- Peer Buddies within grade groups
- Leader in Me Teams
- Work closely with community partners (i.e.: FSLW, Strathcona Health Center, Social Services, RCMP, Strathcona Christmas Bureau, Jump Rope for Heart, etc.)

- Development of school culture that embraces students as leaders who are “bucket fillers”
- Positive citizenship - students are provided leadership opportunities, for example: Blanket Drive, Halloween Candy Share -Children donate 1 baggie of candy to share with children in the hospital that are too sick to trick or treat, Giving Tree
- Emcee special events and assemblies, active participant in the school celebrations, Spirit Team
- AETV (Ardrossan Elementary TV)
- Students produce and create announcements and videos
- Extra –Curricular and leadership Opportunities: Card Club, Gardening Club, Library Club, Patrollers, Tech Crew, Intramurals, Running Team, Green Team Recycling, Service Core Volunteer groups, Movers and Shakers
- Integration of 7 Habits within school culture
- Promotion of overall health and wellness as a significant factor in building success for all students and staff. Key indicators are:
  - Intramurals offered during the winter months
  - Running club (competitive)
  - Ski trips
  - Positive Playgrounds
  - Jump Rope for Heart – charity fundraiser which involves physical activity for entire school population.
  - Terry Fox Run - charity fundraiser which involves physical activity for school population
  - Parent involvement with the healthy initiative is evidenced by LunchBox menu changes. Parents continue to financially support a voluntary hot lunch program that is reflecting healthy alternatives and suggestions for students
  - Partnership of Salisbury Greenhouse with the Gardening Club has provided expertise, assistance, gardening tools, soil, seeds and gardening boxes along with tomato plants for every student and staff member

## **Intended Outcomes**

### *Academic*

- PAT results within Grade 6 English language programs reflect the highest results of the division
- PAT results within the Grade 6 French Immersion program reflect the highest results of the division

### *Behaviour*

- School culture shift to “Leader in Me” philosophy and practice
- Students will demonstrate increased positive behavior choices
- Positive Playgrounds – games will be used to support student cooperation and collaboration (Kindergarten to be included)
- Compare discipline data from 2013-14 moving forward

- Fewer behavior referrals to office
- Student Code of Cooperation, Class Mission Statement and Social Relationships and Positive

### Citizenship

- Accountability Pillar results regarding parental involvement will increase through a communications plan with School Council, Hot Lunch, CPF, AEPSA including newsletters, website, classroom newsletters, website, photos, personal communications and volunteer celebrations to highlight parent involvement
- Students will receive Bison Bravo's and Win-Win Reflective Sheets ("I filled someone's bucket today"/ corresponding habit) and data will be collected re: number of Bison Bravo given versus the number of Learning to be a Leader (Win-Win reflective sheets)
- Continue student active participation in school assemblies and events as key leaders

### Performance Indicators

Accountability Pillar Overall Summary		Current Result 2015	Previous 3-yr Average
<b>Provincial Achievement Tests</b>			
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	École Élémentaire Ardrossan	77.1	79.9
	Province	73.0	73.4
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on provincial achievement tests.	École Élémentaire Ardrossan	8.9	14.5
	Province	18.8	18.6

Provincial Achievement Tests		École Élémentaire Ardrossan		Province	
Course	Measure	2015	Prev 3 Yr Avg	2015	Prev 3 Yr Avg
English Language Arts 6	Acceptable Standard	88.2	92.2	82.8	82.4
	Standard of Excellence	10.3	19.7	19.5	17.2
French Language Arts 6	Acceptable Standard	95.0	86.8	87.5	88.6
	Standard of Excellence	5.0	7.5	13.6	16.4
Mathematics 6	Acceptable Standard	75.0	77.8	73.3	73.8
	Standard of Excellence	10.3	11.9	14.1	16.2
Science 6	Acceptable Standard	79.4	80.8	76.4	77.1
	Standard of Excellence	8.8	23.8	25.3	26.3
Social Studies 6	Acceptable Standard	60.3	74.5	69.8	72.1
	Standard of Excellence	7.4	11.5	18.1	18.4

\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence



Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2015</b>	<b>Previous 3-yr Average</b>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>École Élémentaire Ardrossan</b>	<b>76.4</b>	<b>84.2</b>
	<b>Province</b>	<b>83.5</b>	<b>83.1</b>
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.	<b>École Élémentaire Ardrossan</b>	<b>84.8</b>	<b>88.6</b>
	<b>Province</b>	<b>89.2</b>	<b>88.9</b>

### **School Education Results Report (2012/2013)**

Overall PAT summary results (May 2013) for students in Grades 3 and 6 indicate AEL acceptable standard achievement (87.3) exceeds province (79.0) and the AEL previous three-year average (90.7) also exceeds province (79.2) three-year average. It is notable to affirm that results for students in Grades 3 and 6 indicate the AEL standard of excellence (22.3) exceeds province (18.9) while the AEL previous three-year average (18.8) is slightly less than the province (19.9) three-year average. AEL overall current results indicate the percentage of students achieving the standard of excellence has experienced substantial increase. AEL staff will continue to examine, by division and grade groups, the specific subjects, instructional and assessment strategies that are supporting this overall positive result. AEL staff will continue to examine, by subject and grade level the results to support student-learning outcomes.

Stakeholder satisfaction that AEL students model the characteristics of active citizenship pillar overall summary results (86.4) exceeds province (83.4) and the AEL previous three-year average (83.5) also exceeds province (82.0) three-year average. Of particular note, is stakeholder satisfaction that AEL students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. AEL overall current summary results (89.0) now mirrors the provincial results (89.0). The AEL three-year average (87.7) was less than the province (88.1). The current AEL result indicates significant improvement that will require continued strategic effort to embed the philosophy and practices as “best practice”.

### **School Education Results Report (2013/2014)**

Overall PAT summary results (May 2014) for students in Grades 6 indicate AEL acceptable standard achievement (81.2) exceeds province (74.0) and the AEL previous three-year average (85.4) also exceeds province (75.5) three-year average. It is notable to affirm that results for students in 6 indicate the AEL standard of excellence (15.0) is less than province (19.0) while the AEL previous three-year average (18.6) is less than the province (19.6) three-year average. AEL overall current results indicate the percentage of students achieving the standard of excellence has experienced a substantial decrease. This may be partially attributed to an

increase in the number of students not writing, for a number of reasons, which equates to zero in the calculation. AEL staff will continue to examine, by division and grade groups, the specific subjects and instructional and assessment strategies that are supporting this generally positive result. AEL staff will continue to examine, by subject and grade level, the data to inform and support student-learning outcomes.

Stakeholder satisfaction that AEL students model the characteristics of active citizenship pillar overall summary results (84.1) exceeds province (83.4) and the AEL previous three-year average (84.3) also exceeds province (82.6) three-year average. Of particular note, is stakeholder satisfaction that AEL students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. These results affirm the importance of the Leader in Me student outcomes positively affecting student and community engagement. AEL overall current summary results (89.4) slightly exceed provincial results (89.1). The AEL three-year average (88.0) was less than the province (88.6). The current AEL result indicate improvement that will require continued strategic effort to embed the philosophy and practices as “best practice”.

### **School Education Results Report (2014/15)**

Overall PAT summary results for students (May 2015) in Grade 6 indicate AEL acceptable standard achievement (77.1) exceeds province (73.0) and the AEL previous three-year average (79.9) also exceeds province (73.4) three-year average. The standard of excellence is a significant concern (8.9) in comparison to the province (18.8) while the AEL previous three-year average (14.5) is also less than the province (18.6) three-year average. AEL overall current results indicate the percentage of students achieving the standard of excellence has experienced a substantial decrease. This may be partially attributed to an increase in the number of students not writing, for a number of reasons, which equates to zero in the calculation. As well, further attention is required to address the specific student learning outcomes that demonstrate a deficit in both understanding and application. AEL staff will continue to examine, by division and grade groups, the specific subjects and instructional and assessment strategies that are supporting this generally positive result. AEL staff will continue to examine, by subject and grade level, the data to inform and support student-learning outcomes.

### **School Goal**

Authentic learning environments create meaningful curriculum connections to embrace student passion and sense of purpose through opportunities that lead to student engagement and success within the school and community.

### **Strategies**

Authentic Learning Environments:

- hands-on learning science kits
- technology based interactive classroom
- math manipulatives

- peer tutoring
- grade group field trips and projects bring a “real world” perspective to curriculum
- cultural and ethnic studies as well as wellness– bringing in community members (examples: Artist in Residence, various French performers -La Girondole, Duffle Bag Theatre, Jump Rope for Heart, Read In Week - storyteller)

#### Student Passion and Sense of Purpose:

- Provide opportunities to encourage student engagement through:
  - cross grade peer collaboration (i.e.: Buddy Reading programs ECS, Grades 1, 2,3, 4, 5, 6, and 7 at AEL, Ardrossan Junior Senior High, buddy project based research activities, writing activities, art projects)
  - variety of school teams , clubs and committees
  - Grade 6 production of AETV

#### Meaningful Curriculum Connections:

- Discovery Based Learning
- Project Based Learning
- Daily 5 (promote curricular connections as well as personal interest)
- intentional adaptation of group work and technology to address different learning styles and accommodations
- Heart and Stroke – Jump Rope for Heart – PE/Health curriculum links
- provide students with autonomy: provision of choice of assignments with all students (not exclusive to students with ISPs)

#### School/Community Partnerships:

- Read In Week – activities included visits from local media, student readers from Ardrossan Jr./Sr, parent picnic, parent and community readers.
- Josh Classen from CTV presentation on the weather to gr. 5 classes
- Heart and Stroke – Jump Rope for Heart charity fundraiser
- Terry Fox Run (“Toonies for Terry”)
- Remembrance Day – Girl Guide and Scout Colour Guard and invited guests and Speakers (i.e., Trustee, Councilor, Mr. Dave Quest, MLA, etc.)
- Family Christmas Celebration Concert (to be held at DOW Center in Fort Saskatchewan )
- Guest singers and musicians during Christmas sing-alongs (Mme. Hewitt and Ardrossan Junior Senior High Band)
- “Open Invitation” for parent/guardian attendance during all assemblies and special events
- Carnival – school wide celebration of French culture
- Canadian Parents for French plan, organize, setup and implement Carnival for School-wide student participation
- Ardrossan Junior Senior High French Immersion Grade 9 students provide assistance in each Carnival station promoting continued relationship building between Div 3 and Div 4 students, staff and school community

- Bookmobile and travelling library program for Grade 1 students
- Strathcona County Emergency Services - Firefighter visits

### Intended Outcomes

- Teachers will use science and math manipulatives, collaborative learning practices and technology tools and applications to increase student engagement using Chromebooks
- Student attendance and punctuality will increase as students become more engaged in the learning process
- As student leadership roles are increased, parental attendance at school celebrations and assemblies will continue to mirror the growth
- Community involvement in the school, through a variety of the partnerships as evidenced in the Accountability Pillar, will increase
- Active solicitation of the Ardrossan community, students, parents, and staff to provide input into the New Replacement School

### Performance Indicators

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2015</b>	<b>Previous 3-yr Average</b>
Survey Results			
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	<b>École Élémentaire Ardrossan</b>	<b>86.5</b>	<b>84.3</b>
	<b>Province</b>	<b>81.3</b>	<b>81.2</b>
Overall teacher, parent and student satisfaction with the overall quality of basic education.	<b>École Élémentaire Ardrossan</b>	<b>94.0</b>	<b>91.1</b>
	<b>Province</b>	<b>89.5</b>	<b>89.5</b>

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2015</b>	<b>Previous 3-yr Average</b>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>École Élémentaire Ardrossan</b>	<b>82.4</b>	<b>75.3</b>
	<b>Province</b>	<b>82.0</b>	<b>80.4</b>
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	<b>École Élémentaire Ardrossan</b>	<b>73.8</b>	<b>70.3</b>
	<b>Province</b>	<b>80.7</b>	<b>80.2</b>
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	<b>École Élémentaire Ardrossan</b>	<b>79.9</b>	<b>77.4</b>
	<b>Province</b>	<b>79.6</b>	<b>80.1</b>

### School Education Results Report 2012/2013

Stakeholder satisfaction with broad program of studies, including fine arts, career, technology, and health and physical education indicate current results (85.2) exceed province (81.5) while AEL three-year average (82.4) also continue to exceed province (80.7). AEL will continue to

maintain a commitment to offering a broad range of programming and learning opportunities to engage students. Stakeholder satisfaction with overall quality of basic education indicate current results (91.6) exceed province (89.8) while AEL three-year average (91.3) also continue to exceed province (89.3) AEL will continue to work with stakeholders to build upon the passions, interests and talents of staff and stakeholders to enhance our basic education offerings. Teacher and parent satisfaction that students are taught attitudes and behaviors that will make them successful at work when they finish school indicate current results (79.0) are slightly less than province (80.3) while AEL three-year average (64.1) indicates a substantial current year increase also affirmed in contrast to province (79.9) three-year average. AEL staff will continue to embed the philosophy and strategies that are supporting this increased level of agreement. Teacher and parent satisfaction with involvement in decisions about their child's education indicate current results (76.4) are less than province (80.3) with an AEL three-year average (73.7) which is also less than the province (79.8). While AEL results indicate an increase, school results must be further examined and philosophy/strategies embedded to further enhance results. Stakeholder response that their school and schools in the jurisdiction have improved or stayed the same in the last three years indicate AEL three-year average (77.7) results remain stable and less than the provincial three-year average (80.0). AEL will continue to share with stakeholders, using school media mechanisms, to publicize the enhancements that are in place and in process to enhance student learning and engagement.

#### **School Education Results Report (2013/2014)**

Stakeholder satisfaction with broad program of studies, including fine arts, career, technology, and health and physical education indicate current results (86.1) exceed province (81.3) while AEL three-year average (84.1) also continue to exceed province (81.1). AEL will continue to maintain a commitment to offering a broad range of programming and learning opportunities to engage students. Stakeholder satisfaction with overall quality of basic education indicates current results (91.4) exceed province (89.2) while AEL three-year average (91.5) also continue to exceed province (89.5). AEL will continue to work with stakeholders to build upon the passions, interests and talents of staff and stakeholders to enhance basic education offerings. Teacher and parent satisfaction that students are taught attitudes and behaviors that will make them successful at work when they finish school indicate current results (74.5) are less than province (81.2) while AEL three-year average (70.5) in contrast to province (80.0) three-year average is less than previous year. AEL previous year results (2013) were substantially greater (79.0) which confirms a requirement to consistently communicate the numerous practices in place to prepare students for success at work when they finish school. AEL staff will continue to embed the philosophy and strategies of "The Leader in Me" that support self-awareness, collaborative leadership and team achievement to prepare students for the workplace. Teacher and parent satisfaction with involvement in decisions about their child's education indicate current results (71.7) are less than province (80.6) with an AEL three-year average (73.3) which is also less than the province (80.0). AEL results indicate school results must be further examined and current best practice philosophy/strategies identified, embedded and refined to enhance results. AEL will intentionally celebrate the numerous avenues in which teachers and parents are involved in decisions about their child's education. AEL will also engage staff in a review of the involvement strategies that are in place and examine implementation of further strategies for consideration. Stakeholder response that their school

and schools in the jurisdiction have improved or stayed the same in the last three years indicate current results (78.7) are slightly less than the province (79.8) with an AEL three-year average (77.4) results that are less than the province three-year average (80.2). AEL will continue to share with stakeholders, using school media mechanisms, to publicize the school improvements that are in place and in process to enhance student learning and student-teacher-parent engagement. AEL will continue to actively solicit feedback from stakeholders for continuous improvement while also sharing research regarding improvements that can contribute to student achievement (academic, social, behavioral and citizenship).

### **School Education Results Report (2014/2015)**

Stakeholder satisfaction 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 indicate current results (84.8) are less than the province (89.2) while AEL three-year average (88.6) are slightly less than the province (88.9). AEL previous year result (89.4) slightly exceeded the province (89.1). AEL will examine this diminished result to identify strategic interventions to enhance this overall measure. Stakeholder satisfaction with overall quality of basic education indicates current results (94.0) exceed province (89.5) while AEL three-year average (91.1) also continues to exceed province (89.5). AEL will continue to work with stakeholders to build upon the passions, interests and talents of staff and stakeholders to enhance basic education offerings. Teacher and parent satisfaction that students are taught attitudes and behaviors that will make them successful at work when they finish school indicate current results (82.4) slightly exceed the province (82.0) while AEL three-year average (75.3) in contrast to province (80.4). AEL previous year results were substantially less (74.5) than the current year results and confirms a requirement to consistently communicate the numerous practices in place to prepare students for success at work when they finish school. AEL staff will continue to embed the philosophy and strategies of “The Leader in Me” that support self-awareness, collaborative leadership and team achievement to prepare students for the workplace. Teacher, parent and student satisfaction that students model the characteristics of active citizenship indicate current results (76.4) are less than province (83.5) while AEL three-year average (84.2) in contrast to the province (83.1) is in stark contrast to the AEL previous year result (84.1). AEL will examine this issue for strategic intervention and refinement and also communicate with stakeholders as to the established mechanisms by which students are able to demonstrate active citizenship. Teacher and parent satisfaction with involvement in decisions about their child’s education indicate current results (73.8) are less than province (80.7) with an AEL three-year average (70.3) which is also less than the province (80.2). It is important to note that these results represent responses from 17 parents out of a potential of 65. AEL current results are an improvement from the previous year (71.7). AEL will examine this issue for strategic intervention. The measure indicates school results must be further examined and current best practice philosophy/strategies identified, embedded and refined to enhance results. AEL will intentionally celebrate the numerous avenues in which teachers and parents are involved in decisions about their child’s education. AEL will also engage staff in a review of the involvement strategies that are in place and examine implementation of further strategies for consideration. Stakeholder response that their school and schools in the jurisdiction have improved or stayed the same in the last three years indicate current results (79.9) slightly

exceed the province (79.6) with an AEL three-year average (77.4) results that are less than the province three-year average (80.1) and less than the previous school year result (78.7). AEL will continue to share with stakeholders, using school media mechanisms, to publicize the school improvements that are in place and in process to enhance student learning and student-teacher-parent engagement. AEL will continue to actively solicit feedback from stakeholders for continuous improvement while also sharing research regarding improvements that can contribute to student achievement (academic, social, behavioral and citizenship).

The context and timing for stakeholder responses to the Accountability Pillar is recognized as being multi-faceted and complex. French Immersion grade class size enrolments continue to be less than English grade class size enrolments necessitating a number of FI split grade class configurations. FI split grade class configurations receive additional teacher pull-out and education assistant supports. The school budget cycle is well understood by both School Council and the Canadian Parents for French who are presented the financial plan for student program delivery. French Immersion parents voiced significant concern regarding split grade configurations with supports and requested single grade class design. This also generated English program parent commentary as to class size equity for children enrolled in English programs. In consultation with the Executive Team a single grade class design was established. As well, the Alberta Education announcement of a replacement school generated significant stakeholder feedback throughout the school design and consultation process. An extensive feedback process was undertaken by the school to gather the input of students, parents and staff. The initial school design to accommodate 600 students within the Ardrossan subdivision growth plan, approved by Strathcona County, marshalled community concern regarding the ability to accommodate increased student enrolment. The loss of facility space for the before and after school program and the loss of the French and English playschool program for pre-school children through Les Petits Amis/Our Little Friends Playschool generated stakeholder uncertainty, anxiety and frustration regarding stakeholder voice in parental involvement in their child's care opportunities available at the school. Stakeholders expressed support for the continued use of the current facility rather than lose the amenities, perceived as educational readiness and childcare, as part of their child's educational experience. Both programs have moved to other locations and some families have chosen to withdraw their children to better accommodate their family needs. The school design and consultation process generated significant stakeholder feedback regarding student safety at school as to motor vehicle traffic speeds and volume in both the parking lot and highway west of the school. Discussions continue to take place with municipal and provincial government representatives regarding parent concerns respecting student safety. Since the administration of the survey it has been recently announced that Alberta Education has approved a 700 student school replacement design and a renewed community consultation process to accommodate a deferred construction timeline.

### **School Council Involvement and Communication of Plan**

Input from School Council was solicited during the November School Council Meetings. A draft plan of the staff generated school goals and strategies were shared at the November School

Council. Parents were encouraged to provide feedback and suggestions. SEP posted on school website end of November 2014.

**Additional Information**

A complete class size report for each school in EIPS may be viewed at:

<http://www.eips.ca/planning-and-results>

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
August 28, 2014	Integrating Project Based Learning with 21 <sup>st</sup> Century Competencies Google Applications Mini Summit	Student Engagement: Authentic learning environments create meaningful curriculum connections to embrace student passion and sense of purpose through opportunities that lead to student engagement and success within the school and community.
January 30, 2015	Apps Leader in Me – Student Report Card Comment Development Technology Tools Literacy – Sharing and Exploring New Literacy Tools Project Based Learning – “Show and Tell” French Immersion Sessions and Collaboration at Ecole Campbelltown	Success for All – literacy initiative, technology for student engagement, pro-social and behavioral development
March 6, 2015	Implementing ISP – Division One and Two Cross Division Math Transitions – Grade Six Teacher Sharing with Ardrossan Junior Senior High Math Teachers Grade Group Collaboration for PBLs	Success for All – student/parent/staff engagement, collaboration for authentic learning