

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

2019-20 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 breakout groups during the May 9, 2019 staff meeting, teachers and support staff reviewed previous strategies and made suggestions for new strategies in the areas of literacy, numeracy and connectivity. Teachers also had the opportunity to review a “draft” Education Plan and suggest changes and or refinements prior to submission. A review and update to the 2019-2020 Education Plan occurred at the October 2019 staff meeting.

B. Support Staff

- Support staff attended the review and planning session for the 2019-2020 School Education Plan at the May 9, 2019 staff meeting. A review and update to the 2019-2020 Education Plan also occurred at the October 2019 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 review and make suggestions for the 2019-2020 school education plan at the June 6, 2019 School Council meeting.

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 2019-2020 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. Reading achievement was monitored throughout the school year using the TOSREC, TOWRE2, TOSRF data as well as Fountas & Pinnell benchmark data. 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, 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/September staff meeting.

School Datasets

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 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	100.0	99.0	99.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.3	82.2	86.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	98.9	99.2	99.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	92.9	100.0	98.1	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	100.0	98.1	99.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.8	96.2	97.1	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.9	76.2	86.3	81.0	80.3	81.0	Very High	Maintained	Excellent

Reading Results:
Available Fall 2019

Writing Results:
Available Fall 2019

Connectivity Results:
Available Fall 2019

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 and writing

IMPLEMENTATION STRATEGIES

Balanced Literacy Approach To Teaching Reading/Writing/Phonics:

- All classrooms will strive become balanced literacy classrooms with all components visible
- Consistent research-based daily approach to teaching phonics (Gr. 1)
- A professional development model that supports a collaborative approach to improving classroom instruction in reading, writing and phonics will be utilized. Through this model, collaborative teams of teachers (grade level specific and the literacy coach) will be involved in planning, implementing, modelling and debriefing the instructional strategies / effective student learning practices observed during classroom visits during the teaching of a mutually agreed upon unit of study.

Guided Reading Grades 1-3:

- Intensive, small group instruction targeting instructional needs of students.

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.

Home Reading Programs:

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

INTERVENTIONS AND CLASSROOM SUPPORTS

- **Targeted Decoding Interventions** for students reading significantly below grade level expectations. [Gr.1 (George Georgiou Intervention), Gr. 2 (Companion Reading), Gr. 3 (Empower)]
- **Leveled Literacy Intervention Program [LLI]** Provide small group intensive support for grades 1-3 readers that are performing just below grade level. Program runs for three month periods.
- **ESL Program** – oral language development for our English language learners.
- **Gr. 1-3 Reading Support Assists** to support classroom teachers with running reading instructional groupings during guided reading.

CELEBRATIONS

School Literacy Team:

- The school-based literacy team will be responsible for organizing and promoting 1 literacy event during the 2019-2020 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 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. Baseline school data will be from the January 2019 testing.

RESOURCES:

- Lucy Calkins Units of Study – Reading, Writing and Phonics for the classrooms teachers that are early adopters.
- Guided Reading – Literacy Place and Levelled Literacy Intervention materials
- Fountas & Pinnell Benchmark assessments to be used minimum 3 times per year prior to each reporting period each date. Comprehensive reading assessment screeners [TOSWRF, TOWRE2, TOSREC completed in September, January and June.
- Literacy Coach & Professional Development Plan including classroom visits, collaborative classroom visits as well as writing/reading workshop model PD.
- Professional Development: Sharon McLean [Literacy Supervisor], Terry Gibson [Numeracy Supervisor], Natalie Morris [Connectivity Supervisor], Jen Perry [Diverse Learning Coordinator], Maureen Borges [SHES Literacy Coach]
- \$2000.00 allocated for prizes and associated materials for literacy promotion [Author's Lunch, Author Visits, etc.]

TIMELINES:

- Literacy Professional Development schedule
- 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, 2019 and for grade 1 January 7, 2020 [submit schedule to administrator].
- Interventions (Empower, Companion Reading, Levelled Literacy Intervention) program operating by mid-September 2019. Program monitoring will occur during CRMs at six week intervals and at term end.
- 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

IMPLEMENTATION STRATEGIES

- Communication to all stakeholders of math strategies new to SHES through a numeracy action plan (e.g. number talks, guided math, small group instruction, use of math games, math communication, etc.)
- Development of mathematical reasoning skills through daily **mental math and estimation strategies** (e.g. Number Talks)
- Full implementation of **math manipulatives (concrete examples)** when teaching numeracy.
- Promotion of **math games** as a teaching tool in improving math fluency
- Professional Development on math prompts with low floor / high ceiling questions for Gr. 2/3
- Professional Development on the use of **math workshop model** as a framework for mathematics instruction.

INTERVENTIONS AND CLASSROOM SUPPORTS

- **Leaps & Bounds Diagnostic Assessment and Equals Math Program** as resource materials to further meet the varying learning needs of students in pilot classrooms.

MATH CULTURE & CELEBRATIONS

- Culture of Numeracy evident in classrooms (e.g. math warm-ups, calendar work, authentic, math word walls, mathematical opportunities, etc.)
- Numeracy spotlight at monthly assemblies
- 100 day Celebration

TARGETS & MEASUREMENT TOOLS:

Teacher Numeracy Tool (Gr. 3) to be used to establish school baseline data.

RESOURCES:

- Leaps & Bounds
- Equals
- Guide Math resources

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:

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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?
- **Building Empathy & Compassion:** Research and establish universal programming that develops and fosters social learning (empathy and compassion) in students so that positive connections can be established between students as well as between adults and students [Second Step Program].
- **Student Leadership: HALT, Snow Hill leaders, CARE Bear Council, Citizenship** – Involve these groups in student leadership opportunities such as leading announcements, monthly assemblies and citizenship opportunities.
- **Connection Team:** Continue the involvement of the Connection team with universal programming [Classroom Caring and Fun Friends] as well as targeted programming. 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, CARE Bear Council, HALT, chess club, hallway lunches, , Open House, Grandbuddies, Heimstaed visits, Local food bank, CARE Bear 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:

- Primary Connectivity Survey

Resources:

- Social Emotional Learning (SEL) – Second Step Program
- Ever Active Schools Organization
- Alberta Health Services [presentations – handwashing, tooth brushing, fire safety].

Timeline:

- PD will be determined collaboratively between administration and staff.
- HALT 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-serviced in key literacy strategies including reading interventions, writing instruction and best practice pedagogy. Appropriately linked PD will be organized for staff regarding key strategies outlined in the education plan for 2019-2020. 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.
- 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 (PGP). Staff is also encouraged to align their PGP with the TQS and school improvement focus as outlined in the school education plan.

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. Literacy professional development provided by the school literacy coach.
 2. The school 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, Writing PD, Numeracy PD, etc.

August

- PD: Jimmy Casas

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 2019-2020 Education Plan and update
- PD: Guided Math & Number Talks

November

- Staff report on wellness and connectivity goal
- PD: The Writing Workshop

December

- None
- PD: Leaps & Bounds

January

- Report on reading interventions
- PD: Using Math Prompts-Low Floor / High Ceiling Questions for Gr. 1-3

February

- PD: The Writing Workshop

March

- Evaluation of current plan and review for 2019-2020 year

April

- PD: The Writing Workshop
- Staff report on writing in the classroom

May

- Staff report on Balanced Literacy in the classroom

June

- Review and Submit 2020-2021 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, Facebook, 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, Facebook, 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.
- Literacy Team promoting celebrations planned by the school staff to promote reading and writing initiatives.
- Friendships and celebrations planned by our CARE Bear Council / Healthy Active Living Team to promote wellness and connectivity.

F. MONTH AT A GLANCE

August

- Classroom Newsletter

September

- Annual General Meeting
- Open House

October

- Classroom Newsletter

November

- Report Cards

December

- PT Interviews
- Classroom Newsletter

January

- Classroom Newsletter

February

-

March

- Report Cards
- PT Interviews
- Classroom Newsletter

April

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May

- Education Week
- Classroom Newsletter

June

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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 with literacy coach. Updates as per each strategy at staff meeting.
- Reading achievement data (3Ts) 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 writing instruction and approaches.
- *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 student writing samples and 3T data
- *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 2020-2021
- *School Council members present for planning for 2020-2021 school plan*

June

- Review of successes and challenges at SHES based on Education Plan
- Review of draft education plan for 2020-2021.
- *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 2019-2020 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

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

Date