

School Education Plan and Results Report

2015-2018

Year 1



Mission

A. L. Horton Elementary 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.

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.

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: To see more student success and school readiness for gr.1.

(EIPS Priority 1, Goal 1)

GOAL 2: More students will show one year's growth in numeracy and literacy results.

(EIPS Priority 1, Goal 2 and Priority 3, Goal 1)

GOAL 3: More staff will be engaging in regular meaningful on-going professional development.

(Priority 2, Goal 3)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Greg Probert

Assistant Principals: Ralph Arndt

Counsellors: FSLW – Kelly Sawatzky

A.L. Horton Quick Facts:

- ALH is situated approximately 100 kilometers east of Edmonton.
- ALH is situated in the heart of the town of Vegreville.
- ALH has approximately 340 students from Kindergarten to Grade 6.
- ALH has 22 full time teachers and 10 support staff.
- ALH has a budget of \$2 543 237 – 96% of the total budget is dedicated to staffing.

Programming highlights:

- ALH provides a **safe and caring** environment for all students.
- We have a strong **academic focus** in all grades, for all children.
- ALH offers both **English and Ukrainian Bilingual programming**.
- We offer French as a Second Language (**FSL**) 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.
- We are a **LEADER IN ME school** and emphasis student leadership on a daily basis, our student lighthouse team are instrumental in shaping the culture and climate of our school.
- We provide **Before and Afterschool Care Programming** for our busy families.
- We provide **KinderKare** to families of Kindergarten kids if they need full time programming.
- We now provide **English as a Second Language (ESL)** support in a concentrated setting.
- In September of 2015 we are providing **full time Kindergarten** to kids who need a little extra help.
- We offer **daily Intramurals** during lunch time.
- **After school activities include Run Club, Flag Football, Volleyball camp, Basketball camp.**
- We provide an excellent Music program, in all grades, but highlights are; our grade 4 **Hand chimes** and our grade 5/6 **Band Program**.
- At ALH we strongly believe a child's **schooling extends "beyond the four walls"** of the school building. Children also participate in: skating (K-6), curling (3-6), down-hill skiing (1-6), swimming lessons (1-6), tennis (3-6) and too many other curricular oriented field trips to list.
- The school building has a spacious library and loft, large gymnasium, networked and wireless computer carts, Smartboards, Infrared amplification, digital document cameras in every classroom, band room, two large Kindergarten classrooms, before / afterschool care room, three large playgrounds, soccer pitches, ball diamonds, outdoor basketball courts.

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!

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

Over the past few years we have been faced with a large increase in student population. There has been a vast increase in complex needs of both students and families that we have been trying to support. We have realized there is an immense need for more counselling services in our school. We also need to put more supports in place for our English as a Second Language (ESL) learners and many students are coming to us with needs in both literacy and numeracy.

How, and to what degree, did those challenges impact planning for 2015-2018?

We have realized that in the last few years our academic results have been weaker than expected. We are shifting our focus onto individual needs of students and families and focusing on individual growth and accountability for both students and staff. We have already started much work with staff on having solid bench mark assessments for both literacy and numeracy. We are looking at a more deliberate approach to Professional Development and eliminating erroneous "one off" professional development sessions. We would really love to see a calendar that has regular embedded professional development.

We have also started looking after the complex needs of students and families by most recently hiring a Family School Liaison Worker (FSLW) and our local RCMP is supposed to be hiring a School Resource Office (SRO) to be shared between the 4 schools in Vegreville. We are also still in the process of trying to hire a Chartered Psychologist that can be shared between VCHS and ALH.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

To see more student success and school readiness for gr.1.

Division Outcome:

More children reach social, intellectual, and physical developmental milestones by Grade 1.

(Priority 1, Goal 1)

Strategies:

1. Pilot Program for ECS (full time), allowing children who may need “extra supports” and educational time to catch up to their peers.
2. Using student tracking forms from grade to grade to monitor growth and needs of individual students – ISP’s and new Report Card could be a part of this.
3. Staff will develop ISP’s for kids that require more interventions and use a checklist for children with mild needs.

Performance Measures:

1. Parental feedback from pilot program, possibly through a survey
2. All students will be put on a tracking form indicating growth and potential needs for each year of their education – the tracking form should have tangible improvements that can be seen – multiple early childhood assessment tools could be used – one will be used as a bench mark

School Goal 2

More students will show one year’s growth in numeracy and literacy results.

Division Outcome:

More students achieve a minimum of one year’s growth in literacy and numeracy.

(Priority 1, Goal 2)

Student learning is supported and enhanced through parent engagement.

(Priority 3, Goal 1)

Strategies

1. Use / find / develop standardized Bench Mark assessments in both numeracy and literacy that will show growth, one assessment at the start of school year and one at the end (bench marks in - math basics, reading, narrative writing and functional writing).
2. Work collaboratively to develop tools and inservicing with district consultants.
3. Provide Pilot ESL program for second language learners – focused one on one and small group time.
4. Provide parents information sessions on what they can expect when their child is in school and how they can help their child be more successful.

Performance Measures

1. 5 – 10% increase in the acceptable standard for grade 6 students on the Provincial Achievement Tests and a 5% increase in the excellence category.
2. More students will show one year's growth on a tracking table that will move from grade to grade with each student.
3. Parent feedback about literacy and numeracy sessions provided.
4. One year increase on reading levels for ESL students
5. Fluency and Comprehension levels will be more in alignment

School Goal 3

More staff will be engaging in regular meaningful on-going professional development.
(Priority 2, Goal 3)

Division Outcome:

All staff have the opportunity and are supported in increasing their professional and leadership capacities.

Strategies

1. Develop a professional development committee that will determine the exact needs of the staff – specifically surrounding the numeracy and literacy goal and then create an action plan.
2. We will access the expertise of district consultants when necessary.
3. We will look at introducing a new calendar that has regular, consistent and meaningful PD embedded in our calendar.
4. To make our school goals a part of their personal growth plan.

Performance Measures

1. Have a professional development plan in place as soon as possible.
2. To have consultants booked when necessary.
3. To see academic improvements in their students.
4. To introduce and have a new calendar for our school.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	A. L. Horton	85.7	16.7	80	11.1	70.5	9.1	64.4	6.7	72.9	10.4	75	20
	EIPS	95.8	25.0	89.3	14.3	85.5	13.3	84.6	12.5	90.9	25.2		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	82.8	19.5		
Mathematics 6	A. L. Horton	81.0	11.9	68.9	6.7	65.9	4.5	48.9	2.2	68.8	14.6	70	20
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	A. L. Horton	88.1	28.6	77.8	17.8	75.0	20.5	62.2	6.7	62.5	12.5	68	20
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	A. L. Horton	69.0	19.0	71.1	15.6	63.6	11.4	53.3	2.2	58.3	10.4	68	20
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		

Student Engagement Measures

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					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.2	85.0	85.0	91.6	91.0	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	97.5	96.0	93.2	96.4	97.8	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	75.0	86.7	83.3	*	93.2	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	86.3	72.2	78.6	86.9	81.9	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	A. L. Horton					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.6	78.2	86.7	88.8	88.3	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	96.3	94.6	96.0	97.6	95.6	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	85.0	73.3	86.7	*	86.7	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	78.4	66.7	77.4	80.0	82.7	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	A. L. Horton					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	71.9	72.0	93.3	87.5	78.7	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	81.3	85.7	93.3	87.5	82.4	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	62.5	58.3	*	*	75.0	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	A. L. Horton					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.7	91.3	95.8	93.5	93.1	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	94.8	92.0	96.7	94.1	96.3	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	74.5	90.3	94.4	*	88.9	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	96.9	91.7	96.2	92.9	94.3	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

Percentage of teachers, parents and students satisfied 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					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.2	88.0	88.4	79.3	83.1	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	87.5	85.7	87.3	79.3	84.5	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	88.9	90.3	89.6	*	81.7	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	A. L. Horton					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	77.1	82.2	84.7	83.9	89.9	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	75.0	80.0	93.3	75.0	81.3	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	62.5	91.7	83.3	*	100	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	93.8	75.0	77.5	92.9	88.4	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.3	92.9	79.9	77.4	81.2	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	88.6	89.3	83.1	77.4	90.8	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	70.0	96.6	76.7	*	71.7	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

We request parental feedback and involvement on a very regular basis. Recently it was at our September School Council meeting this year. We had one parent share some concerns and feedback on communication via the website, budget, fundraising and school fees.

We always request feedback and suggestions about all the schools functions and results. If you look at our performance measures as a whole parents know our school and community and the challenges we face. They are very supportive and honest about things they believe we may need to look at.

We appreciate all their feedback, support and suggestions.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.