

École Parc Élémentaire

School Education Plan and Results Report

2012-2015

Year 1

Elk Island Public Schools



School Profile and Foundation Statements

School : École Parc Élémentaire

Principal : Nancy Luyckfassel

Mission Statement:

We are a diverse French Immersion learning community that inspires a love of learning, encourages student individuality and promotes global citizenship in a safe, caring and enriched environment.

Vision:

We value the importance of strong learning partnerships between students, teachers, parents and the community, while each student to be successful to his/her greatest capacity. We value the development of a positive attitude toward learning while celebrating and enhancing personal strengths.

Mascot:

Our mascot (the Grizzly), exhibits patience, intelligence, independence and bravery.

Enrolment

As of September 30, 2013, there were 177 students enrolled at École Parc Élémentaire.

Programming

École Parc Élémentaire is a single track school offering a French Immersion program from Kindergarten to grade 6. The French Immersion program delivers the full mandated Alberta Learning in classroom settings unique to the philosophy of the individual program. Early Reading Intervention (ERI) is available for students and assistance is provided for ESL students who need support.

In the French Immersion classrooms, French is the language of instruction for the majority of the school day. All subjects, with the exception of English Language Arts, are taught in French. The students in the French Immersion Program develop a proficiency in both English and French, and gain an understanding and appreciation for the Francophone culture.

Facility

In addition to the grade classrooms, the school also has specialized learning areas including spaces for: elementary music, physical education, science and technology studies. The school has a gymnasium and a carpeted flex space for movement classes. All classrooms have Smart Boards to enhance student learning. All students have access to a centrally located library, wireless computer access throughout the school, desktop computers in the library and computer labs, laptop computers and mini iPads from the mobile carts.

Our elementary students enjoy a large outdoor playing area complete with a brand new playground structure, basketball nets and a soccer field.

The “Fun With French Playschool” leases one classroom, providing the opportunity for pre-school students to be part of our school community and for those children to become familiar with our school before they enter our French Immersion Kindergarten.

The Boys and Girls’ Club leases one classroom to provide before and after child care as a satellite program from the main facility.

Staff

There are currently 13 certificated staff members at École Parc Élémentaire. This includes the principal, one assistant principal and a counselor. There are 5 classified staff members, including one secretary, a library technical assistant and 3 educational assistants.

School Council

Our parents are welcome and active in our school. They are seen in our halls throughout the day, as they come to volunteer in classes, help in the library or organize treat days and hot lunches. This year, we established a new School Council and they will meet approximately eight times per year to keep up to date with school happenings and provide input on school issues. The Fundraising Society has also been established and they will organize social and fundraising activities. In addition, we have an active chapter of Canadian Parents for French. This group provides information regarding immersion opportunities outside of the school for students and staff. Additionally, they provide support to numerous French culture activities throughout the year.

Website

www.ecoleparc.ca

We provide a multitude of ways for our school family to stay connected and informed. Our school's website is updated regularly and contains links to teacher ePages, the Grizzly Gazette (a weekly school news publication), a gallery of photos, a school calendar and a numerous school documents. In addition to the school website, parents can access fee and attendance information through the PowerSchool Portal.

Extracurricular Opportunities

We offer a wide variety of activities to enrich our students' lives through shared experiences, challenges and celebrations. Students can participate in:

- Elementary track races – Edmonton Journal Indoor Games and EIPS
- Grade 6 Badminton team
- Grade 5/6 Basketball teams
- French celebrations such as Carnaval
- Ski trips
- Speech competitions
- School choirs
- swimming lessons
- Assemblies to celebrate
- School hand bells and chimes
- Lunch hour intramurals (grades 1-6)
- Student helpers in the office
- Roots of Empathy
- Recycling team
- Student Advisory Council
- Christmas and Spring Concerts
- Community Service Projects such as: MS Read-A-Thon, Terry Fox Run and Christmas Hampers
- DARE (Drug and Awareness Resistance Program)
- Student Advisory Council
- Student Leadership

School Goals:

- Goal #1** Establish a safe, nurturing and motivating culture. Ensure that the academic, emotional and social needs of each student are addressed and coordinated to nurture and support students in their growth and development.
- Goal #2** Create environments in which curriculum is delivered in engaging ways. Enhance student engagement and improve student achievement through innovative teaching techniques

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.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Plugged in and Empowered – Staff will be working with various technologies (Twitter, Discovery learning, SMART Google and iMovie) and learning how to incorporate them into their classes.	Goal #2
April 11	Art and Science of Teaching – Using Marzano’s research staff will be lead through several strategies and techniques to engage students and improve learning.	Goal #1 and Goal #2
May 16	Professional Share and Learn – all staff will present sessions based on a successful learning experience they had this school year. Sessions will be 15-20 minutes in length.	Goal #1 and Goal #2

School Goal

Establish a safe, nurturing and motivating culture. Ensure that the academic, emotional and social needs of each student are addressed and coordinated to nurture and support students in their growth and development.

Outcome	Performance Measures	Strategies
Learners feel safe and valued within the learning community	(AE) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.	Assign bus buddies to Kindergarten students. Create opportunities for students to work with students from other grades (buddy reading, mentoring)
	(EPE) Percentage of parents and students who express they feel valued as a member of the school community.	The school will participate in the “21 day challenge to end bullying and create change” following the guidelines provided by “Be the Game.”
	(EPE) Percentage of staff and parents who feel that social/emotional supports are accessible, appropriate, and beneficial for student(s).	Assign “playground pals” to younger students.
Parents and community partners play a purposeful and sustained role.	(AE) Overall satisfaction with involvement in decisions about their child’s education.	Utilization of the Family Liaison Worker
	(EPE) The percentage of parents who feel that they have been involved in their child’s learning in the school.	Continue working with School Council to set agenda and match School Council with SEP goals.

		Grizzly Gazette shared weekly with families via email and posted on the website.
		Promote more awareness/involvement by using social media to connect with school community members. Twitter Feed - @EcoleParc, Facebook Page
		Create a connection for families and the school by supporting activities sponsored by the SC and local branch of Canadian Parents for French.
		Offer “Parent Academy” sessions. Possible topics: Twitter, Maximizing the Web, Learning Styles, Google Apps.
		Students and parents will be asked to complete a school based survey in May to assess the effectiveness of the strategies outlined in the SEP.
Learners demonstrate 21st Century Competencies	(AE) Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful when they finish school.	Teach the seven habitudes of: imagination, curiosity, courage, self-awareness, passion, adaptability, and perseverance.
	(EPE) Percentage of staff and students who agree that their school operates successfully as a 21st century learning environment.	Invite students to run/participate in school assemblies.
	(EPE) Percentage of staff and parents agree that our students are critical, creative, complex thinkers.	Students in grades 5 and 6 will participate in the Junior Achievement Program with focuses on “Technology and Innovation” and “Our Business World”.
Learners demonstrate global citizenship.	(AE) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	Events supporting citizenship (MS Read-a-Thon, Jump Rope for Heart) .
	(EPE) Percentage of staff, parents and students who agree students are understand and participate in our local and global society.	Support of Fort Sask families in need (food bank, Families First)
		Terry Fox Run
		Opportunities to explore French culture (Carnaval, dance instruction, songs/singers,etc)

Leadership capacity is built in the school

(AE) Overall percentage of teachers and students indicating that their school staff has improved or stayed the same the last three years.

(EPE) Percentage of staff and students who agree they have had an opportunity to influence leadership at their school.

Provide FNMI (First Nations, Metis and Inuit) programming through art and culture activities (Inukshuk creation, hop dancers, etc)

Recycling mixed paper and beverage containers.

Provide leadership positions to (Literacy lead teachers, Discovery Education lead teacher)

Designate time each week for PLC groups to meet and plan.

Encourage staff to visit/collaborate with peers in other schools. Provide all staff with the opportunity to learn about their strengths through Gallup's Strengths Finder program.

Teachers will develop their strengths into classroom strategies that optimize student learning.

Provide opportunities for grades 5-6 to participate on school sports teams.

Establish a Student Advisory Council made up of grades 4-6 students to discuss issues, concerns and ideas.

Establish a Student Leadership group to plan school activities, increase community service and provide opportunities for cross grade interactions.

Establish a peer tutoring program.

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	École Parc School	77.4	73.1
	Province	83.4	82.0
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.	École Parc School	86.5	81.7
	Province	89.0	88.1

School Results

In the past year the EPE school configuration went through extensive changes. The results shown above reflect the trends from the K-9 school that existed in previous years. Last year the school broke into two parts, separating the French Immersion Elementary away from the 7-9 English Junior High. Before the move occurred, the staff worked very hard to create a positive, safe, welcoming culture through a variety of ways. Many of these have continued (in one form or another) at the new school.

Cross grade activities:

All students were placed into “house” groups, which was the basis for bringing students of all grades K-9 together. This included scoring points for the house groups by participating in Spirit Days, school activity days and various trivia contests.

In addition to the house groups, students were also able to work with those from other grades in our buddy reading program (K-9), on school sports teams (4-6/6-9), in Aikido (1-9), and on the choir (3-6). By working and learning together, students fostered compassion and understanding for each other, making students feel safer and more accepted throughout the school.

Inclusion:

The K-6 FI program already was following the model of full inclusion for all students, with some doing modified learning through plans outlined in IPPs. This inclusion model was expanded to the Junior High grades with great success. Of particular note was our grade 7 class which had students with a wide spectrum of cognitive and behavioral abilities working together in all subjects except math and science.

Student Voice:

Students were invited and encouraged to have more say in the school and in their learning. They planned and led assemblies, organized and ran school wide activities and got more involved in their school by participating in the numerous fund raising activities which were held to raise money for the playground structure needed at the new school. Several of the campaigns were based on ideas from students and it was their energy and enthusiasm which saw the event to completion.

Improved School-Home connection: Over the past year, we have made a concentrated effort to increase our communication to parents and the community. These have included: creating a Twitter account and posting on it regularly; sending out a weekly bulletin to parents with up to date information and school news; using

Synervoice to relay key messages in a timely fashion; and updating and changing our webpage to make it more user friendly and accessible. These changes have been met with a positive response and the parent feedback is that the weekly memo is efficient, helpful and valuable.

Connecting the school to the community: Our school has given students numerous opportunities to connect with the world beyond our walls and to make an impact. Some of the programs which have been most successful included: the MS read-a-thon, The Winter Hamper Campaign, the recycling program and the Terry Fox run.

School Goal

Create environments in which curriculum is delivered in engaging ways. Enhance student engagement and improve student achievement through innovative teaching techniques

Outcome	Performance Measures	Strategies
Learning occurs any time, any place.	(AE) 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.	Students access to programs such as Reading A-Z, Raz kids, Exam Bank. School wide plan for Physical Activity instruction.
	(EPE) Percentage of students, staff and parents who agree student learning/ is possible beyond the school day.	Increase teacher’s online presence through eTeacher pages, photo gallery, digital portfolios. Student choice for the demonstration of learning Use of digital technologies to bring the “outside world in”. Staff and student use of Google Docs Use technologies as assistive learning devices (digital books)
Instructional design engages each learner	(EPE) Percentage of teachers, parents and students who agree instruction meets the individual learning styles of students.	Lessons created to focus on the learning styles and needs of students.
		Attention to differentiated instructional practices. Professional development of staff

		will focus on group studies of the books “Battling Boredom” and “Motivating students”.
		Staff will discuss and reflect on Schlechty’s five levels of engagement and strive to bring students to the highest level.
		Field trips, guest speakers and in house programs.
		Redesign assessment techniques to include more variety and to address various learning styles.
Learners flourish in a culture of excellence	(AE) Overall percentage of students in Grade 6 who achieve the standard of excellence on Provincial Achievement Tests	Increase the opportunities for students to be experts and for teachers to be facilitators
	(EPE) Percentage of staff, parents and students who agree that their school is a building a culture of excellence.	Using individual skill sets to demonstrate learning.
		Encourage students and staff to recognize excellence in students through the use of “etoilies les parcs” Ensure that bulletin boards throughout the school are used to relay positive messages about school and student activities.
Instructional practices empower learners	(EPE) Percentage of parents and students who believe teachers inspire students to learn.	Planning as grade teams.
		Showcase learning possibilities for the future; attend Ardrossan JSHS events
		Provide work experience opportunities for high school students.
Learners use digital technologies to enhance learning	(EPE) Percentage of parents and students who agree teachers use digital technology to engage students	Increase use of personal owned devices
		Provide classes with carts of devices to use on an “as need” basis.
	(EPE)Percentage of staff, students and	Create and use a scope and sequence for

<p>Learners direct and feel ownership for their learning</p>	<p>parents who agree they have access to digital technology at school.</p> <p>Percentage of teachers, parents and students who feel they have a strong sense of ownership for their learning.</p>	<p>ICT outcomes, which can be achieved through the use of iPads in the classes.</p> <p>Use of self and peer assessments, reflections and evaluations.</p> <p>Creating rubrics together in cohort groups.</p> <p>Provide students with the opportunity to learn about their strengths and learning styles through self assessment (surveys and reflections).</p> <p>Have students create learner profiles.</p> <p>Incorporate Strengths traits and Learning styles into the language of the school.</p> <p>The school will embrace a student centred learning philosophy.</p>
<p>Resources and programs ensure all learners succeed.</p>	<p>(AE) Overall percentage of students in grade 6 who achieved the acceptable standard on Provincial Achievement tests.</p> <p>(AE) Overall satisfaction with the quality of basic education.</p> <p>(AE) Overall satisfaction with the quality of basic education.</p> <p>(EPE) Percentage of students in Grades 1-6 whose year end assessment by teachers indicates they are at/above grade standards in Language arts and Math.</p>	<p>Continue use of Daily 5 (a structure that helps students develop the daily habits of reading, writing and working that promotes literacy independence).</p> <p>Use the GB+ results to identify students who require additional supports within the classroom context.</p> <p>Staff will meet in PLC groups to discuss shared students and create responses to intervention.</p>

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
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.	École Parc School	77.4	79.0
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	École Parc School	93.9	80.2
	Province	89.8	89.3
Accountability Pillar Overall Summary			
Provincial Achievement Tests		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	École Parc School	73.5	78.5
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	École Parc School	6.1	13.6
	Province	18.9	19.9

School Results

The focus of Professional Development in the past year has been on increasing the level of student engagement. This was accomplished through a variety of sessions, readings (including the Battling Boredom book study) and discussions. Of great impact was the increase of teacher collaboration and the opportunity for some teachers to team teach. These led to more student centred activities and opportunities.

A increased focus on literacy included using the GB+ program as an assessment tool to gauge where students' skills are in their literacy development and help identify areas of strength and weakness so that programming can be adapted to enhance learning. Educational Assistants and a Lead Teacher spend time working with students in small groups or 1-on-1 to provide assistance in the learning. As well, Daily 5 was used in classes to promote literacy while allowing for differentiation and student choice.

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	École Parc School	81.1	8.1	87.2	15.9
	Province	81.5	17.8	81.8	19.2
French Language Arts 3	École Parc School	70.3	5.4	78.7	12.8
	Province	79.7	12.4	82.3	15.6
Mathematics 3	École Parc School	83.8	10.8	84.1	23.7
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	École Parc School	83.3	11.1	96.2	30.2
	Province	82.5	16.3	83.0	18.4
French Language Arts 6	École Parc School	88.9	11.1	90.2	19.3
	Province	88.6	16.3	89.0	16.7
Mathematics 6	École Parc School	55.6	5.6	78.3	22.0
	Province	73.0	16.4	74.2	17.2
Science 6	École Parc School	77.8	5.6	80.6	20.8
	Province	77.5	25.9	76.9	26.5
Social Studies 6	École Parc School	61.1	5.6	71.1	7.8
	Province	72.7	19.0	71.8	18.1

**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.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Annual dropout rate of students aged 14 to 18.	École Parc School	0.0	1.3
	Province	3.5	3.9
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	École Parc School	72.4	60.2
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education	École Parc School	77.1	67.8
	Province	80.3	79.8
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.	École Parc School	75.7	64.6
	Province	80.6	80.0

School Results

Over the course of the “transition year” parents were heavily involved in/informed of decisions and progress being made regarding physical/facility plans, personnel plans, educational goals of the current and future schools. Communication between home and school increased and was accentuated by the weekly parent bulletin which was e-mailed home on the first school day of each week and the establishment of a school Twitter feed. This enhanced communication allowed parents the opportunity to both know what was planned and to have a say in any issues which were not yet decided.

One of the largest points of concern for our parents was the absence of a playground structure at the new EPE school. Raising the funds necessary to build a new structure (\$160,000.00) was the focus of the the parent group for most of the school year. This meant there was increased parent presence in the school as they organized/ran events, met with school staff to make plans and meet regarding the progress and plans for the build.

It was with great joy, that the group was able to build Phase I of the playground in mid September, 2013. The build took several days and involved over 66 volunteers and 415 hours of work. Those involved were not just parents, but genreal community members. It was an exciting and rewarding experience for all involved and the group was thrilled to find that they were also successful in ther grant application and Phase II of the playground is scheduled for Spring 2014.

The effort exerted and the time spent working towards this goal helped people connect on a variety of levels and created a closer school community. This connectedness has resulted in a more positive, welcoming environment learning and growth to occur in.

School Council Involvement and Communication of Plan

- The School Council meets approximately 8 times each year. At each meeting, updates are given regarding the progress of the School Education Plan and the goals outlined.
- At the School Council meeting in October and November, 2013, the School Education Plan process was outlined and parents were encouraged to give their feedback on the goals which were presented for review by the school's staff.
- Parents gave oral feedback at that time as well as returning written remarks/suggestions. These were considered and necessary changes were incorporated.
- Our school also has an active chapter of Canadian Parents for French which helps to provide feedback and direction on French Language goals.

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.