

School Education Plan and Results Report
2012-2015
Year 2

Bruderheim
Elementary School



Elk Island Public Schools



School Profile and Foundation Statements

School: Bruderheim (K-6)
Principal: Sven Danzinger

OUR VISION

We want Bruderheim Elementary School to be the best place for your children to grow and learn.

OUR MISSION

At Bruderheim Elementary we have responsible students and staff who strive to do their best in all things. Everyone in our school is encouraged to strive for excellence and focus on building character.

BRUDERHEIM SCHOOL

Bruderheim Elementary School is located in the heart of the town of Bruderheim, and is twenty one kilometers east of Fort Saskatchewan on Highway 15. The town itself has a population of approximately 1200 residents.

We have 9 certificated staff members and 6 support staff members for the 2013-2014 school year. Not all are full time – for example our Music teacher is shared with Lamont Elementary, and our Librarian is shared with Fort Saskatchewan Christian. In September 2013, our student body, originally projected to be approximately 114 students, grew to over 130. This is in large part due to many Kindergarten registrations, resulting in two kindergarten classes with 18 students in each. The majority of our students live in the town of Bruderheim; however some students are bussed in from the surrounding farms and acreages.

The community play school is housed at Bruderheim Elementary School, and it has an enrolment of 26 students, 17 of which will be eligible for Kindergarten next school year. Having the play school in the building is an asset, as it welcomes parents and students to the school thereby easing the transition from play school to Kindergarten.

In an effort to raise enrolment, we are exploring ways to promote the outstanding programming at Bruderheim School. With this goal in mind, we offer both before-school care and after-school care.

We offer a great deal of wonderful programming at Bruderheim School. In addition to the core subjects, students are offered the choice of Character Education or Religion as a weekly option class. Students also benefit from several fine arts classes, including Art, Music and French. Students also benefit from a well-stocked, open, friendly library and a part-time librarian to help them each week.

A variety of extracurricular programming is also available at Bruderheim School. Students have the opportunity to participate in intramural activities, Student Council (all grades), Track Team (grades 3-6 Edmonton Journal Indoor Games, EIPS Invitational), art club, games club, Choir Chimes (grade 6).

The School Council, BPAC (Bruderheim Parent Advisory Council), is actively involved in the life of the school. Over the course of the previous school year, the Friends of

Bruderheim School Society worked tirelessly, securing sponsorship for a new playground. The playground was built in the fall of 2013.

School Goals:

Goal 1 Literacy

To improve writing skills by increasing student engagement in narrative and functional writing.

Goal 2 Numeracy

To improve students' achievement in mathematics, particularly in problems requiring multiple steps to solve (known as moderate and high level of complexity questions).

Goal 3 Citizenship

To increase global citizenship through student leadership, accountability, and effectiveness.

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	Day 1 training in The 7 Habits of Highly Effective People (based on "The Leader In Me")	School Goal #3
April 11	Development of a school wide scope and sequence for writing genres Language Arts; focus on functional writing and progression from one grade level to the next.	School Goal #1
May 16	Development of list/scope of strategies for encouraging deeper thinking (Higher Level Thinking) in Math.	School Goal #2

School Goal 1

Literacy

To improve writing skills by increasing student engagement in narrative and functional writing.

- All students will demonstrate grade level writing skills at the “acceptable” level or higher by 2015, as indicated through a variety of sources, including but not limited to Provincial Achievement tests.

Strategies

- Staff collaboration to select exemplars and writing levels at each grade; includes collaboration with other schools (e.g. Pine Street), guided by EIPS Literacy and Assessment Consultants
- Professional Development at our school with EIPS Consultants for Daily 5/Café
- Professional Development for Writing and Writing Assessment
 - Development of school wide writing assignment
 - Selection of common picture prompt
 - Grade selected picture prompt Jan 2013
 - School wide picture prompt selected and implemented prior to March 1, 2013
- Begin work on selecting best practices in Literacy Instruction, e.g.
 - Formative feedback for students
 - Review 6+1 Writing traits
 - Selection of trait(s) to emphasize, selection supported by collaborative scoring results
- Division alignment on year to year/grade to grade writing expectations
- Creation of school based Spelling Award (for Year End Awards)
- Encourage writing in multiple formats including beginning use of blogs, e.g. KidBlog
- Use of iPads to support literacy, with a focus on early elementary classes (K-2)
- Apply for field testing Provincial Achievement Tests

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- Work towards creating scope and sequence for writing genres and tasks and writing expectations
- One school wide writing task per term

Performance Indicators

- Creation/selection of grade level exemplars at E/P/A/L
- Students receiving formative feedback
- Year End Awards

- Tell Them From Me Survey Note: discontinued for elementary students in 2013
- Overall growth and improved Accountability Pillar Surveys
- Overall growth and improved Provincial Achievement Tests results

School Goal 2

Numeracy

To improve students' achievement in mathematics, particularly in problems requiring multiple steps to solve (known as moderate and high level of complexity questions).

- By 2015, all grade 3 and 6 students will demonstrate the acceptable level of achievement as measured by Provincial Achievement Tests.

Strategies

- PD with EIPS Math Consultant with focus on
 - High and Medium Level of Complexity Questions
 - Strategy for a problem of the month or week
 - Increase Mathematical Literacy
 - Increase Higher Order Thinking Skills in Math
- Increased use of resources e.g. Think-Tanks, Exambank
- Creation of school based Math Award (Year End Awards) for students in grades 4-6
- Collaboration time for staff to learn/find/implement resources and strategies (e.g. Harvey's Home Page)
- Continued use of classroom manipulatives, ensure each classroom's supply is current and complete
- Apply for field testing Provincial Achievement Tests

Year 2

- Development of list/scope of strategies for encouraging and developing deeper thinking (Higher Level Thinking) in Math.
- Math Journals – to encourage reflection/strategy development
- Development of list/scope of strategies for addition, subtraction, multiplication, and division
- Math dictionary (Division 2) and word walls (Division 1)
- School wide implementation of a problem of the month or week
- Work towards creating a school wide math project or fair
- Home strategy sheets

Performance Indicators

- Year End Awards

- Tell Them From Me Survey
- Accountability Pillar Surveys
- Provincial Achievement Tests
- Student participation in “Manipulative of the Month”/”Problem of the Month”

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Bruderheim School	81.6	77.1
	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.	Bruderheim School	13.2	12.2
	Province	18.9	19.9

Provincial Achievement Tests		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Bruderheim School	100	14.3	88.9	13.7
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Bruderheim School	71.4	14.3	93.1	30.7
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Bruderheim School	66.7	8.3	79.2	16.6
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Bruderheim School	50.0	0	58.3	14.3
	Province	73.0	16.4	74.2	17.2

Science 6	Bruderheim School	75.0	16.7	65.1	6.1
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Bruderheim School	50.0	0	59.5	5.9
	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.

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
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.	Bruderheim School	80.0	84.1
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Bruderheim School	96.8	86.3
	Province	89.8	89.3

School Education Results Report 2012/2013

Grade 3 students' English Language Arts overall achievement has improved over the 3 year average with 100% demonstrating the Acceptable Standard and 14.3% at the Standard of Excellence. Our focus on writing is well placed as students' achievement is slightly lower in writing than reading portions of the Achievement Test. Students' reading levels indicated a good ability to associate meaning and synthesize ideas from text, which should have helped with more challenging Math problems.

Grade 3 students' Mathematics results indicate that we need to focus more on high level of complexity types of problems, those requiring higher thinking levels.

Grade 6 students' English Language Arts results indicated a need to bolster reading and writing results for students. For reading, greater emphasis will be placed on understanding the organizational structure(s) of informational text as well as deriving meaning. In writing, organization of their narrative will be further addressed. In writing, students struggled with organization and sentence structure in particular; these areas

will be addressed through our writing focus this year. Staff have identified scaffolding “6+1 Writing Traits” as a strategy to improve results.

Grade 6 students’ Math results indicate a need to emphasize “shape and space” as well as “statistics and probability” concepts more. Echoing grade 3 results, grade 6 students also struggled with medium and high level of complexity questions. Again, an emphasis on thinking, and higher level thinking will be used to bolster these results.

Overall, grade 6 results, particularly in Math, will receive greater attention and focus. However, a mitigating factor is that student results as determined by the Prior Level of Achievement Report, in both Grade 6 English Language arts and Grade 6 Mathematics, were “not significantly different from” predicted results.

Of note, Bruderheim School participated in piloting grade 3 and 6 achievement exams in the areas of Language Arts (grade 3 and 6) and Science (grade 6). Grade 6 students also participated in an intensive, whole day Science Review through the Bennett Centre. As a result, grade 6 Science results improved over the past 3 year average.

Writing and Math will continue to be an area of focus for Bruderheim School. For English Language Arts, we began a once per term school wide writing task. This is work continuing from the Exemplar Development Project we worked on last year. Teachers are provided with collaborative scoring time to give formative feedback to students based on their common writing task. Each class is equipped with a full cart of manipulatives. Holding a school-wide “Math Day” also highlighted math instruction. New year-end awards in Math and Spelling serve to further promote these subjects.

Additional ideas for improving Math results include highlighting a math strategy in classroom and/or school newsletters. Students can also engage each other as Math leaders, by demonstrating their solution to a Math problem during “DEAR” time. We will continue the development of a math culture through activities such as bulletin board displays and engaging parents to be more involved with math.

School Goal 3

Citizenship

To increase global citizenship through student leadership, accountability, and effectiveness.

- By 2015, all students will model characteristics of active citizenship as measured by Provincial Accountability Pillar results and in school surveys.

Strategies

- School wide expectations/rules development and implementation
 - School rules and classroom rules posted in each classroom
- Establishment of Student council with elections: Grade 6 Chair, Grade 5 Vice-Chair, Grade 4 Secretary (January); student accountability increased by nomination form requirement to have parental and staff signature
- Monthly Assemblies recognizing students for achievements related to Academics, Character, Diligence
- Inclusion of Character Traits in daily announcements
- Think Global, Act Local: begin with grade level links/connections to organizations/businesses in the community; e.g. Bruderheim Lions, Bruderheim Moravian Church, Thiels' Greenhouse, Bruderheim Fire Station, Chris' No Frills, bank, BigWay, Town Hall
- Creating classroom/school wide common activities to foster/improve sense of belonging, e.g. – purchase an “Emeril” tiger suffed animal for each classroom, monthly theme day
- Strong service component will be emphasized in our character education program through participation in key school and community events: the Terry Fox run, Bruderheim Christmas Hamper, Bruderheim Christmas Celebration Even/Festival of Trees, Playground Clean Up, Canada Day, Senior's Breakfast
- Parent Council offers a scholarship based on citizenship, volunteering and achievement, including DARE aware, Blaze Ashmead Award, Ryerson Christy Award
- External speaker(s)/presentations including Edmonton John Howard Society for grades 1-6
- Continue with grade 6 DARE (Drug Awareness and Resistance Education)
- Inviting community members to be more active in the school, e.g. Afternoon Tea for Bruderheim Seniors after the Christmas Concert dress rehearsal.

Year 2

- Continuation of Student Council, Elections in January
- Continuation of monthly assemblies, Character Traits
- Staff begin training in “The 7 Habits of Highly Effective People”, based on Stephen R. Covey's “The Leader in Me”

Performance Indicators

- Year End Awards
- Tell Them From Me Survey
- Accountability Pillar Surveys
- Volunteerism in the community
- Provincial Achievement Tests
- Leadership opportunities may include, but are not limited to Student Council, School Patrol, School Spirit Days, Student Volunteers, Reading Buddies, Recycling Program, Pitch-In, Community Events (Remembrance Day, Canada Day, Family Day)
- Breakfast for Learning Program
- School Pride/participation in school wide activities
- Parent response (number or respondents) to Accountability Pillar Surveys

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.	Bruderheim School	91.9	80.9
	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.	Bruderheim School	90.5	86.6
	Province	89.0	88.1

School Education Results Report 2012/2013

Overall results indicate that Bruderheim Students are active citizens who are well behaved in and around their school community. Students feel safe and comfortable in their school. Bruderheim students have many opportunities to be meaningfully and actively engaged in citizenship activities. Grade 2 students are responsible for paper recycling and grade 3 students are responsible for juice box recycling. Grade 6 students serve as AMA Patrollers, Office Helpers and “microwavers”, assisting younger students. Each grade level has representatives on Student Council, and have input into theme days. The school is active in promoting Town of Bruderheim events, such as Remembrance Day and Breakfast with Santa. Additional events students participate in are the annual “Pitch-In” and a new “Walk to School Day” on Earth Day.

Having common school wide rules, posted in each classroom, and regularly addressed, helps students be mindful of proper behavior. Areas to explore are refining

consequences for student conduct and more group awards, promoting inclusiveness and teamwork over individual attention/achievement.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Bruderheim School	100	70.0
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Bruderheim School	97.1	84.4
	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.	Bruderheim School	86.4	73.6
	Province	80.6	80.0

School Council Involvement and Communication of Plan

The Bruderheim Parent Advisory Council (BPAC) is an active partner in the school. Parental involvement is highlighted in activities such as Hot Lunch which is free to students, a milk program, a staff Christmas luncheon, and subsidizing bussing fees for field trips. Parents are also heavily involved volunteering for the Breakfast For Learning Program, now in its second year. This was initiated through the efforts of BPAC, Lamont County FCSS (Family and Community Support Services) and the school.

A summary of Provincial Achievement Test results was presented during the November BPAC meeting and individual student reports were sent home in October 2013. An invitation was extended to BPAC members and all school parents to meet with the principal if they would like additional information or details regarding Provincial Achievement Test and/or Accountability Pillar Survey results.

Information regarding the SEP, the SEP development and seeking input was presented at the October meeting. Two parents met with the principal in November to discuss the SEP. Preliminary budget information and input is in early spring.

BPAC formed a separate fundraising society, the “Friends of Bruderheim School Society”, to raise funds for a playground redevelopment. The existing large structure, inspected monthly, has a current estimated life-span of 7-9 years. (During an inspection in the fall of 2011 we were told the playground has a life-expectancy of 8-10 years.)

Through the dedication and hard work of the “Friends of Bruderheim School Society”, a new playground was build in the fall of 2013.

BPAC hopes to continue posting of BPAC minutes on the school’s website.

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.