

# School Education Plan and Results Report

## 2018-22

### Year 2



**Mission:**

A.L. Horton Elementary School is a place where we: Accept one another, learn through leadership, respect one another, and honour values that build the greatness in you! Live the Eight Habits!

**Philosophy:**

Students are our most precious resource, which require thorough preparation to meet the challenges of today and 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 Grade 1.

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

**GOAL 3:** To see more students engaged in their learning while achieving excellence in all subject areas.

### **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.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **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:** Matthew Spronk

**Assistant Principal:** Ralph Arndt

**Counsellor:** 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 19 full time teachers and 10 support staff.
- ALH has a budget of \$2,420,965– 95% 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 an English program and a Ukrainian Bilingual program.
- 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 grades 1-6 students in the LINKS (Learning Individual Needs Knowledge and Skills) classroom.
- We are a LEADER IN ME school and emphasize student leadership on a daily basis, our student lighthouse team is instrumental in shaping the culture and climate of our school.
- We offer PALS (Play and Learn at School), a program for 3-5 year olds. For more information, please visit the Elk Island Public Schools (EIPS) website or contact the school
- We provide Out of School Care programming for our busy families.
- We provide KinderKare to families of kindergarten students if they need child care on “off” school days.
- We provide English as a Second Language (ESL) support in a concentrated setting.
- We provide Leveled Literacy Intervention (LLI) support to students in a smaller group setting.
- We offer Intramurals during lunch time.
- After school activities include Sport Camp, Run Club, and Flag Football.
- We provide an excellent music program, in all grades, taught by our music specialist.
- Grade 6 overnight field trip to Drumheller.
- Our school community participates in a variety of fundraisers including: Hockey Day in Vegreville, Terry Fox, Farm Credit Canada (FCC) Drive for Hunger and more.
- At ALH we strongly believe a child’s schooling extends “beyond the four walls” of the school building. Children also participate in our Enhanced Physical Education program. This includes: Skating (k-6), Curling (3-6), Down-Hill skiing (1-6), Swimming Lessons (1-6), and many other curricular oriented field trips.
- The school building has a spacious Library and Loft, Large Gymnasium, Networked/Wireless Chrome Book Carts, Smartboards, Lego Robotics, 3D printers, Infrared Amplification Units, three Early Learning Classrooms, Before/Afterschool Care Room, Three Large Playgrounds, Soccer Pitches, Ball Diamonds and 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 (2018-19)

### What were the greatest successes/challenges faced in 2018-19?

#### Successes:

The continued use of benchmarks such as STAR assessment, Math Intervention Programing Instrument (MIPI), Writing, Math problem solving, gave us a clearer picture of student growth and needs over the past 2-3 years. With this benchmarking, we had 92.5% of our grade six students attain the acceptable standard on the ELA PAT. A.L. Horton also continued to maintain its high ranking in the basic education that is provided to its students.

Staff continue to experiment with technology such as: Lego Robotics, Scratch, Ozobots, Makey-Makey and Digital Portfolios as part of Makerspace. Innovation and stepping outside your comfort zone is crucial in education. Our PALS program continues to be a beacon in the community, by helping preschool aged children and their families. Our LINKS program provides support for students with specialized needs while allowing students to be part of their homeroom classes for non-core subjects.

Programs that have helped with individual student achievement over the last three years are as follows: ESL (English as a Second Language), LLI (Leveled Literacy Intervention), hiring a part-time FSLW (Family School Liaison Worker), hiring an FSLW half time to work with our indigenous families, build relationships and educate others. We've had the opportunity to have shared events with VCHS such as: Traditional Gathering, Hoop Dancer and Blanket Exercises. This is the fourth year we have had an SRO (School Resource Officer). He provides numerous programs within the schools in Vegreville.

The groundwork in educating staff on a Collaborative Response Model was laid in 2019. We are focusing on using data from our assessments and pyramid of interventions to guide conversations in our Collaborative Response Meetings for the 2019-2020 school year.

#### Challenges:

The PAT results indicate that we have only a small number of students hitting the standard of excellence for all subject areas. Even though we have made gains in having students hit the acceptable standard, there is a gap in providing students with challenging content and higher-level problem solving in order increase the number of students to reach the standard of excellence.

A.L. Horton's results also took a significant decrease in safe and caring, citizenship, and parental involvement.

With the Ukrainian Bilingual Program, we have been constantly on the 'look-out' for qualified/quality teachers.

Vegreville has had a transient population which can present unique challenges around student/family needs and often can make budgeting difficult, as we are never 100% certain about enrolment. Another challenge is teacher migration to the urban center. We often have challenges around finding specialists, but we are committed to seeking/developing quality staff members. We are up for these challenges and look forward to working with all our students and families each and every day.

**How, and to what degree, did those successes/challenges impact planning for 2019-20?**

The work around collaborative planning groups focused on conceptual understanding and learning transfer will support students at all levels. In addition to this, teachers will have the opportunity to hone their practice so that they can provide challenging and relevant learning opportunities for students with higher level thinking problems. By providing all students with the opportunity to challenge their learning, we hope to increase the number of students who reach the standard of excellence.

The success with our benchmark literacy was clearly demonstrated by the number of students meeting the acceptable standard on the ELA PAT. By incorporating the Collaborative Response Model for the 2019/2020 school year, we will be able to take this practice further to support students in all subject areas. By intentionally meeting together on a regular basis to focus on students who are at risk, we will be better at identifying and supporting students. In addition to this, staff will have the opportunity to collaborate around best practices and intervention strategies. All staff are working together in continuing to be innovative and accountable. Developing a working, Collaborative Response Model at our school will be crucial moving forward. This model will leverage the expertise of our certificated, classified and specialized support staff while using student data to guide conversation.

We are continuing to develop staff development around the work of Sandra Herbst. By providing staff with feedback through meditative questions and classroom data we can support teachers in providing challenging content for all learners in the classroom. In addition to this, the work around the new curriculum helps support good pedagogy that will benefit all students in the classroom.

Our conservative budget has resulted in some combined classes and larger regular classes. We've had to be creative in our configurations and how we deliver instruction. Classes are currently combined for non-core classes, but we were able to keep single grades for core classes (LA, Math, Social, Science). We are going to continue to work with staff on providing differentiated instruction for all students so we can continue to challenge students so that they can reach the standard of excellence.

As a staff we believe non-negotiables create accountability and continuity between the grades for all staff and students. This provides new staff with a useful educational guideline of expectations within our school. Staff have decided to display the EIPS writing continuum in a prominent school location and post two levels above and two levels below in their classrooms. Our ESL student population has somewhat stabilized. Many of these students have had such great success that we felt it was imperative to expand the LLI program to the rest of our student population.

## SECTION FOUR: School Goals, Strategies and Performance Measures

**School Goal 1:** To see more student success and school readiness for grade 1.

**Division Outcome:** More children reach social, intellectual, and physical developmental milestones by grade 1. *(Priority 1, Goal 1)*

**Strategies:**

1. New ISP training and format.
2. Refining and building our PALS program.
3. Assessing students with the Early Years Evaluation (EYE)
4. Having both new teachers take all the literacy / numeracy cohort training.
5. Have teachers set up with expert mentors in their field.
6. Introduce all teachers to an effective Collaborative Response Model

**Performance Measures:**

1. All students will have a tracking form indicating growth and potential needs for each year of their education. The tracking form should identify tangible improvements that are also observed. (Student Tracking Forms placed in cumulative record each year)
2. Use of STAR Early Learning to benchmark grade 1 progress.
3. EYE assessment tools will be used as a benchmark.
4. Teachers using ISPs to communicate programming to parents.
5. To meet regularly to train and discuss the Collaborative Response Model.
6. Parent and teacher feedback.
7. Accountability Pillar.

**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. Continue utilizing standardized benchmark assessments in both numeracy and literacy that will show growth, one assessment at the start of school year and one at the end. (Benchmarks in - math basics, math problem solving, reading, narrative writing and functional writing).
2. Analyze data from the district MIPI and STAR assessments.
3. Work collaboratively with EIPS division consultants.
4. Staff will be involved in regular and ongoing collegial sharing – Collaborative Response Model.
5. Use 6 week cycles of improvement to try new instructional strategies.
6. Provide LLI programs for second language learners and other identified students– focused one on one and small group time.
7. Use of non-negotiable teaching tools and strategies (as determined by staff).
8. Staff learning about Collaborative Response Model

**Performance Measures:**

1. 5% increase in the acceptable standard for grade 6 students on the Provincial Achievement Tests and a 5-10% increase in the excellence standard.
2. More students will show one year's growth on a tracking sheet that will move from grade to grade with each student.
3. Seeing one year's growth on year end benchmark assessments.
4. One year increase in reading levels for ESL students.
5. Accountability Pillar

**School Goal 3:** To see more students engaged in their learning while achieving excellence in all subject areas.

**Division Outcome:**

The division uses evidenced-based practices to improve student engagement and achievement. (Priority 2, Goal 4)

**Strategies:**

1. Makerspace – Use of innovative technology/hands on activities or projects and built into timetables.
2. Staff attend meaningful professional development.
3. Expansion and utilization of non-negotiables.
4. Use of co-constructed academic and behavioral criteria for students.
5. Staff are familiar with and use the new ISP format.

**Performance Measures:**

1. Reduction in the number of student office referrals.
2. PAT results (see above).
3. Benchmark results (see above).
4. Parent feedback on ISPs.
5. Accountability Pillar.

**SECTION FIVE: Summary of Performance Measures**

## Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	ALH	71.4	10.2	80.0	11.4	89.4	8.5	88.7	6.5	92.5	2.5	94	15
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	ALH	69.4	14.3	65.7	5.7	68.1	17.0	71.0	9.7	65.0	10.0	75	20
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15		
Science 6	ALH	63.3	12.2	82.9	20.0	85.1	17.0	80.6	16.1	72.5	20	85	30
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.6	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	ALH	57.1	10.2	77.1	22.9	85.1	25.5	80.6	14.5	77.5	12.5	85	20
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

## 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.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	91.0	90.0	84.3	95.3	88.8	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
<b>Teacher</b>	97.8	97.6	100.0	99.1	98.9	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
<b>Parent</b>	93.2	89.1	*	97.8	88.6	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
<b>Student</b>	81.9	83.3	68.6	89.1	78.9	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	88.3	85.5	83.4	90.1	81.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
<b>Teacher</b>	95.6	98.8	98.4	100.0	97.9	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
<b>Parent</b>	86.7	78.5	*	86.4	71.4	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
<b>Student</b>	82.7	79.2	68.5	84.0	73.7	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	78.7	76.9	84.0	90.0	80.6	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
<b>Teacher</b>	82.4	100.0	84.0	90.0	94.4	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
<b>Parent</b>	75.0	53.8	*	*	66.7	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	93.1	92.6	98.4	96.2	92.8	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
<b>Teacher</b>	96.3	100.0	98.0	97.8	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
<b>Parent</b>	88.9	81.8	*	90.7	85.7	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
<b>Student</b>	94.3	95.8	98.9	100.0	92.8	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	83.1	88.8	86.2	83.6	84.2	82.0	82.8	83.4	83.3	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	84.5	89.5	86.2	86.2	90.1	90.5	91.2	91.0	90.4	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	81.7	88.1	*	81.0	78.2	79.9	79.8	81.0	80.0	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.6	76.9	77.5	77.7	77.2	77.4

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.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	89.9	89.3	84.6	78.7	77.3	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	81.3	88.2	80.0	82.6	84.2	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	100.0	92.3	*	57.1	66.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	88.4	87.5	89.1	96.4	81.0	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.2



## 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.															
	ALH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	81.2	77.2	87.2	85.0	75.4	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	90.8	92.9	87.2	93.0	91.4	88.0	88.2	89.2	89.7	66.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	71.7	61.5	*	76.9	59.4	66.2	67.9	67.0	67.2	88.7	73.4	73.5	73.9	73.4	73.6

#### Communication of Plan:

The ALH School Education Plan is shared with School Council and for feedback, support and suggestions. It will also be shared on our school website.