

SCHOOL EDUCATION PLAN & RESULTS

"Our Children, Our Students, Our Future"

School Mission:

Sandhills Elementary School is a safe, fun place
where our minds and bodies grow!

School Education Plan

Principal: Gilbert Morris

Trustee: Tim Driedger

2018-19 SCHOOL YEAR

School Education Plan Creation

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

A. Teachers

- Placed into one of three break-out groups April 12. Each group was asked to brainstorm strategies for the School Education Plan. Ideas were then presented to the entire group assembled that day. Teachers also had the opportunity to review a “draft” Education Plan and suggest changes and or refinements before it was submitted to Central Office. A review and update to the 2018-2019 Education Plan occurred at the October 2018 staff meeting.

B. Support Staff

- Support staff attended the session for the School Education Plan. Support staff had the opportunity to review the proposed plan before it was submitted formally to Central Office. A review and update to the 2018-2019 Education Plan occurred at the October 2018 staff meeting.

C. Students

- School Education Plan developed with the educational needs of students as the driving force as they relate to the FVSD#52 Identified Priorities for 2018-2021 and in support of the provincial goals for public education in Alberta. Students were not directly involved in the construction of the education plan.
- Students will play a role in the development process of the school education plan. The plan will be shared with the student council using kid-friendly language. Student council representatives will share the school education plan with the general student population. Student council members will prepare an article for the school newsletter about the school education plan to share with parents.

D. School Council / Community

- School Council parents' elected representatives were invited to attend the school improvement session in May [Ascension]. There was not representation from School Council at the School Education Plan session. The school education plan was presented to the school council before submission to Central Office, June 1.

E. Other

- The school education plan highlights for the coming year are presented at the annual general council meeting and elections held in September.
- The draft 2018-2019 school education plan was placed on the staffroom table for a period of two days. This provided staff with opportunity to review the document, make comments, and discuss positives, possible changes, and options.
- The staff reviewed the current school education plan, at various intervals during the school year. The plan was evaluated and proposals for keeping or eliminating strategies were discussed as a group. The group reviewed the reading achievement data, both current and historical. CAT/4 data, TTFM results [grade 3], and the Wellness survey were the main measures used to determine student reading levels. After review of the data and a presentation by school administration on some revised strategies, the staff broke into smaller break-out groups. Small groups discussed the improvement strategies to continue targeting reading achievement and mathematics improvement, wellness and connectivity, and build on past successes. Groups then presented their strategies to the staff as a whole for discussion and elaboration.
- The draft school plan for the coming year will be shared via email with staff and presented and discussed at the August staff meeting.

School Datasets

Accountability Pillar Overall Summary
 3-Year Plan - May 2018
 School: 1794 Sand Hills Elementary School



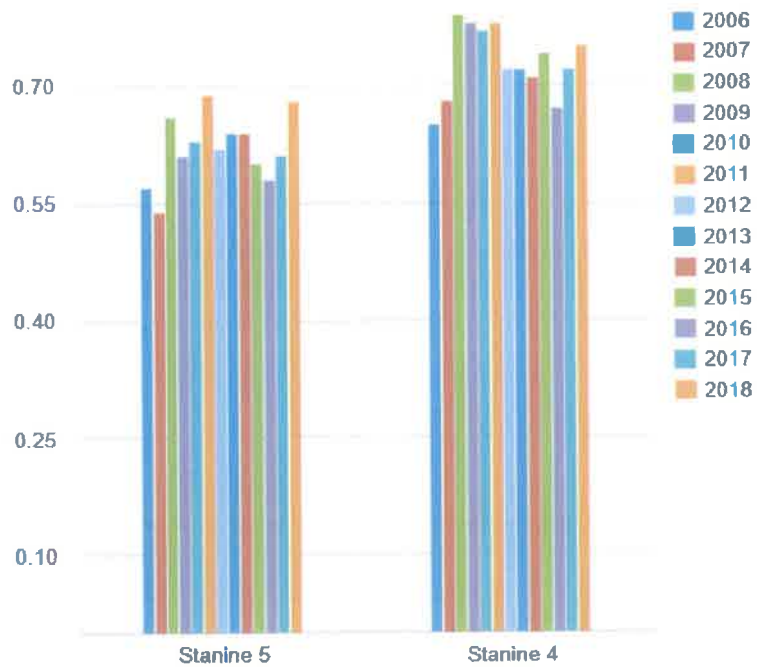
Measure Category	Measure	Sand Hills Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	99.0	98.8	99.6	99.0	99.5	99.4	Very High	Maintained	Excellent
	Program of Studies	82.2	84.4	89.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	99.2	100.0	100.0	99.0	90.1	89.9	Very High	Maintained	Excellent
Students Learning Opportunities	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.8	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.8	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (+ Exams)	n/a	n/a	n/a	58.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	64.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100.0	100.0	98.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	98.1	100.0	99.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.2	95.2	98.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.2	88.2	94.2	90.3	81.4	80.7	Intermediate	Declined	None

FORT VERMILION SCHOOL DIVISION Students Reading At or Above Grade Level CAT4 Results March 2018

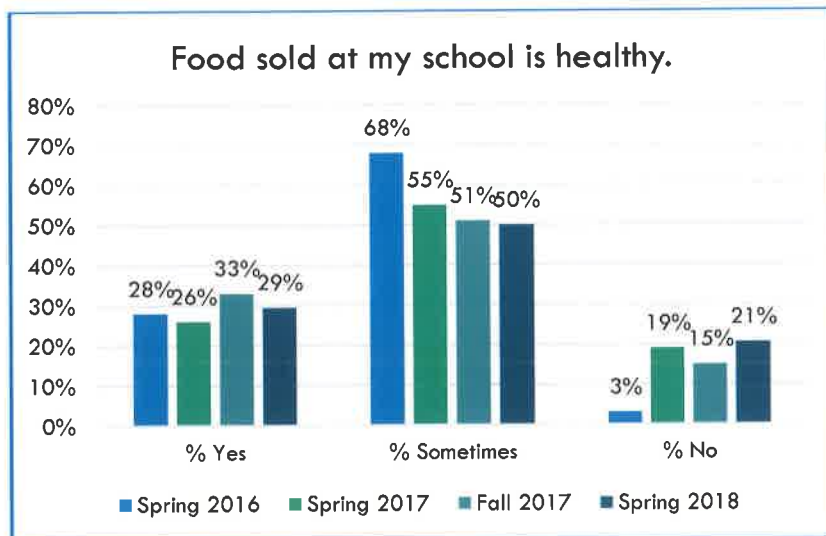
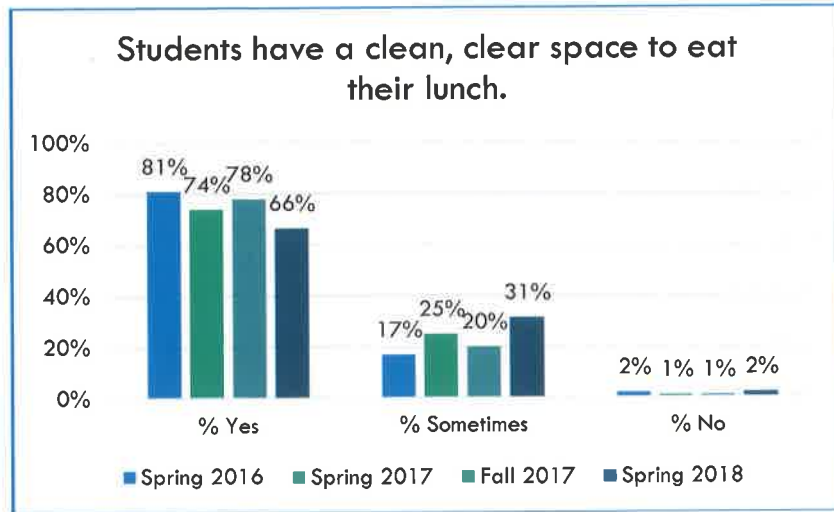
Sand Hills Elementary School - Grade 1 to 3								
Grade	Number of Students Writing	Number of Students Enrolled	Percent of Students At or Above Stanine 5 (Canadian Norm is 60% Based on Number Writing)			Percent of Students At or Above Stanine 4 (Canadian Norm is 77% Based on Number Writing)		
			Number of Students	Based on # Writing	Based on # Enrolled	Number of Students	Based on # Writing	Based on # Enrolled
1	73	82	23	32%	28%	29	40%	35%
2	74	75	48	65%	64%	55	74%	73%
3	65	67	49	75%	73%	51	78%	76%
4								
5								
6								
7								
8								
9								
School Total	212	224	120	57%	54%	135	64%	60%

Grade 2 & 3 Past Results CAT3 or CAT4 Total Enrolled		
Year	Stanine 5	Stanine 4
2006	57%	65%
2007	54%	68%
2008	66%	79%
2009	61%	78%
2010	63%	77%
2011	69%	78%
2012	62%	72%
2013	64%	72%
2014	64%	71%
2015	60%	74%
2016	58%	67%
2017	61%	72%
2018	68%	75%

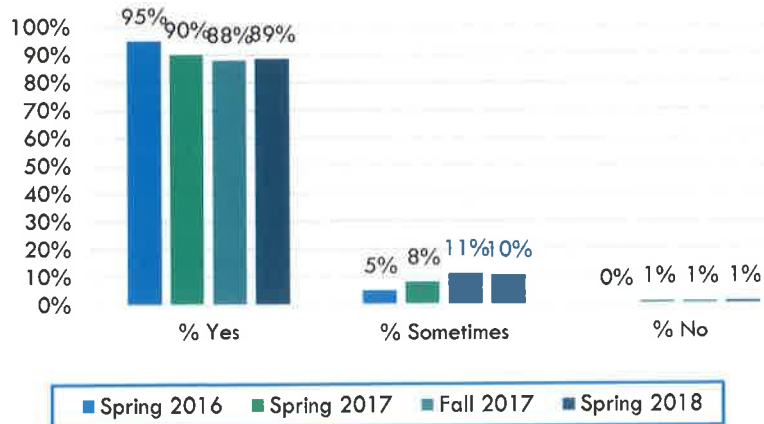
Reading At or Above Grade Level
Grade 2 & 3



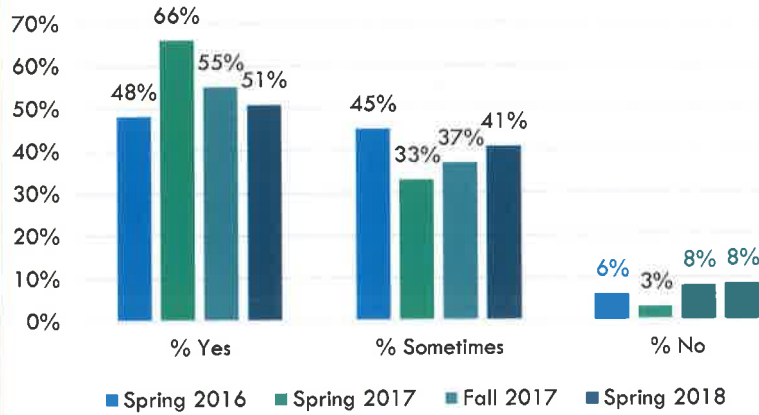
Wellness Survey Graphs



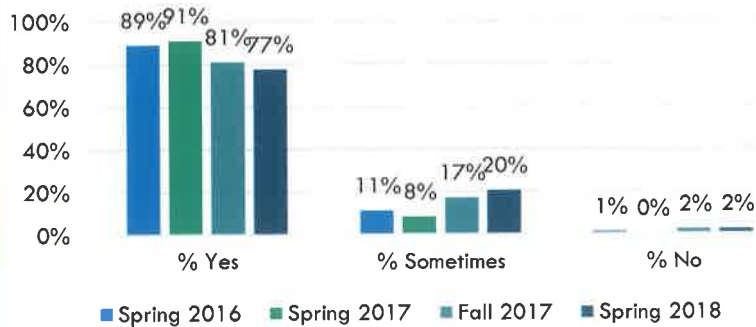
Students exercise every day at school.



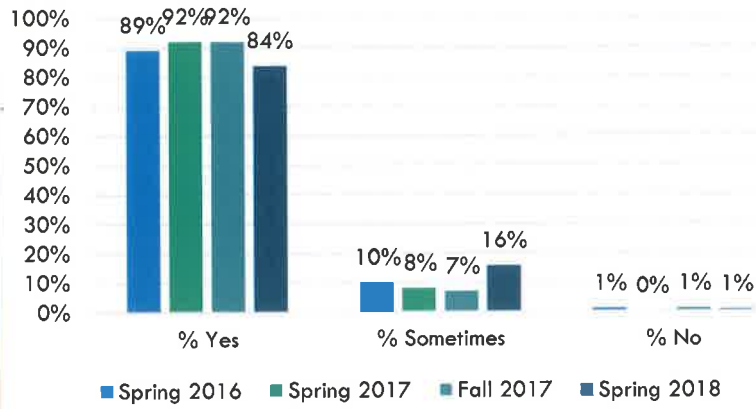
My family can come to the school to celebrate my learning.



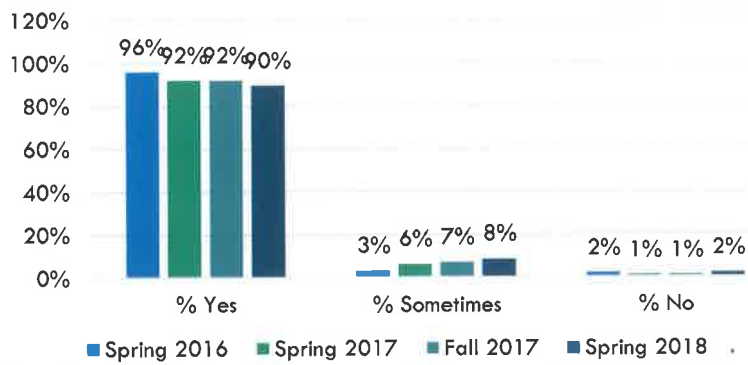
I can ask my teachers and staff for help with problems.



I am taught about being a kind, responsible person



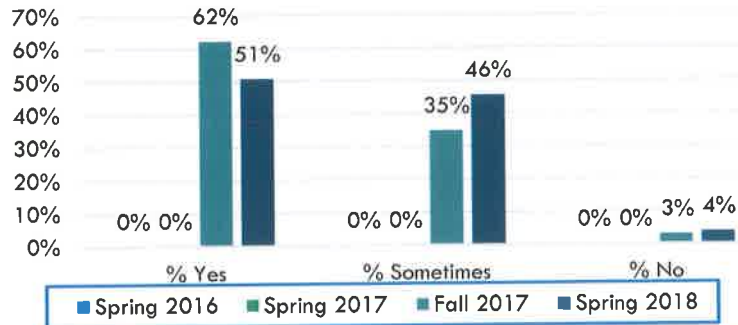
Adults at my school care about me.



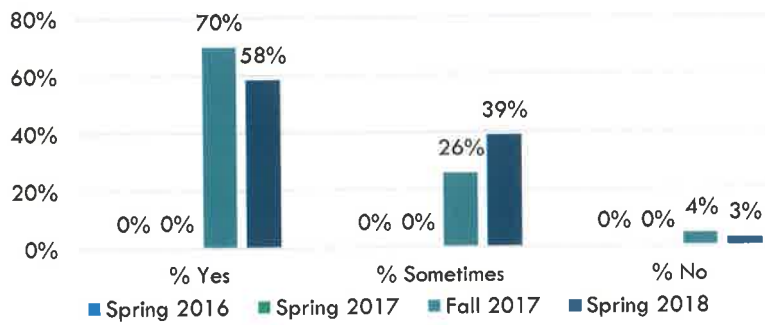
The play area outside is safe.



I always find things to do at recess time.



When I am sad or frustrated, someone will help me.



GOAL #1: EVERY STUDENT IS SUCCESSFUL

GOAL #2: ALBERTA HAS QUALITY TEACHING AND SCHOOL LEADERSHIP

GOAL #3: ALBERTA'S EDUCATION SYSTEM IS GOVERNED EFFECTIVELY

GOAL #4: FIRST NATIONS, METIS AND INUIT STUDENTS ARE SUCCESSFUL

DIVISION PRIORITIES:

1. FVSD will foster connectivity and well-being amongst community, students, parents and staff
2. All students will improve literacy skills across the content areas
3. All students will improve numeracy skills

SCHOOL GOALS

School Goal 1: Students in grades 1-3 will raise their level of achievement in reading

IMPLEMENTATION STRATEGIES

Balanced Literacy Approach To Teaching Reading/Writing:

- All classrooms will strive become balanced literacy classrooms with all components visible
- BL training PD, coaching and modelling will be accessed by all first and second year teachers with potential refreshers for staff who received training in the past using modelling and coaching.
- Balanced Literacy Walkthroughs by administration.

Guided Reading:

- Guided Reading Grades 1-3: Provide PD focused on effectively implementing guided reading in the classroom setting [use model of demonstration and coaching aligned to current BL PD – use in-house expertise [ECS] and outside sources]. This is on an as needed basis.
- READ Team ECS: Two guided reading sessions per week [15-20 minutes per session] beginning March/April 2018 as a component of Balanced Literacy programming for ECS. READ TEAM will consist of 4 individuals consisting of teacher assistants, Inclusive Education Coordinator [specifically targeted groups], the classroom teacher and the administrator.

GRADE Team Meetings and CRM Literacy Focus:

- Common meeting time during the school day to be scheduled on a regular basis for grades K-3. CRMs can provide GRADE team members an opportunity to discuss and take actionable steps to support all learners in the area of literacy. Use of a continuum of supports can assist teachers in aligning classroom practice with student specific literacy supports. GRADE Team meetings need to be focused on teacher/student learning directly aligned to the School Education Plan.

EMBEDDED STRATEGIES

Primary Literacy Supports [PLS]:

- **Leveled Literacy Intervention Program [LLI]** Provide small group intensive support for grades 1-3 readers that are performing just below grade level. Consider ratio of students per grouping to maximize learning time. Continue adding grade one students to the cycle of sessions by February 2019.
- **Targeted Reading Interventions** specific to student needs [basic literacy skills - sound chunks, letter/sound identification].

- o 1.5 FTE Educational Assistants

School-wide ESL & CLASSROOM INCLUSION:

- Implement practical PD [ESL team] with classroom strategies directly aligned to language learning and vocabulary development. Students learn from each other, practical conversation practice, student role models, and games. Provide authentic PD as a large group using in house expertise and discussions. Buddy Reading buddies can mentor students (Grade 1&2 students) ESL students [teachers make the pairings at the onset of the school year]. Utilize talents of parent volunteers, and JR & SR ACTS students to actively participate in spending quality time with ESL students.

- o 2.5 FTE Educational Assistants

Home Reading Programs:

- All classrooms to have a home reading program to celebrate reading accomplishments of students.

CELEBRATIONS**School Literacy Team:**

- The school- based literacy team will be responsible for organizing and promoting 1 literacy event during the 2018/19 school year. GRADE Teams will each be responsible for one literacy event with a focus on grade level literacy challenges. Continue to showcase student literacy skills at assemblies. Display and share literacy happening in the school. Investigate author/book studies, Author's Lunch, and character dress up day.

TARGETS & MEASUREMENT TOOLS:

The TOSREC, TOWRE and TOSWRF Reading assessments will be used to measure reading levels in grades 1-3. Since 2018-2019 is the first year of implementation baseline data will be collected throughout the school year.

RESOURCES:

- Guided Reading Resources – Literacy Place for the Early Years, and Literacy Place Extended Resources for ECS and Grade 1, Reading A to Z.com and yet to be determined sets of guided reading supplementary packs and potential resources for in class guided reading for student groups in grades 2&3. \$2500.00
- Fountas & Pinnell Benchmark assessments to be used minimum 3 times per year with supplemental assessments administered to guide ongoing instruction – FVSD initiative to implement comprehensive assessment [TOSWRF, TOWRE2, TOSREC]. Dates TBA.
- Balanced Literacy Professional Development
- Professional Development: Sharon McLean [Literacy Supervisor], Terry Gibson [Numeracy Supervisor], Karen Smith [Supervisor of Learning Services], Diane Little and Candice Scott [Diverse Learning Coordinators]
- \$1000.00 allocated for prizes and associated materials for home reading program promotion.
- \$1000.00 allocated for author visits.
- \$1000.00 Author's Lunch – literacy celebration where students have lunch with administrator's

TIMELINES:

- Balanced Literacy Professional Development schedule to be determined by Supervisor of Learning Services.
- Ongoing data analysis of TOSREC, TOWRE and TOSWRF reading assessments
- In class guided reading schedule and PD in place for grade 2-3 students by September 27th, 2018 and for grade 1 January 7, 2019 [submit schedule to administrator].
- Leveled Literacy Intervention (LLI) program operating by September 17th, 2018. Program monitoring will be ongoing with three parent reports going home throughout the school year. LLI assessment data will be reported to Central Office.
- Home Reading Progress tracked monthly with special events and celebrations planned throughout the year.

RESULTS:

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School Goal 2: Students in grades 1-3 will raise their level of achievement in numeracy

STRATEGIES

Use of **mental math** and estimation strategies across all grade levels.

Full implementation of **math manipulatives** when teaching numeracy.

Pilot and Explore **Guided Math, Leaps & Bounds and Equals** as resource materials to further meet the varying learning needs of students in pilot classrooms.

CELEBRATIONS

100 Day Celebration

TARGETS & MEASUREMENT TOOLS:

A measurement tool for mathematics is yet to be determined at the district level.

RESOURCES:

- Leaps & Bounds
- Equals

TIMELINES:

- All grades will have a consistent approach of utilizing and assessing students basic numeracy skills in the areas of mental math and estimation.

RESULTS:

-

School Goal 3: Actively nurture connectivity and well-being among SHES students, parents and staff within a healthy, active school environment, and community.

Strategies:

- **Teacher-Student Connections:** Utilize Jody Carrington's 5 step approach to improving "connectivity" with students and to establish relationships.
 1. Show Genuine Interest
 2. Get their Eyes
 3. Get on their Level
 4. Feed them
 5. Stay Present – Tell Me More? What Happened Next?
- **Healthy Active Living Team:** Retain and expand the healthy active living team [HALT] to promote a healthy school and provide students and staff with in-house and outside experts to share healthy, active school strategies. Team should consist of PE teacher, and one to two teachers from grade 3, along with 2 other staff, and with 3 students minimum. Consider including grade 1 & 2 students. HALT focus on more than just healthy eating habits. Include focus on mental and physical wellness. Start to focus on rest/sleep education especially in spring. Notify parents of free government programs for items such as glasses and dental care. Continue bulletin board display and movement breaks.
- **Student Leadership: HALT, Snow Hill leaders, CARE Bear Council, Citizenship** - involve Care Bear council [CBC] members during recess Buddy benches and transition times to promote CARE Bear behavior. Involve other student leadership groups in leading events such as but not exclusive to announcements, monthly assemblies, citizenship opportunities.
- **SSS Team:** Continue the involvement of the SSS team with grade specific student programming to include; Classroom Caring, Fur & Friends, Fun Friends, and Zones of Regulation [consider implementing as a school wide program]. Selective programming based on specific student needs [Volcano Club, Friends Club]. Ensure students and families are able to access the mental health team [student wellness coach, child circle worker, mental health therapist, school psychologist].
- **School Community Building:** Promote school community building through school clubs and various other school events [e.g. running club, soccer, drama, basketball, intramurals, CBC, HALT, chess club, hallway lunches, reading buddies, literacy night, Grandbuddies, Heimstaed visits, Local food bank, school assemblies, year-end FUN day].
- **Community Involvement:** Examples: Visit Heimstaed and share student talents [i.e. choir] Choose at least one service learning project as a school or per grade to pursue within the community [e.g. grade 1 OCC, grade 2 Grandbuddies, grade 3 recycling, grade 3 food bank, OCC]. Involve Student Leadership teams in community programs [service learning].
- **Staff Well Being:**
 - ✓ The school's social committee will support and encourage a positive culture and climate [book clubs, Art night, Christmas Social, campfires, snack Friday, casual Friday, Staff Bear Hug] on a weekly and monthly basis.
 - ✓ Use of Grade Team and CRM time for professional learning.

Target and Measurement Tools:

- Healthy, Active Living Staff and Student Survey Completion, September 2017 and May 2018 [HASS Survey]. See the graphs in data sets to note the areas for growth and areas to celebrate.

Resources:

- Ever Active Schools Organization
- Alberta Health Services [presentations – handwashing, toothbrushing, fire safety].

Timeline:

- PD will be determined collaboratively between administration and staff.
- GRADE Teams will develop a year- long schedule to include healthy, active, living.

Results:

Comments:

Professional Development Plan

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

A. Creation of the Professional Development Plan

- The plan for professional development came out of the need to ensure that all staff was in-service in key reading and differentiated instruction programs and pedagogy. Appropriately linked PD will be organized for staff regarding key strategies outlined in the education plan for 2018-2019. The overall plan was drafted by school administration and staff. Staff will review the plan and allocation of resources and the direct relationship and support to the school's education plan. Staff also had opportunity to review all aspects of the school education plan, including the professional development plan, and make comments or suggestions that would be considered for inclusion in the plan.

B. Disbursement of Dollars

- The disbursement of dollars is based upon identified strategies in the school improvement plan. Dollars have been allocated in lump sums [**\$3,000 estimated**] for the purpose of bringing in experts to provide the in-service and support for new strategies in the school education plan.
- Funding for professional development is also allocated to each GRADE Team. The group decides collectively how to use money allotted for reasons based upon identified areas of growth, determined by professional learning community [GRADE Team] work and the goals of the school education plan. Each Grade Team will be allocated **\$1500.00 [estimated]**. **This money cannot be separated into equal amounts for unrelated PD. All PD accessed through this fund must be related to PLC [GRADE Team] work and be agreed upon by the group through professional dialogue and under approval of school administration.**
- Funding for Educational Assistants is also provided through the opportunity to attend the educational assistant conference in Grande Prairie. All registration, hotel and mileage are paid for this event to a maximum of **\$500.00** per assistant. Educational assistants can access these dollars starting in their second year of employment at SHES and every two years thereafter.

C. Individual Staff Professional Development

- Staff is encouraged to include no more than two strategies in professional growth plans. Growth plans are required to have one goal that is directly linked to the school improvement plan. Staff is also encouraged to align their PGP with GRADE Team literacy and differentiated instruction focus so that allocation of resources has maximum impact for staff.

D. Education Plan Associated Professional Development

- **Education plan associated professional development is an expectation with regard to professional growth plans.** Professional development funds have been allocated throughout the education plan to support strategies and support staff with improvement initiatives outlined in the school education plan.
- The staff professional development plan will be comprised of four main areas:
 1. Balanced Literacy professional development provided by FVSD.
 2. The principal holds a certain amount of professional development funds in reserve each year for whole school professional development such as; Emergency First Aid Training, Safety Training.

August

- PD: Jody Carrington

September

- Staff meeting follow up: following a pre-set schedule staff members share one current DI strategy, and wellness strategies to be implemented

October

- Staff meeting: revisit 2018-2019 Education Plan and update

November

- Staff report on wellness and connectivity goal
- Review progress of in-class guided reading

December

- Staff report on Balanced Literacy in the classroom

January

- Staff report on 2 education plan goals and a review of the 2018/19 education plan

February

- PD: in class guided reading [BL Coach]
- Staff report on DI strategies in the classroom

March

- Evaluation of current plan and review for 2019 year

April

- PD: review of student support services
- Staff report on Balanced Literacy in the classroom

May

- Staff report on Balanced Literacy in the classroom

June

- Review and Submit 2019-2020 School Education Plan

Communication Plan

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

A. COMMUNICATING WITH PARENTS [AUGUST – JUNE]

- Newsletters, School website, School Communication Sign, School Organized Events, Parent Focus Groups, Student Focus Groups, and Student Agendas

B. COMMUNICATING WITH THE COMMUNITY [AUGUST – JUNE]

- Newsletters, School website, School Communication Sign

C. COMMUNICATING WITH STAFF [AUGUST – JUNE]

- Email, Personal Meetings, Weekly Staff Memo, Staff Meetings, School Website Postings

D. STAFF INVOLVEMENT

- Classroom Newsletters, Staff Postings to School Website, Parent-Teacher Interviews, FVSD #52 Report Cards, Annual Open House, Student Agendas used for teacher and parent daily communication, and other special events throughout the school year [August – June].

E. OTHER

- CARE BEAR and building school community assemblies on a regular basis for entire student body [September – June]. This is supplemented by a morning message to all students regarding a particular aspect of our CARE BEAR Program. This message will be delivered on a daily basis during our morning announcements.
- Periodic reading celebrations planned by the school staff to promote Goal #1 found in the education plan.
- Periodic well-being celebrations planned by a school team to promote Goal #2 in the education plan.

F. MONTH AT A GLANCE

August

- Classroom Newsletter

September

- AGM & Open House

October

- Classroom Newsletter

November

- Report Cards & PT Interviews

December

- Classroom Newsletter

January

- Classroom Newsletter

February

- Progress Report & PT Interviews

March

- Classroom Newsletter

April

- Report Cards

May

- Classroom Newsletter

June

- Classroom Newsletter

Monitoring Calendar

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

September

- Education plan in shared staff folder and reviewed at initial staff meeting in August
- *Presentation of main points of school education plan at AGM*

October

- Professional Development related to education plan evaluated and revisited. Updates as per each strategy at staff meeting.
- CAT/4 achievement data reviewed at staff meeting
- *Presentation of school education plan and school budget in detail to newly elected school council*

November

- Comprehensive results overview of previous year's school education plan at staff meeting and readjustment of targets and strategies as needed to address any trends in data or emergent needs.
- Staff report on well-being and connectivity goal
- Review of progress of guided reading 2018/2019
- *Data results review at school council meeting*

December

- *Comprehensive results overview of previous year's school education plan at school council meeting and sharing of readjustment of targets and strategies as needed to address any trends in data or emergent needs.*

January

- Comprehensive review of school education plan
- Staff meeting agenda items: literacy, numeracy, and wellness/connectivity initiatives and update
- *School Council presentation on school professional development initiatives*

February

- Review of number of books read and perceived effectiveness of home reading promotions / strategies.
- *School Council update on budget, SGF to date.*

March

- Staff report on numeracy goal, well-being and connectivity goal

April

- Staff Meeting agenda items and report on: literacy and wellness/connectivity initiative

May

- Comprehensive SHES Education Plan for planning for 2019-2020
- *School Council members present for planning for 2019-2020 school plan*
- Review of draft education plan for 2019-2020.

June

- Review of successes and challenges at SHES based on Education Plan
- *Initial presentation of 2019-2020 school education plan*
- *Successes and challenges at Sandhills discussed at last School Council Meeting*

Monitoring Calendar Legend:

Points listed above in normal font are discussions and reviews that will occur at staff meetings and other school based meetings.

Points listed above in *italicized font* are discussions, presentations and reviews that will occur at school council meetings.

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2018-2019 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

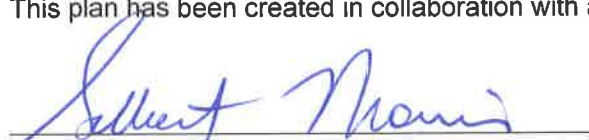


School Council Chair

NOVEMBER 30, 2018

Date

As Principal of this school, I hereby submit our School Education Plan for the 2018-2019 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.



Principal

November 30, 2018

Date