

**School Education Plan and Results Report**

**2012-2015**

**Year 2**



*Cherishing and Challenging Every Child*

**Elk Island Public Schools**



## School Profile and Foundation Statements

**Glen Allan Elementary**

**Principal: Cheryl DeVries**

**Assistant Principal: Mike Part**

**Motto: *Cherishing and Challenging Every Child.***

**MISSION STATEMENT:** At Glen Allan School, our mission is to teach students to be creative and critical problem solvers who can apply flexible thinking as they cope with challenges and change.

**PHILOSOPHY:** Glen Allan Elementary School staff, parents, and students are committed to a partnership supporting strong student engagement and achievement in all areas, including social, emotional, academic, physical, and creative growth.

**CREDO:** I will show responsibility for my own learning through cooperation and demonstrate respect for others, the environment and myself.

**BELIEFS ..... At Glen Allan School:**

*Students will have a successful and engaging school experience in an environment that is safe, accepting and one that encourages students to take risks with their learning.*

*Learning is an active and unique process and we nurture a learning climate that recognizes, develops and celebrates the various learning preferences of children.*

*All individuals are encouraged to strive for excellence maximizing their unique strengths and talents.*

*All students are encouraged to actively participate in the life of the school and community.*

*Consultation and teamwork with parents, community groups and other organizations in planning and carrying out education programs is beneficial to our staff and students and facilitates maximum growth in student learning.*

*Students are actively engaged in learning and practicing strategies to be responsible problem solvers, critical and creative thinkers who demonstrate moral and ethical behaviour.*

*Students set and evaluate personal learning goals throughout the school year.*

*Our students and staff are committed to demonstrating responsible, respectful citizenship in all of our interactions with each other and our community at large.*

*Members of our school community endorse and model lifelong learning.*

At Glen Allan, we have a strong academic focus and high learning expectations for our students and staff. A safe and caring learning environment, excellent programming, a variety of engaging learning opportunities and a dedicated staff are the cornerstones upon which we build success for the children in our care. Children are challenged through inquiry projects, buddy grade projects, whole school activities and in-class challenges, supported with modified learning goals and smaller groupings and are invited to be active, inquisitive citizens. We strive to be a vibrant community of learners – our students, staff and parents as partners. Character education, citizenship and student leadership are three cornerstones of our school.

All students are provided with a well-rounded educational program. Through activities that include academics, athletics, fine arts, and opportunities to pursue personal interest areas, our students are

enriched and provided with a variety of experiences, in addition to meeting the student learning outcomes of the Alberta Program of Studies. Other opportunities include: track and field teams (who compete in interschool competitions), a student support team, school spirit team, school service project team, grade level choral groups, intramural sports, school patrol, and a variety of clubs. We have a student council leadership team comprised of grade 4, 5 and 6 students and teacher leaders who provide input and share in school planning. These students also take on a variety of projects to enrich our school climate as well as contribute to the larger community through charitable work. Theme days, special activities and service to our community contribute to a positive and exciting school climate.

We recently unveiled a new school symbol and slogan. *Bamboo*, a very friendly Panda, watches over the students throughout the school from its residence in the newly renovated school Learning Commons. Our school slogan, '*Cherishing and Challenging Every Child*,' focuses on our belief that we are each unique and bring special talents to share with our community.

We have developed a school-wide Student Plan focused on four areas:

**Responsibility:** I am responsible for my own behaviour.

**Respect:** I treat others, myself and property with respect.

**Results:** I am responsible for my own learning.

**Relationships:** I am engaged with my school community and have opportunities to collaborate and be an ethical citizen.

It is our goal to embed these character traits in everything we do, as we prepare our students to be actively engaged learners who consciously contribute to making their world a little better.

Our Glen Allan TV crews, comprised of grade 5 and 6 students and teacher leaders, highlight individuals and groups who demonstrate positive citizenship, responsibility, respect or cooperation. Our TV broadcasts are posted on our school website, through YouTube, and highlighted in each classroom.

Our students with special needs are fully integrated in all of our inclusive classrooms with the support of two learning coaches and a team of educational assistants, working in our learning pods. We have implemented a team planning approach to facilitate successful learning for all children. Supports for success include small group and individual instructional opportunities, pre and post teaching focused on learning strategies, focused social skill instruction and alternate learning spaces in our learning pods. The social skills instruction and strategic interventions are key to the successful learning experiences for many of our students.

Many volunteers support us on a daily basis helping in a variety of ways. Most are parents in our community, but we even have volunteers from our community at large. Everyone helps to contribute to the warm and caring atmosphere in the school. Children know that there are a number of adults in the building to support them. This year, we will host six student teachers from the University of Alberta. These young, enthusiastic teachers-in-training are a wonderful addition to the staff, bringing their enthusiasm and passion to school every day, during their nine week practicum.

We have a strong and active parent group, the Glen Allan School Council, commonly referred to as GASC, which works with us to nurture an excellent learning environment. GASC liaises with the school principal and staff on matters pertaining to the school and its operation. This committed group helps provide a variety of resources and activities to enhance learning and enrich our school climate. The parents are strong advocates of education and work with us to provide a variety of extras for our students. For example, on a user pay basis, students may remain at the school for lunch in a GASC coordinated lunch program.

A privately owned before and after school care program, attached to our school building, provides quality care for a number of our students. As EIPS moves forward with the Re-Imagining process, this facility will provide parents with a viable option when they require before and after school care for their children.

Our school website: [www.glenallanelementary.ca](http://www.glenallanelementary.ca), is a valuable resource for students, parents and staff. It includes detailed information about school activities, policies and programs. All classroom teachers have regularly updated 'e-teacher' pages, providing classroom information, important dates, current learning objectives, homework, practice web links and a host of additional information to support and inform parents.

At Glen Allan School we value and nurture a strong 'school family' feeling. Parents and visitors are welcome and encouraged to be active participants in our learning environment. Our students select and contribute to a number of charitable organizations each year. Although we have a strong academic focus at Glen Allan, we are committed to supporting our children as they learn their roles and responsibilities growing into responsible, contributing members of their world.

#### **Glen Allan School Goals:**

- Students will develop problem solving skills, leadership skills and citizenship in a safe, caring and inclusive learning environment.
- Every student is intellectually engaged within an inclusive learning environment through the innovative use of technology and learning support.
- Students will demonstrate improved writing skills in all grades.

#### **Elk Island Public Schools 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.

### Alberta Education Provincial Goals:

- An excellent start to learning. Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.
- 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.
- 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.
- 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 Days

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Literacy – Reading Strategies (scope and sequence) Writing-develop a school wide writing assessment for formative instruction	<b>School Goal 3:</b> Students will demonstrate improved writing skills in all grades.
April 11	Develop ICT Scope and Sequence Inclusive Education (Differentiation) – Led by Counsellor and Learning Coach	<b>School Goal 2:</b> Every student is intellectually engaged within an inclusive learning environment through innovative use of technology and learning support.
May 16	Inspiring Education / Curriculum Redesign/ Competencies Webinar (Alberta Education) Glen Allan Student Forum Writing Assessment Debrief/ Student Exemplars Created/Goals for 2014/2015	<b>School Goal 1:</b> Students will develop problem solving skills, leadership skills and citizenship in a safe, caring and inclusive learning environment. <b>School Goal 2:</b> Every student is intellectually engaged within an inclusive learning environment through innovative use of technology and learning support. <b>School Goal 3:</b> Students will demonstrate improved writing skills in all grades.

## **School Goal 1:**

**Students will develop problem solving skills, leadership skills and citizenship in a safe, caring and inclusive learning environment.**

### **Strategies**

- Welcome assembly and welcome activities for students in September (new student luncheon, ice-breaker activities)
- Student council will conduct an orientation afternoon for new Glen Allan students prior to the first day of school
- Buddy classes to promote cross-grade friendships
- Divide the student and staff body into House teams to promote school spirit throughout the year
- Develop and promote problem-solving skills through a common language and expectations throughout all school activities.
- Student council is elected annually and collaborates with staff in leadership initiatives
- Student council encourages student voice and choice in school activities and initiatives by having classroom representatives, surveys of the student body and regular classroom visits
- School character education program focuses on virtues chosen by the student body and reinforced through daily announcements, Panda TV features, monthly assemblies and classroom activities
- Staff will model the character traits that we value at Glen Allan
- Students will have the opportunity to volunteer on student committees such as spirit committee, environmental club, facility crew, etc.
- Student Voice Encouraged – (Give the Voice, Use Your Voice, Be the Voice) through student announcement club, taking part in morning routines, Panda TV crew, student council and round-table discussions/speak out event
- Student Council representatives are invited to monthly staff meetings and GASC School Council meetings in order to give a report on activities and participate in some activities at those meetings.
- Students will have the opportunity to authentically create, collaborate and share student-led initiatives in the classroom, school and wider community.
- Students and staff will learn about and contribute to charitable organizations
- Winter lunch time clubs led by staff in many different fine arts, academic, social, and sports
- AMA Patroller program for student safety
- Panda TV crews will write, film and promote news features that highlight problem solving skills, character education traits and celebrate student and school accomplishments and activities
- Parent council involvement in school activities and parent volunteers in classrooms to ensure parents are actively engaged in their child's education and model leadership, citizenship and problem-solving.
- FNMI program and perspective infused in curriculum and taught in school-wide activities
- Develop a Student Outcome and Climate Survey (former TTFM)

### **Outcomes**

- Increased student input and ownership of school events and learning
- Character traits become enshrined in the school culture
- Student Outcome and Climate Survey reflects that students are increasingly interested and motivated (12/13 TTFM result 71%)
- Students demonstrate personal growth in relation to their own learning
- There are clear rules, expectations, and language for behavior to create a positive learning environment
- Viewing of Panda TV is incorporated into the instructional day and viewership by the Glen Allan stakeholder community increases
- Increased accountability pillar results for student, parent, and teacher satisfaction with Glen Allan Elementary as a whole

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2013</b>	<b>Previous 3-yr Average</b>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>Glen Allan Elementary School</b>	<b>86.6</b>	<b>88.9</b>
	<b>Province</b>	<b>83.4</b>	<b>82.0</b>
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.	<b>Glen Allan Elementary School</b>	<b>90.6</b>	<b>92.9</b>
	<b>Province</b>	<b>89.0</b>	<b>88.1</b>
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	<b>Glen Allan Elementary School</b>	<b>80.1</b>	<b>82.0</b>
	<b>Province</b>	<b>80.3</b>	<b>79.8</b>

**School Education Results Report (2012/2013)**

Good progress was made in implementing many of the strategies in Year One of the plan.

Our GLN student council was elected with one representative from each class in Grades 4-6. Three teachers supervise and work with council. In Year One, student council worked on defining their role and voice in the school. As we move into Year 2, council was expanded during the election process to grandfather last year's council to ensure continuity and cross-training of new council members. Student council is actively meeting with the student body and gathering input.

Student Council completed a survey of the student body and incorporated the feedback into a charter of student rights and responsibilities. All classes were introduced to and signed the draft agreement at the end of June.

Student council collaboratively chose the Year 2 character education focus and virtues that will be taught. Students prepare a monthly assembly on the character traits and talk daily about the virtues on the announcements.

Students and staff participated in many citizenship initiatives such as Terry Fox Run, Unicef, Christmas Bureau and Food Bank donations, Environment Club, Jump Rope for Heart and support for the Stollery Children's Hospital.

Glen Allan TV was initiated and several students interviewed for production positions and successfully wrote, filmed and posted the news content to our GLN You Tube channel. As we move into Year 2, the name was rebranded as Panda TV and the students from last year are taking on more responsibility for content and production. New members will be invited to join in the New Year.

## **School Goal 2:**

**Every student is intellectually engaged within an inclusive learning environment through innovative use of technology and learning support.**

### **Strategies**

#### Technology

- Develop ICT scope and sequence
- Implement a digital citizenship plan
- Regular updating and maintenance of school technology
- Assistive technology available for student use
- Authentically integrate technology in the classroom to reflect the infusion of technology in daily life and the world of work
- Teach keyboarding skills
- Opportunities to learn programming, coding and robotics (Scratch, Minecraft, Lego Robotics)
- Social media for student and community engagement (Edmodo, blogs, wikis, Twitter, etc.)
- Staff and students make active use of variety of technology tools (Smartboards, iPads, document cameras, voice recorders etc.) to enhance teaching and learning
- Web-based and personalized learning through age-appropriate online media (Discovery Education, Scholastic News, Pearson E-texts, Edmodo, etc.)

#### Learning Supports

- Students create and reflect annually on individual learning inventories to understand learning styles and preferences
- Students and staff create annual learning goals that will be shared with peers and self-evaluated
- Students are able to articulate what engages them and helps them be successful learners
- Project-based learning opportunities so students can engage at their “just right” level
- Cross-grade buddies completing authentic projects and learning activities together
- Grade level learning pods in hallways with Educational Assistants available at all times during instructional hours that all students can access as needed/desired
- Staffing includes a full time counsellor and part time learning coach to support staff and students
- School based transition plan for students and teachers
  - Plan for transition of at-risk students- May- classroom teacher identified-meeting planned for teacher and student to get to know each other. Next year teacher observes student in classroom.
  - June – class lists in place
  - All students write a letter to their next teacher about their learning inventory, successes and goals
  - June report card-include student assignment for upcoming year
- Develop a Student Outcome and Climate Survey (former TTFM) to measure student perception of their success as learners

### **Outcomes:**

- Glen Allan ICT Scope and Sequence will be created and implemented
- Staff and students will increase use and knowledge of technology (i.e. Discovery Education, iPad applications, Edmodo etc.)
- Student Outcome and Climate Survey results will indicate an increased percentage of students who say they are trying hard to succeed (12/13 result-89%). Increased accountability pillar results for student, parent, and teacher satisfaction with Glen Allan Elementary as a whole .

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2013</b>	<b>Previous 3-yr Average</b>
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.	<b>Glen Allan Elementary School</b>	<b>86.0</b>	<b>90.0</b>
	<b>Province</b>	<b>81.5</b>	<b>80.7</b>
Overall teacher, parent and student satisfaction with the overall quality of basic education.	<b>Glen Allan Elementary School</b>	<b>92.3</b>	<b>95.4</b>
	<b>Province</b>	<b>89.8</b>	<b>89.3</b>

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2013</b>	<b>Previous 3-yr Average</b>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	<b>Glen Allan Elementary School</b>	<b>75.1</b>	<b>81.3</b>
	<b>Province</b>	<b>80.3</b>	<b>79.9</b>
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.	<b>Glen Allan Elementary School</b>	<b>83.9</b>	<b>85.7</b>
	<b>Province</b>	<b>80.6</b>	<b>80.0</b>

**School Education Results Report 2012/2013**

Progress is being made on our technology goals. The first year of the plan included drafting a digital citizenship plan. New projectors, laptops and replacement batteries have been purchased. Technology professional development has been incorporated into staff meetings and school-based professional learning days. Many staff have indicated an increased level of comfort using a variety of technology in the classroom.

Learning support was provided through our Educational Assistants in the new model of grade group hallway pods accessible to all students. Our counsellor and learning coach took a lead role providing guidance, support and professional development on inclusive classrooms. Students completed their learning inventories and the transition plan for spring to fall was implemented successfully with less anxiety noticed during school start up for students and parents.

### School Goal 3:

**Students will demonstrate improved writing skills in all grades.**

#### **Strategies:**

- Develop writing exemplars for all grades through the school wide narrative writing assignment
- Write-in-week (end of February). Invite members of the community to come to Glen Allan and share how writing is important to them
- Use of learning coaches to team teach and to facilitate small group instruction and conferencing.
- Use of immediate feedback on writing skills during the writing process
- Using technology to ensure all students have support as needed in the writing process
- Use of learning coaches and resources at conference time for parents, students and staff to access
- Newsletters, E-Teacher web pages and Glen Allan website will include literacy strategies
- Common language for reading strategies used by staff and students
- Common symbols for editing used by staff and students
- EIPS literacy training provided to teachers who are new to teaching early literacy
- Participate in the Young Author's Conference and EIPS Speech Competition
- Staff will participate in professional development on strategies for building phonemic awareness, vocabulary, comprehension, 6+1 Traits and Daily Five

#### **Outcomes:**

- A greater number of students will achieve the level of acceptable and excellence for the grade six PAT's next year
- Grade 3 students will demonstrate confidence on the SLA to be piloted in 2014 in the fall
- Writing exemplars will be available to guide instruction across all grades
- At least two members of the community will have presented to students on the importance of quality writing
- Students will have writing samples in their classroom learning portfolio and will reflect on their progress

<b>Accountability Pillar Overall Summary</b>		<b>Current Result 2013</b>	<b>Previous 3-yr Average</b>
<b>Provincial Achievement Tests</b>			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	<b>Glen Allan Elementary School</b>	<b>93.0</b>	<b>92.8</b>
	<b>Province</b>	<b>79.0</b>	<b>79.2</b>
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	<b>Glen Allan Elementary School</b>	<b>23.4</b>	<b>30.8</b>
	<b>Province</b>	<b>18.9</b>	<b>19.9</b>

Elementary		Current Result 2013		Previous 3 year Average	
English Language Arts 3	Glen Allan Elementary School	90.9	13.6	91.1	20.4
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Glen Allan Elementary School	89.4	28.8	85.8	30.1
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Glen Allan Elementary School	94.6	24.3	98.0	31.8
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Glen Allan Elementary School	86.5	24.3	90.8	29.4
	Province	73.0	16.4	74.2	17.2
Science 6	Glen Allan Elementary School	93.2	31.1	89.1	39.4
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Glen Allan Elementary School	95.9	43.2	90.3	39.8
	Province	72.7	19.0	71.8	18.1

### School Education Results Report 2012/2013 (completed October, 2013)

This is a new goal that has been added in Year 2 to address a declining trend of students achieving a standard of excellence in English Language Arts.

### School Council Involvement and Communication of Plan

Glen Allan School Council (GASC) is actively involved in our school. They act primarily as a support to the staff and through a variety of means, work to supplement school activities and opportunities to enhance the quality of learning for their children.

Our council meets seven times during the year. A teacher representative and both administrators are invited to be part of the group, in an advisory role. Throughout the school year, we provide an administrative report to each council meeting. A variety of school issues are brought forward for discussion and feedback.

Our school council has a yearly plan that supports our school education goals. They base their fundraising and support around the goals that we set together. In addition, they support and organize a number of activities and events for the students and they continue to look for ways to enhance the learning environment at the school.

Yearly events sponsored and supported by the school council include: a hot lunch program, family dance, staff appreciation, Scholastic Book Fairs, art card program, spring carnival, year book, year-end barbeque and family picnic and a variety of fundraising events.

The Glen Allan staff works very closely with our school council and we are very appreciative of the support and ongoing trust they place in us. They are an integral part of how successful we are with our goals and aspirations for their children.

**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.