

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

A.L. Horton Elementary School is situated approximately 100 kilometers east of Edmonton in the heart of the town of Vegreville. The school has approximately 340 students from Kindergarten to Grade 6 and 32 full-time staff members.

A. L. Horton provides a safe and caring environment for its students, staff and parents. The school offers dual-language instruction, English and Ukrainian. With an English Program from Kindergarten to Grade 6 and an optional Ukrainian Bilingual Program for students in Kindergarten to Grade 6. French as a Second Language (FSL) is also provided to all students from grades 4-6. We are also very fortunate to provide specialized programming from Grade 1-6 students in the LINKS (Learning Individual Needs Knowledge and Skills) classroom.

The school building is equipped with: A spacious library and loft, a large gymnasium, networked and wireless computer labs, Smart boards, FM amplification and digital document cameras in every classroom, band room, modern kindergarten classrooms, 15 instructional classrooms and a before / afterschool care room. The school also offers an excellent music program, with a focus on hand chimes for students in Grade 4 and an instrumental band for students in Grades 5 and 6. The school also provides three creative playgrounds, several soccer pitches, ball diamonds and two paved basketball courts on the school grounds. We also believe a child's school extends "beyond the four walls" of the building. At A. L. Horton children also participate in: skating (K-6), curling (3-6), down-hill skiing (1-6), swimming lessons (1-6), tennis (3-6) and many other curriculum oriented field trips (K-6).

Our aim is to create a feeling of family and community within the school. We believe in the school and community working together. The School Council and parent volunteers contribute to a very vibrant and active school community. We are a community school!

Mission

A. L. Horton School is a place where we: Accept one another, learn through leadership, and honour principles that build the greatness in you! Live the ALH way!

Philosophy

Students are our most precious resource and they require thorough preparation to meet the challenges of tomorrow. Each student should be accepted as they are and be provided with experiences to achieve their goals.

Beliefs

We believe the mental, physical, social and emotional well being of every student is of the greatest importance. Each student is seen as an individual and deserves an opportunity to develop their talents and potential. All stakeholders work in the spirit of cooperation and collaborate to ensure each student receives the best education possible.

School Goals:

Goal #1:

Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs.

Goal #2:

Students will demonstrate responsibility and leadership skills by being active members in the school, community and global community.

Elk Island Goals:

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

Elk Island Public Schools Guiding Principles:

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

Provincial Goals:

Goal 1: An excellent start to learning

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

Goal 2: Success for every student

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

Goal 3: Quality teaching and school leadership

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

Goal 4: Engaged and effective governance

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

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Inservice / exploration of Discovery Education website, Hour Zero scenario work and looking at the Inspiring Ed. document.	Goal #1 – meeting individual needs
April 11	Cross curricular / project based sharing and plan development with grade partners.	Goal #1 – meeting individual needs
May 16	Leader in Me follow up from 2012 / 13 with other EIPS schools.	Goal #2 – Leadership in our schools, communities and beyond

School Goal #1:

Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs.

Strategies:

- Teachers will ensure fieldtrips have curricular meaning at all times
- Students will be engaged in project based learning
- Teachers will ensure inquiry is a common practice in daily lessons
- Students will use local/global collaborative environments for their daily learning
- Staff and students will start to use virtual classrooms (Edmodo)
- Teachers ensure students have opportunities to be involved in student led learning
- Teachers will use a variety of assessment methods on an ongoing basis (Self reflection, student/teacher created rubrics, variety of FOR/OF/AS learning (Summative/formative)
- Teacher cross-curricular planning will show content is teaching student competencies
- Students will be engaged in small/large group instruction on a regular basis
- Differentiation strategies (addressing learning styles, Bloom's Taxonomy) will be evident in the classroom environment
- Technology will be used on a regular basis as both a teaching and learning tool (iPods, iPads, laptops, etc.)
- Students will have hands on learning materials at their disposal on a regular basis (manipulatives)
- Students will enter real - world activities to aid in an understanding of curriculum (eg. getting into the community to learn about various curricular outcomes)
- We will become more of a community of learners vs. working in isolation
- Teachers will implement and revise daily timetable to suit the learner more
- Staff and students will partner with Vegreville Comp for curricular related activities/projects
- Staff will seek appropriate ELL resources/inservicng to meet the needs of our increasing immigrant population
- Purchase of at least one full mobile computer lab/tablets
- Staff will use the Inspiring Education document/websites as an aid in their journey of "risk taking"

Performance Indicators:

- Numeracy skills of existing students tracked from grade 3 to 6 will be in alignment more with predicted results
- Literacy skills of existing students tracked from grade 3 to 6 will be in alignment more with predicted results
- Increased participation in fieldtrips and whole school activities (skating, skiing, etc.)

- Increased intrinsic motivation of both staff and students reported via surveys
- More hands-on activities noticed by all school stakeholders reported via surveys
- Increased digital technology awareness in school (evident in projects, student activities/clubs)
- Increase in real life application of curriculum
- Positive feedback from students, parents and staff
- Overall student attendance improvement
- Students will work in cross grade groupings more frequently

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.	A.L. Horton Elementary School	88.4	88.0
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	A.L. Horton Elementary School	95.8	90.9
	Province	89.8	89.3

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.*	A.L. Horton Elementary School	75.7	83.3
	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.	A.L. Horton Elementary School	16.5	16.3
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	A.L. Horton Elementary School	85.2	22.2	83.3	13.5
	Province	81.5	17.8	81.8	19.2
Mathematics 3	A.L. Horton Elementary School	74.1	18.5	79.5	21.4
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	A.L. Horton Elementary School	70.5	9.1	82.9	12.8
	Province	82.5	16.3	83.0	18.4

Mathematics 6	A.L Horton Elementary School	65.9	4.5	74.9	9.3
	Province	73.0	16.4	74.2	17.2
Science 6	A.L Horton Elementary School	75.0	20.5	83.7	22.5
	Province	77.5	25.9	76.9	26.5
Social Studies 6	A.L Horton Elementary School	63.6	11.4	73.0	15.1
	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.

School Education Results Report 2012/2013

Based on our 2013 results, as a staff we are looking at multiple things to improve engagement and academic results within our school. This being said, academia is not a sole measure of an individual's success.

As a staff we implemented a whole new timetable this year. Traditional "periods" have been removed so there can be more cross-curricular work done with a homeroom teacher. Teachers are encouraged to work with grade partners, team teach, take risks and try projects that meet several subject curriculum demands at one time. Professional development is encouraged and supported on a regular basis. Staff meetings have moved from a "sit and get" business model to more of a planning and professional sharing model. Staff have become far more real and open with colleagues and administration about what their needs, concerns and successes are professionally. Staff are more effectively aligning their Professional Growth Plans with the school and district plans.

Staff are starting to notice a need for more diverse teaching methods. This becomes highly evident when our staff must work with new English language learners. Over the last year, via immigration and a total school population spike of 16% in one year, we have been fortunate to have such a wonderfully rich dynamic added to our school. This diversity enables staff to be reflective in the way we teach and what teaching methods are most successful.

School Goal #2:

Students will demonstrate responsibility and leadership skills by being active members in the school, community and global community.

Strategies:

- We will implement the 'The Leader in Me' program at our school and it will be evident in every aspect of the building
- All staff will be trained in 'The 7 Habits of Highly Effective People'
- All staff will model the 7 Habits

- Staff and students will use a common language (7 Habits)
- Our school will partner with other Leader in Me schools for training and support
- We will partner upper and lower classrooms with "Model" buddies
- We will use the "Positive Playgrounds" program
- Develop and revisit our positive and negative referral forms each year to reflect a common (7 Habits) language
- We will offer and expect student leadership (office leaders, Cubs Corner, classroom leaders, announcements, etc) – staff and student created
- Classes will lead whole school leadership assemblies
- We will have 9 days of 7 Habits training at the start of the school year
- We will seek partnership with other schools on leadership events for both staff and students
- Staff will seek volunteer opportunities within the community for students, in turn, students will start to bring forward some volunteer ideas
- Working with community partners to model various positive initiatives (eg. Collaborative Village and getting other community partners in the school on a regular basis. I.e. Mental Health, OT's, PT,s, Child Services, Service Clubs, Kids Sport, EIPS various services, etc.)

Performance Indicators:

- Increase in positive student behaviours
- Common language used inside and outside of school (parents and other community agencies)
- Pride and ownership of personal space (desks, lockers, classrooms)
- Become a Lighthouse School for the Leader In Me
- Reduction in negative office referrals

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	A.L. Horton Elementary School	86.7	81.6
	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.	A.L. Horton Elementary School	85.0	84.9
	Province	89.0	88.1

School Education Results Report 2012/2013

We have now had the Leader In Me in our school for approximately 1 ½ years. We have seen a significant decline in negative office referrals over the last year. We have incorporated the 7 Habits language into all areas of the student's day.

We started our first 9 days of school with solely the 7 Habits training. We have had an increase in student leadership by creating the Lighthouse team. This has gone remarkably well. Students now know exactly how to behave in all areas of the school because all staff have the same expectations.

Our staff meet bi-weekly for a Lighthouse team meeting and discuss upcoming events and potential areas of concern in the building. Students and staff have also been leading monthly assemblies by sharing the habit of the month with the rest of the school population. This gets all staff and students involved vs. simply the administrator getting up and talking to the kids.

We have seen a very positive shift in culture, but we still work on consistency and being sure all staff maintain the same expectations at all times.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	A.L. Horton Elementary School	93.3	72.7
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	A.L. Horton Elementary School	79.9	81.9
	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.	A.L. Horton Elementary School	84.7	78.1
	Province	80.6	80.0

School Council Involvement and Communication of Plan:

We continue to work on building positive relationships with our School Council and look to increase parental attendance at meetings and for all parents to have more of a presence in the school.

Many projects/initiatives that our School Council work on often overlap with our Friends of A. L. Horton group (none profit fundraising body).

In 2012, the School Council has really been looking into is the feasibility of some type of "extended French". They have recently invited in CPF (Canadian Parents for French) to give a presentation on various types of delivery that can occur in grades K-6 and how to potentially build a business plan to look at "where we go from here"? They have been looking at moving forward to further discussions with our district language specialist and other potential Central Service individuals. As a School Council there was much work done in this area, but with the lack of a language specialist and funds to adequately pursue, they have decided to table this for the 2013/14 school term.

Parents have continued to be supportive of the "Leader in Me" program. They have supported the program financially by purchasing resources. They love the common language and believe it should move forward through the grades and into their adult lives. We have been trying to move the program into the Jr./Sr. High School.

Parents voiced an interest in being better advocates for public education in the 2012/13 school term and did voice some concerns at the district level. They would like to pursue this further and take their concerns to the province in the 2013/14 school year.

School Council has some new members this year and is looking at coming up with a couple of concrete goals that will help lead their group into the next couple of years.

We make a point of being connected with our parents at all levels. Administration, teachers, School Council parents and the parent body at large discuss results, fees, ideas, opinions and views on various educational topics and/or ideas that affect all stake holders. Being open, passionate and compassionate with a "win/win" attitude is how we try and disseminate information and new ideas.

School Council and the Friends of A. L. Horton Society are highly supportive to the A. L. Horton community of learners, we look forward to their continued efforts and suggestions for the future of their community school.

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.