

School Education Plan and Results Report

Andrew School

2012-2015

Year 2



Elk Island Public Schools



School: Andrew (K-12)

Principal: Daniel Verhoeff

Assistant Principal: T.J. Kennerd

School Profile and Foundation Statements

The students, parents, teachers, and community of Andrew are proud of our school. It is a beautiful building, with a very rich educational history. Andrew School has a bell tower in the front of the school and on the town side, a statue of a mallard. The physical structure is unique in that Andrew School has a recreational component to it that includes a bowling alley and fitness center. As well, there is a Doctor's Clinic and a Town Hall meeting room. In cooperation with the village, we are able to share facilities and enhance opportunities for our students. The Library is also the Town Library and open evenings for community members. Often the Public Library will host events that include the school.

Andrew School has existed since 1929. We reflect upon Andrew School's history with pride as we prepare, plan, and adapt to meet the challenges of the future. Andrew School's motto, **In Pursuit of Excellence**, refers to the academic, personal, artistic/creative, social, and athletic dimensions of teaching and learning.

Andrew School currently houses 140 students, 10 full time teachers, a principal and an assistant principal. A part time counselor is available for academic and career counselling as well as referrals related to student support. Classified staff consists of an administrative secretary, a library assistant, and educational assistants. The custodial services are the responsibility of an independent contractor. Transportation for rural students is provided by five independent contractors. We also have a very supportive and active School Council and a volunteer group whose contributions are very significant, indeed.

Andrew School Statement of Philosophy

Andrew School is an Early Childhood Services to Grade 12 School. We strive to develop individuals who, upon graduation, will have the necessary skills, attitudes, and appreciations to follow their dreams and be productive members of society.

The staff of Andrew School is committed to fulfill our areas of responsibility in the educational process in partnership with the parents and appropriate external supports. Because each child in our school is unique we program to meet their individual needs and strengths

Mission Statement

Andrew School is dedicated to encourage, promote, and assist students in their quest for excellence in all school-related endeavors.

Belief Statements

- Enhance student learning through increasing student engagement
- Enhance student engagement through a focus on critical thinking and problem solving in all school subjects and activities
- To promote student engagement through the delivery of curriculum in a variety of innovative ways
- Students engaged in their learning through the improvement of best practice, assessment, inquiry based learning
- Students will demonstrate proficiency in literacy
- Students engage in activities that expose them to the value of volunteerism and citizenship that develops a desire to help and respect others
- To create a learning environment where students take responsibility for their education and engage themselves in their own learning
- Students develop competencies for success as engaged thinkers and ethical citizens

- Students demonstrate proficiency in literacy and numeracy

SCHOOL PROGRAMS

Early Childhood Services

The Andrew School ECS Program consists of 475 hours of instruction per year. It is supported by a 0.534 FTE teacher and a very active volunteer roster. Additional Educational Assistant time is provided where appropriate.

Elementary

The elementary students have a wonderful program and are involved in all school activities.

The focus in the elementary grades is placed upon a sound foundation in language arts and mathematics. A great deal of emphasis in language arts is placed upon reading, writing, and spelling. A Reading Month and Reading Week with related activities motivate students to read. A balanced approach to the language arts program at Andrew is the key to its implementation. Balanced Literacy provides a framework for early literacy instruction. It is designed to meet a range of students' instructional needs within a regular classroom. Daily Five is also used in the elementary classrooms. This year, we hope to develop a music program and an elementary choir.

In mathematics, problem-solving and basic computations are integral components of student learning.

All students from ECS to Grade 6 have a swimming component to the Physical Education Program. The students are enrolled in six forty minute lessons during the early fall at the Vegreville Aquatic Centre.

Students are recognized in a number of ways. The annual Awards Night recognizes academic achievement of students; as well we have a yearend Celebration of Learning for students, parents and community members.



Secondary

Students in junior and senior high school study language arts, mathematics, social studies, science, and physical education and health, CTS (Fabrics & Design, Food Studies, Information Processing, and Construction & Technology), Drama, Oil 101, World Geography and World History.

All courses necessary for meeting Alberta Education’s requirements for a high school diploma and to meet most university entrance requirements are available at the school. Class enrolments are low which necessitates combined classes for some courses. As well, we now work in partnership with larger high schools such as Salisbury and Bev Facey to offer “Flipped Classroom” opportunities for students in Physics 20 and Physics 30. Students may also enroll in Distance Learning Programming which allows them to select from a greater variety of courses. These courses are completed in school under the supervision of a teacher. This allows students flexibility and they are able to access courses that are of interest or necessary for goals. As well, in the past year, we have started to “Cycle” senior high courses in the science and math areas to facilitate student success and engagement.

Students are also able to enroll in work experience and/or the Green Certificate Program



General

At Andrew, each junior high student has an opportunity to take complimentary courses in Home Economics, Industrial Arts, and in Computers, Health, Outdoor Education, Drama and Art. The senior high students participate in more advanced CTS programming in these areas.

Technology is infused into all aspects of curriculum from ECS to Grade 12. Smart boards are used in all classrooms. I pads are used by students for assignments and projects and students are encouraged to use technology.

Focus on Literacy

Andrew School is committed to developing a culture of Literacy in our School. With having students in Kindergarten all the way to grade 12, we have the ideal opportunity for students to work and learn with one another. This year we plan on holding our very first Literacy Night during Education Week and we invite parents and the community to join us in a celebration of Literacy at Andrew School. We have just started a new reading program for students in Grades K-12 and will track reading with our new “Wildcat Reading Trail”. We hope to build a culture of literacy and a love of reading.



Wildcat Sports

At Andrew School we have created a culture of sport and competition and skill development over the past five years. Andrew School can now boast teams in volleyball, basketball, curling, golf, badminton and track and field, with the intention to expand to handball in the near future.

Our Junior High program is fully functional with very competitive boys and girls teams in volleyball and basketball, as well as badminton and track. Our High School has men's and ladies volleyball teams and is expanding to men's and ladies basketball teams in the near future.

School sports have become a way of life at Andrew School with players competing from grades 5 - 12, and younger students waiting with anticipation for their chance. Our Junior High program currently boasts an 80% or higher participation rate, with 75% of students being multi sport athletes and over half that play in all school sports. This increased participation has led to higher student morale throughout the entire school and created a very successful learning and community environment.

Students at the secondary level may join such extracurricular activities as golf, volleyball, curling, badminton, and track. We also have a vibrant intramural program. This year we have also started a Grade Six Leadership Team. Students will take on various leadership roles within the school.

Elk Island Public Schools Division Goals and Outcomes

Goal 1: Students have engaging and collaborative learning experiences that prepare them to be active, creative, knowledgeable participants in our global society.

Goal 2: Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.

Goal 3: Students are global citizens who respect and value diversity.

Goal 4: All students have their individual needs met within inclusive learning environments.

EIPS Mission

We believe our main purpose is to teach students how to learn, to prepare each student to achieve his/her best, and to assist students in becoming contributing members of our communities, our country, and the world.

Guiding Principles

The Elk Island Public Schools' (EIPS) Guiding Principles connect our decisions to our core values and align with our vision and mission:

- 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 Goals

1. Increase student engagement in the learning process in school and community.
2. Increase proficiency in Literacy and develop a culture of literacy in the school community.
3. Enhance student engagement in learning through citizenship and wellness.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	ELEMENTARY TEACHERS	

	<ul style="list-style-type: none"> We looked at informal reading inventories and how a classroom teacher can use them for grade level assessment in comprehension. Then we will delve into diagnostic tools contained in the inventories to provide further analysis of students who lack fluency and struggle to read. We will focus on phonological awareness as a core deficit. We looked at some iPad apps to help teach phonological skills and then assistive tech that can help struggling readers compensate for their lack of fluent reading when presented with the task of getting meaning from text. We focused on the use of the iPad and read write gold to compensate. <p>JR/SR HIGH TEACHERS</p> <ul style="list-style-type: none"> Attended a session at Fort High on “High School Flex” and “Student Engagement”. <p>ALL DIVISIONS</p> <ul style="list-style-type: none"> Reviewed “Discovery Education” website and how it can be used to increase student engagement. 	<ul style="list-style-type: none"> Increasing Literacy Increasing student engagement and increasing literacy Increasing student engagement.
April 11	<p>ELEMENTARY TEACHERS (AM/PM)</p> <ul style="list-style-type: none"> Shauna Jenkins will be joining us to discuss, “Benchmark Assessment” and “Strategies to improve reading comprehension”. Sharing of best practices and “genius time” followed by time together presenting things they were looking into during “genius time”. <p>JR/SR HIGH TEACHERS (AM/PM)</p> <ul style="list-style-type: none"> Visit a local school that is involved in the “High School Flex Project”. Return to school and continue developing the 2014-15 school timetable and how we will incorporate the “Flex Project” into our school. 	<ul style="list-style-type: none"> Increase literacy Increase student engagement Increase student engagement
May 16	<p>ALL DIVISIONS (AM)</p> <ul style="list-style-type: none"> Attend workshop offsite to team build and look at wellness strategies that can be used in the school. (i.e. Strathcona Wilderness Center, Edmonton Art Gallery, Ukrainian Cultural Center, Bennett Center) Presentation on “Increasing Student Wellness”. (PM) 	<ul style="list-style-type: none"> Increase Student Wellness

School Goal #1

Increase student engagement in the learning process in school and community.

Outcomes:

- Students direct and feel ownership for their learning.
- Students engaged in the learning process through critical thinking, technology and innovation in teaching.
- Instructional design enriches the learning experience.
- Instructional design is innovative and creative.
- Students use technology to enhance learning.

<i>Outcome</i>	<i>Performance Measure</i>	<i>Strategies</i>
Students direct and feel ownership for their learning.	<p><i>Percentage of teachers, parents and students who feel students have a strong sense of ownership for their learning.</i></p> <p><i>Percentage of students that find classroom instruction relevant to their everyday lives on the TTFM Secondary Survey.</i></p>	<ul style="list-style-type: none"> • Provide opportunities for students to revise and rewrite assignments. • Create new options classes for Junior High. Fishing/Environmental Education, Bring on Books, Lego Robotics, Computers/Gaming. • Support student success through access to learning through Moodle, twitter, google, flipped/VC classroom. • Students produce Wildcat News and programming for TV in crush area. • Student Council takes a lead role in organizing speakers, presentations and workshops for students and students will lead monthly assemblies on Seven Sacred Teachings. • Teachers will offer choice in assignments and instruction.
Students are engaged in the learning process through critical thinking, technology and innovation in teaching.	<i>Tell Them From Me Survey</i>	<ul style="list-style-type: none"> • Continue to develop teaching practices that challenge students to used deeper goals. (Beyond Monet: The Artful Science of Instructional Integration) Book study by staff. • Introduce students to “Scratch” and encourage use of computer programs that develop critical thinking. • As part of each unit plan, teachers will plan for at least one innovative project or assignment. • Use of games during lunch hour and in class.

		<ul style="list-style-type: none"> • Math activities, problem solving, students will share how they came up with an answer, teach another student, discuss strategy and thinking. (Family Crib night)
Instructional design enriches the learning experience	<p><i>Percentage of students who are interested and motivated in their learning (Tell Them From Me Survey)</i></p> <p><i>Percentage of students who find classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.</i></p>	<ul style="list-style-type: none"> • Provide students with personal response tasks based on their experiences, choose research topics based on their interests, and create functional writing assignments. • Teacher reflection on Differentiation at monthly staff meetings. • PD for teachers on Research Based Effective Teaching Practice. • Give students choice in assignments, so they can achieve and demonstrate learning through their strengths. • Teach to multiple learning styles in classes. • Students will participate in “Elk Fest” • Students will participate in “Scratch” District competition. • Encourage student input into topics, presentation and types of assessment.
Students will use technology to enhance their learning.	<p><i>Percentage of parents and students who agree they have access to digital technology at school.</i></p> <p><i>Percentage of parents and students who agree teachers use digital technology to actively engage students</i></p> <p><i>Percentage of students who are interested and motivated in their learning in the TTFM Secondary Survey.</i></p>	<ul style="list-style-type: none"> • Implement a variety of technologies in the classroom • Technology will be an option for choice in assignments. • Encourage Flipped Classroom/Video Conferencing opportunities for students with Physics and Math. Work with larger high schools to improve choice in course delivery. • Research, define and experiment with applications and strategies for use of collaborative communication learning tools (i.e. Wikispaces, Google Docs, Twitter, (teacher/classroom pages), blogs and game based learning. • Encourage students to electronically submit assignments and create assignments in all grades.

	<i>Teacher tracking of elementary computer use.</i>	<ul style="list-style-type: none"> Computers will be offered as an option to all Junior High Students.(February 1/13) Elementary classes will use the computer room and laptops weekly.(Story writer, RAZ Kids) Use Gmail accounts to receive assignments in grades 3-12.
Instructional design engages each student	<p><i>Percentage of students that report increased correlation on “Tell Us How You Learn in School” and “How Would You Like To Learn” on the TTFM Secondary School Survey.</i></p> <p><i>Percentage of students that report Positive Teacher –Student Relations on the TTFM Secondary School Survey.</i></p> <p><i>Percentage of students that are intellectually engaged and finding learning interesting, enjoyable and relevant.</i></p>	<ul style="list-style-type: none"> Expand classroom differentiation with a focus on individual learning styles and needs. Teachers will reflect on engagement at monthly staff meetings and share success and challenges. In-service teachers on “Total Participation Techniques” during August PD. Professional Development for teachers on Engagement and Differentiation. (January 31st, ATA) Engagement and Differentiation will be reflected on weekly in staff news on a google document. PD in August on IPP writing, teaching to differentiate learning.

Performance Indicators

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.	Andrew School	70.4	69.1
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Andrew School	86.1	81.6
	Province	89.8	89.3

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Overall teacher, parent and student satisfaction with the overall quality of basic education.	Andrew School	86.1	81.6
	Province	89.8	89.3

Tell Them from Me Survey Results		Current Result 2013
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable and relevant	Andrew School	83
	Canada	56
Percentage of students who report they are interested and motivated in their learning	Andrew School	59
	Canada	34

School Education Results Report (2012/2013)

As the performance indicators show our overall teacher, parent, and student satisfaction levels have risen slightly from our previous three years average (70.4% in 2013, compared to average of 69.1% in previous three years). This indicates that our past year has been a success in this measure, however if compared to the province level we still have room for growth (our school at 70.4% and the provincial level being 81.5%). Another one of the main indicators that was described in the above plan was the “percentage of students who report they are intellectually engaged and find learning interesting, enjoyable and relevant”. These levels do decline as students move from grade 8 through 12 (which is consistent with much of the current findings at a provincial level), our school is still doing quite well in this area (with the highest levels in grade 8 of 92% and the lowest levels in grade 12 of 71%). A significant increase in the levels of overall teacher, parent and student satisfaction with overall quality of basic education received (86.1% in 2013, previous three year average being 81.6%), indicates that while student engagement can still be a target our overall basic education is on the rise.

Over the following two years of the plan we will continue to work on achieving this goal in a variety of different ways at a variety of different divisions. Being a K-12 school our school will continue to focus on increasing student engagement by fostering an environment where we are a true center of the community and a place where the younger students engage with the older students to increase collaboration and an overall sense of belonging and purpose. This year we have started a few different initiatives to do so.

As part of our SBPD plans, we will focus as a staff on high school engagement by looking closely at schools that have been with the high school flexibility project and hopefully be one of those schools by the 2014-15 school year. We started the years PD off by joining other high schools in our district in a presentation by staff from Alberta Education on how the high school flexibility project can increase student engagement. Our staff have recognized the need for change in our building and are actively involved in planning on how we will implement this initiative in the following school year. During our December staff meeting we sat as a staff and looked at a few different timetables from other schools and discussed the possibility that this project could bring to our students. We will continue to look into

this by visiting other sites on the “flexibility program” and incorporate this model in our school next year.

Another large step towards increasing student engagement at a high school level we have taken is to ensure that all students have access to programs such as R.A.P. and relevant work experience placements. Doing this will make the learning that takes place much more relevant to students as they progress through their high school years. In line with the “Inspiring Education” document, we will also work with current stakeholders in the community to make sure that students not only have access to training for trades, but it will be local and mutually beneficial to both students, school, and community. In December I will be attending a town council meeting to propose a partnership starting in the near future where students will work with local trades’ people, and businesses to “revitalize” the main street in the town of Andrew. Our geographical location makes it difficult for students join the R.A.P. program as they need to travel great distances to access these types of businesses. With the “revitalization” of main street students will have access to trades such as, “carpentry”, “electrician”, and potentially others right within their very own community, while working with the community to improve the very own place they live.

In the lower grades we want to continue to engage students by creating a sense of community with programs such as “noon hour intramural’s”, which involves students of all grade levels working together as a team not only having fun but striving for a common goal. We also hosted a “staff vs student” dodge ball game during our first week of school which was called the “Week of Welcome”. Involving all students in these types of activities have fostered positive relationships and feelings about school attendance.

Over the past two years at our school we have spent much money and time ensuring that students and teachers have access to technology that will enhance their learning. The school has purchased 17 iPads and updated equipment in both computer labs. With the integration of an “App Savvy” course at the junior high levels we have increased students competency with technology. Our students in grade 7, 8 and 9 last year had all completed modules on the use of document sharing through Gmail accounts, as well as the use of a variety of other programs (drop box, iMovie, and Prezi) to enhance engagement, collaboration and overall effective use of technology. We incorporated a “Lego Robotics” option to further student’s problem solving skills and increase student engagement. This year our grade 5/6 class have all created, shared and collaborated using Gmail and google drive. They will continue to develop skills in these areas that will serve to display how technology can be used to learn vs how technology can be used to deliver content.

Last year’s TTFM survey results still indicated a difference between how students like to learn vs how students are being taught. This will be an area of focus over the next year working with staff to develop strong group discussion skills and model collaboration will be a strategy used to hopefully begin closing this gap.

School Goal #2

Increase proficiency in literacy and develop a culture of literacy in the school community.



Outcomes:

- Students demonstrate proficiency in literacy
- Students achieve student learning outcomes.
- Programming supports student success

Outcomes	Performance Measures	Strategies
<p>Students demonstrate proficiency in literacy</p>	<p><i>Provincial Achievement Tests</i></p> <p><i>Accountability Pillar Surveys</i></p> <p><i>Percentage of students in Grades 3, 6,9,12 who achieved the acceptable standard on provincial achievement tests in Language Arts.</i></p> <p><i>Percentage of students in Grades 3, 6,9,12, who achieved the standard of excellence on provincial achievement tests.</i></p> <p><i>Number of parents that attend Family Literacy Night.</i></p> <p><i>Number of books read through Accelerated Reader and Wildcat Trail Reading Program.</i></p>	<ul style="list-style-type: none"> • Teachers in-serviced and utilizing “Daily 5” resources and strategies • Split the combined classes apart as much as possible for core subjects. • Cycle Senior High Science courses to program for student success. Offer Chem 20 and Chem 30 one year, Biology 20 and 30 the next year. • Teachers in-serviced in 6 +1 Writing Traits. (March 1, 2013) Two day workshop booked. • Students in Grades 4-6 will participate in the District Speech Competition. • Create a “Bring On Books” Option course for Junior High Students. February 1st 2013 • Implement two Adolescent Literacy Initiatives. SQR3, Marzano 6 Step Vocabulary, graphic organizers.

	<p><i>Staff survey on training in Daily Five, 6+1 Writing Traits, Balanced Literacy.</i></p>	<ul style="list-style-type: none"> • Teach literacy skills in all subjects. • Balanced Literacy PD for K-6. Begin in March. • Form a Literacy Committee. • Host a Family Literacy Night during Education Week. • Read around the school for Elementary. Wildcat Reading Trail. Start February 1, 2013. • Purchase Accelerated Reader and begin Library Implementation. March 1/13. • Buddy Reading for Elementary and Junior High Students, one day a week. • Continue with Daily Reading Time for Grade k-12. • Create a student and teacher-writing wall, monthly theme. • Participate in the Polar Expressions writing contest.
<p>Students achieve students learning outcomes.</p>	<p><i>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. (AP)</i></p> <p><i>Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</i></p>	<ul style="list-style-type: none"> • Host a grade 9 parent/student information night. • Develop a graduation Checklist to be reviewed with parents and students. • Meet with all senior high students twice a year to review Course Mark Sheets. • Meet with all senior high students twice a year to review their three year high school plan. • All students in Grades 1-12 will set two learning goals in September and in February. • Develop a student's sense of self, as a learner through using the self-assessment tools on Career Cruising. Grades 9-12 will complete three self-assessments with the school principal.
<p>Programming supports student success</p>	<p><i>Overall teacher, parent and student satisfaction with the quality of basic education.(AP)</i></p>	<ul style="list-style-type: none"> • Analyze PAT and diploma results and establish strategies to improve areas of concern.

	<p><i>Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.(PAT)</i></p> <p><i>Percentage of students in grade 4-12 that find classroom instruction relevant to their everyday lives.(TTFMSS)</i></p>	<ul style="list-style-type: none"> • Modify assignments to meet learner's varying abilities and styles. • Provide ongoing professional development to all staff on increasing student engagement through differentiating instruction and assessment for learning.
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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.*	Andrew School	78.4	73.4
	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.	Andrew School	10.8	12.4
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Andrew School	88.9	0.0	96.2	28.2
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Andrew School	88.9	44.4	92.3	47.0
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Andrew School	**	**	76.7	11.4
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Andrew School	**	**	60.7	0.0
	Province	73.0	16.4	74.2	17.2
Science 6	Andrew School	**	**	74.0	16.3
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Andrew School	**	**	53.3	2.4
	Province	72.7	19.0	71.8	18.1

Junior High					
English Language Arts 9	Andrew School	66.7	16.7	62.5	8.3
	Province	76.4	14.7	78.6	14.7
English Lang Arts 9 KAE	Andrew School	**	**	**	**
	Province	62.4	4.3	65.2	7.2
Mathematics 9	Andrew School	75.0	25.0	37.5	12.5

	Province	66.5	18.2	66.3	17.6
Mathematics 9 KAE	Andrew School	100	33.3	**	**
	Province	65.9	14.7	64.3	15.2
Science 9	Andrew School	75.0	16.7	56.9	5.0
	Province	72.6	19.9	74.2	20.3
Science 9 KAE	Andrew School	**	**	**	**
	Province	68.4	17.1	68.2	15.6
Social Studies 9	Andrew School	72.7	27.3	70.8	29.2
	Province	65.3	18.3	68.4	19.0
Social Studies 9 KAE	Andrew School	**	**	**	**
	Province	64.6	13.0	63.3	14.4

*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
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	Andrew School	92.9	66.7
	Province	84.6	82.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	Andrew School	7.1	7.5
	Province	21.7	20.1

		Current Result 2013			Previous 3 year Average	
		Acceptable	Excellent	Participation Rate	Acceptable	Excellent
English Lang Arts 30-1	Andrew School	**	**	50.0	78.3	7.5
	Province	85.9	10.5	54.4	85.2	10.5
English Lang Arts 30-2	Andrew School	**	**	50.0	100	0
	Province	89.5	11.1	27.2	89.0	9.8
Pure Mathematics 30	Andrew School	**	**	**	79.2	7.1
	Province	62.4	12.9	7.3	81.9	28.5
Applied Mathematics 30	Andrew School	**	**	**	**	**
	Province	75.0	20.8	0.2	75.7	10.9
Mathematic 30-1	Andrew School	**	**	10	**	**
	Province	**	**	29.9	**	**
Mathematics 30-2	Andrew School	**	**	20	**	**
	Province	**	**	16.8	**	**
Social Studies 30-1	Andrew School	**	**	40.0	61.1	11.7
	Province	85.4	15.2	46.1	84.5	15.9
Social Studies 30-2	Andrew School	**	**	60.0	100	16.7
	Province	82.4	13.9	34.0	84.6	14.4

Biology 30	Andrew School	**	**	0	74.0	23.4
	Province	84.3	32.4	42.4	81.7	28.7
Chemistry 30	Andrew School	**	**	20	46.4	11.3
	Province	78.8	31.8	31.7	76.9	28.7
Physics 30	Andrew School	**	**	10	41.7	0
	Province	81.1	30.3	17.4	77.2	26.1

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

School Education Results Report (2012/2013)

Our school will continue to focus on this goal in the following two years. Based on the “student, parents, and teachers overall satisfaction of the basic education” received at our school as notes above in the previous analysis, we have made gains. Other measures such as our parents’ attendance at our “Literacy Night” in 2013, and the amount of books read in our 2013-14 “Wildcat Reading Trail” are also positive indicators of success. We had a very favorable turnout at our “Literacy Night” and are currently finishing our “Wildcat Reading Trail” posting very close to 500 books read since “Read-in” Week in October.

The quantitative data being used for measures of success were P.A.T. and D.I.P. results. The percentage of students who received acceptable standards on the P.A.T. exams in grade 3, 6, and 9 in 2013 was 78.4% which is considerably higher than the three years average of 73.4%. Our school is still below the provincial average of 79.0%. The percentage of students who achieved “excellence” in 2013 was 10.8% down a few percentage points from the three year average of 12.4%. Provincially we are significantly lower than the province in this area (Province had a rate of 18.9%).

Looking more closely at the English Language Arts results in grade 3, 6, 9 and 12 might help us gain a better understanding of how our school is doing. Our grade 3 class 2013 average of students who achieved an “acceptable” standard was 88.9% in 2013 a bit lower than the previous three year average of 96.2% both numbers significantly higher than the provincial three year average of 81.8%. Our grade 6 class in 2013 only contained 2 students therefore we did not receive an average for this level due to small numbers. Our grade 9 classes scored higher than the three year average for both standard of excellence and acceptable, however we remain significantly lower than the provincial level on all four measures except the 2013 level of excellence where our school scored 16.7% and the provincial average was 14.7%.

All of this being said above our grade 6 and grade 12 numbers demonstrate that with such small classes the validity of our P.A.T and Diploma results are quite low due to such low numbers in our classes creating the possibility for huge variances year to year. (Our grade 6 class was too small to calculate an average for 2013, as was our Language Arts 30-1, and 30-2 classes.)

Literacy rates and engagement at our school as mentioned above will continue to be a focus. Perhaps trends over ten years will give us a more conclusive response as to whether our school is improving, declining, or remaining the same.

We are really targeting literacy in the formative years (K-3) in our school with most of our staff development with our elementary teachers will continue to focus on reading inventories and other diagnostic tools in order to help struggling readers early in their education to set them up for success later on. Continuing to foster a culture of readers and literacy will help kids and families love and value reading.

School Goal #3

Enhance student engagement in learning through citizenship and wellness.

Outcomes:

- Students develop social and emotional skills
- Students set goals for learning.
- Students will increase intrinsic motivation and self-worth
- Students will take greater responsibility for learning
- Character Education will be developed as part of school culture
- Excellence in learning will be promoted as a culture in the school

Outcomes	Performance Measures	Strategies
Students develop social and emotional skills.	<p><i>Teacher checklist to be developed that correlates with Benchmark for Social and Emotional Learning.</i></p> <p><i>The number of students in Reflection Room</i></p> <p><i>The number of office referrals</i></p>	<ul style="list-style-type: none"> • Junior High Health will be offered as a course, not integrated in core subjects. • A minimum of five speakers will address Junior High Health classes. • Teach social/emotional skills to all grade levels using the • Implement a Social and Emotional Learning Benchmark with specific outcomes for each grade that will be taught in Health Class.
Students set goals for learning.	<p><i>Teacher and parent satisfaction with parental involvement in decisions about their child’s education.(AP)</i></p> <p><i>Percentage of students who achieved the acceptable standard on diploma examinations.(AP)</i></p> <p><i>Percentage of students who achieved the standard of excellence on diploma examinations.(AP)</i></p>	<ul style="list-style-type: none"> • Teachers work with students to develop goals for student work. • Students complete the three Learner Inventories on Career Cruising. • Grade 9-12 students will review 3 year plans for high school 3 times a year. • Career Presentations on Post Secondary Programs. • Job Shadow program with Kristy Tut • Junior Highs students will learn about goal setting in Health class and set two learning goals.

<p>Students will increase intrinsic motivation and self-worth.</p>	<p><i>Number of students participating in special projects, leadership projects and district challenges. (Elk Fest, Scratch, Student Conference)</i></p> <p><i>Year End Awards</i></p> <p><i>Self Evaluation in each class.</i></p> <p><i>Number of lunches sold in a year.</i></p> <p><i>Number of times the Fitness Center is used on the Town side.</i></p>	<ul style="list-style-type: none"> • Create a student leadership class that works toward community and global citizenship. • Promote social responsibility in our local community • Students in Oil 101 will participate in the Petro Challenge. • Special Projects for credit will be introduced to students with a focus on innovation and creativity. • Teachers will provide feedback that motivates the learner. Two staff meetings will focus on assessment. • Challenge opportunities will be explored for gifted students. i.e. Math 20-1 and Calculus(in one semester) Teachers will facilitate accelerated programming if required. • Creation of the “Wildcat Nook” a Hot Lunch Program available to students and staff that provides a healthy choice. • Creation of a Fitness Center for Junior/Senior High. Use of the Town Fitness Center at lunch time for Junior/Senior High.
<p>Students take responsibility for learning.</p>	<p><i>TTFM Secondary School Survey Percentage of students in school that indicate they try hard to succeed in school.</i></p> <p><i>Teacher, parent and students satisfaction with the opportunity for students to receive a broad program o studies, including fine arts, career, technology and health and physical education.</i></p> <p><i>Teacher, parent and student satisfaction with the overall quality of basic education. (AP)</i></p>	<ul style="list-style-type: none"> • Students in Grade 7-12 will set two learning goals in September that will be reviewed in February by the school counsellor. • Student led conferences for Grades 1-6. (March 2013) • Teach students to evaluate themselves, develop a self assessment for their own learning. • Teach students organizational strategies. Use “Organization It” in Junior High Health Class. • Challenge students by offering them choices for assignments and assessment. • Grade 10-12 students will review Course Mark Sheets twice a year and submit a graduation plan.

		<ul style="list-style-type: none"> Students will attend the Elk Island Student Conference.
Character Education will be developed as part of school culture.	<i>Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (AP)</i>	<ul style="list-style-type: none"> Continue and further develop the Seven Sacred Virtues as Andrew School's Character Education Program. Focus on a Character Virtue every month through announcements, newsletter, speaker and one monthly assembly. Each month all students will complete one writing or literacy assignment related to the Character Virtue of the month. Student writing to be included in monthly newsletter.

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.	Andrew School	76.7	71.8
	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.	Andrew School	87.7	82.0
	Province	89.0	88.1

Tell Them From me		Current Result 2013
Survey Results		
Advocacy at School - Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Andrew	4.9
	Canada	2.9
Positive Teacher-Student Relations – students who report teachers are responsive to their needs and encourage independence with a democratic approach <i>Scale of 1 to 10</i>	Andrew	7.3
	Canada	6.2

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The percentage of parents and students who are satisfied with the characteristics of active citizenship in 2013 school year was 76.7% from the previous three years average of 71.8%. We are still significantly lower than the provincial average of 83.4%. As reported in 2013 Accountability pillar our school scored quite well on the percentage of parents, teachers, and students who feel this is a building that fosters: safety, respect, and fairness is also up from previous three year average from 82.0% to 87.7%. Our results from “positive teacher-student relations” is quite consistent from grade 8 all the way through to grade 12.

In the spirit of the “Inspiring Education” document and this school goal our school has really tried to increase our involvement with the community this year. During the month of December our grade 9 leadership class made Christmas baking to deliver around the community and shoveled sidewalks and driveways of the elderly. We have also invited elders from the town Lodge to attend our Remembrance Day Ceremony, and Christmas Concert.

One of the first things that we implemented this school year was the creation of goal sheet for students at all levels. Each student filled out a goal sheet in September and made a few goals, one had to be academic and the other had to be a wellness goal. These sheets were reviewed at the school one on one with each student in November and students determined how they were progressing towards their goals. We will continue to monitor these goals and use them at our school. We will also be meeting with the town council and making a plan as to how we can work together to make the fitness center (which is on the town side of our school) more accessible to students and staff. With the development of the “hot lunch” program last year at our school we ensured that all students had access to affordable hot lunches. This year we will continue to offer this service however now focusing on a healthier menu. Our school is still participating in the “Breakfast for Learning” program where we received a government grant of \$700 in order to serve a healthy breakfast choice free of charge as students came in to the school. We have also sent two staff representatives to the healthy school initiative meetings that were hosted at central office. Our Physical Education teacher has applied for funding to run a “Juice Bar” during tournaments and other athletic events held at the school.

Our May SBPD day will focus on mental health for both students and staff. Our focus in the afternoon will be planning other ways that we can make sure that students mental, physical, and spiritual needs are met.

Additional Accountability Pillar Overall Summary Results

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	Andrew School	69.5	77.2
	Province	74.8	72.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	Andrew School	0.0	0.7
	Province	3.5	3.9
High school to post-secondary transition rate of students within six years of entering Grade 10.	Andrew School	79.1	60.5
	Province	59.5	59.2

Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Andrew School	40.0	59.8
	Province	61.3	59.4
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	Andrew School	38.6	56.8
	Province	56.6	54.9

Accountability Pillar Overall Summary Survey Results		<i>Current Result 2012</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.	Andrew School	71.0	81.8
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Andrew School 82.8	82.8	83.2
	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.	Andrew School	74.9	68.1
	Province	80.6	80.0

School Council Involvement and Communication of Plan

School Council has been involved in the development of the Three Year Plan for Andrew School. School Council reviewed the Tell Them From Me Survey Results and found the student responses very interesting and informative. Parents were asked for input into how we can share our goals with the school community. We would like to have parents involved in our goals on Engagement, Literacy and Citizenship.

School Council will review the strategies for each of the goals for Andrew School and provide input on strategies and indicators. Developing a culture of Literacy will be a focus for teachers, students and parents and we would like parents to be a part of the Literacy Committee. As part of the Literacy Committee, we hope that parents will become more involved in planning and supporting our school wide focus and Literacy initiatives. This would include the "Wildcat Reading Race", Literacy Night, Accelerated Reader Implementation and other related activities.

This year Andrew School Council was successful in having parent representation for each grade from Kindergarten to Grade 12. Our School Council is very active and supportive of the school. They will be involved in strategies and informed as to further development of the plan.

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.

