

School Advancement Plan 2016 - 2017



Northern Gateway
Public Schools

Learning for life. Together.

This document is created to share the goals, strategies and success indicators for the school. It is a legislative requirement as part of the 3 Year Education Plan and Annual Education Results Review (AERR). It is meant to share the local context and priorities and document school advancement direction. This is an organic document, which is open to change and modification as circumstances, results, and local context dictate.

A. School Profile

Focus Question: Who are we?

Elmer Elson Elementary is located in the town of Mayerthorpe which has a population of about 1600. We have nine buses that transport the majority of our students in from the rural area each day. Students in town either are driven or walk to school each day.

Our current student population is 276 students from kindergarten to grade 6. We currently have 16 certificated staff and 12 Educational Assistants.

Our enrollment for the year is as follows:

ECS---43	Grade 1---31	Grade 2---49	Grade 3---35	Grade 4---49	Grade 5---35	Grade 6---34
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B. School Highlights

Focus Question: What is exciting and unique to our school?

We unveiled a new school logo and motto last year. Our school logo symbolizes the school as the hub of our community and the bands of color around it represent the connections to and from the community. The logo is the centerpiece of the display in the student showcase area of the front entrance. Pictures of all students and staff are placed around the new logo. We also have a welcome mat with the school logo and name on the floor of the front office.

Our new motto is **Engaged Learners, Ethical Citizens and Empowered Youth.**

We are continuing our leadership journey. All classes completed mission statements for the year. The next step will include mission statements for the playground, boot rooms and other areas of the school. Many leadership groups will again be in place this year.

Elmer Elson provides a balanced program with a focus on academics, athletics and arts. Last year our two choral speaking groups were provincial champions.

C. Strategic Planning

2016 - 2017 Strategy Action Plan

School Strategy	All students will achieve success in numeracy.
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Gateway Statement Gateway Statement 1: Learners are Successful
Division Outcome Outcome 1.1: Learners meet standards.
School Outcome Learners meet expected standards of academic achievement

Data Gathered	On the 2016 PAT test 74.4% of our Grade 6 students achieved the Acceptable Standard. This was below the province at 79%. On the 2016 PAT test 7.7 % of our grade 6 students achieved the Standard of Excellence. This was below the province at 15.2 %. On the 2016 PAT test 25.6 % of our students were below the Acceptable Standard. This was higher than the province at 21%.
Compelling Need	The percentage of EEE students at Acceptable Standard and Standard of Excellence was below the province in 2016. Since 2014 there has been a 3% decrease in parental satisfaction with the overall quality of basic education. Since 2013 there has been a 10% decrease in parents satisfied with their child learning what he/she needs to know. Not all students are meeting learning outcomes on report cards related to Numeracy.

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 2016-June 2017	~4 Numeracy Workshops offered by division with Lead teachers attending from school	~Students are successful in meeting provincial standards and demonstrate numeracy skills	~NGPS to host workshops ~Principal to send staff ~Lead teachers to share with other classroom teachers	~A deeper understanding of Numeracy and numeracy development by all staff members. ~Screening results will be used to influence teaching ~More students will achieve
September 2016-June 2017	~All schools requested to implement Numeracy Screening tool	~Students will meet the desired grade level benchmarks for the selected	~Division personnel and principal to research screening tools	

<p>October 11, November 1, February 15, April 23</p>	<p>~3 Staff members to attend division workshops—These staff come back and share information with staff at PD days</p> <p>~1 teacher per grade to attend to attend Kim Sutton Math workshop</p> <p>~1 teacher per grade to attend Boxcars workshop at Darwell</p> <p>~Teachers develop Daily Math format in their classrooms</p> <p>~Lessons become more differentiated to address higher level thinking skills</p> <p>~Resources are inventoried and then additional resources are purchased to support learning</p> <p>~A numeracy screening tool will be selected and utilized in consultation with the division</p>	<p>screening tool</p> <p>~Strategies are developed and implemented for students not meeting grade level benchmarks</p>	<p>~Staff members to administer tool once chosen</p> <p>~Principal to provide PD time for lead teachers to collaborate and prepare for PD days</p> <p>~Principal to find subs and register staff for PD sessions</p> <p>~Teachers to attend session</p>	<p>the Acceptable Standard and the Standard of Excellence on PAT tests</p> <p>~Staff will have the required resources to support student learning</p>
<p>October 6, 2016</p>				
<p>September 19, 26, 2016</p>				
<p>September 2016~June 2017</p>				
<p>September 2016~June 2017</p>				
<p>September 2016~June 2017</p>				

School Strategy	Learners are successful in meeting provincial standards in core subject areas, demonstrating literacy and numeracy and other important skills through the coverage of learning outcomes and curriculum
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Gateway Statement 1: Learners are Successful
Division Outcome Outcome 1.1: Learners meet standards.
School Outcome Learners meet expected standards of academic achievement

Data Gathered	<p>On the 2016 PAT Language Arts test 81.6% of our Grade 6 students achieved the Acceptable Standard. This was below the province at 91.5%.</p> <p>On the 2016 PAT Mathematics test 74.4% of our Grade 6 students achieved the Acceptable Standard. This was below the province at 79%.</p> <p>On the 2016 PAT Science test 89.5% of our Grade 6 students achieved the Acceptable Standard. This was above the province at 86.1%.</p> <p>On the 2016 PAT Social Studies test 63.2% of our Grade 6 students achieved the Acceptable Standard. This was below the province at 79.4%.</p> <p>On the 2016 PAT Language Arts test 17.9% of our grade 6 students achieved the Standard of Excellence. This was below the province at 22.6 %.</p> <p>On the 2016 PAT Mathematics test 7.7 % of our grade 6 students achieved the Standard of Excellence. This was below the province at 15.2 %.</p> <p>On the 2016 PAT Science test 23.7% of our grade 6 students achieved the Standard of Excellence. This was below the province at 30.8 %.</p> <p>On the 2016 PAT Social Studies test 23.7% of our grade 6 students achieved the Standard of Excellence. This was below the province at 25.3%.</p> <p>In 2016 we had a higher percentage of students below the Acceptable Standard than the province on all PAT tests except Science.</p>
Compelling Need	<p>In 2016 the percentage of EEE students at Acceptable Standard and Standard of Excellence was below the province in 3/4 subjects.</p> <p>Since 2013 there has been a 10% decrease in parents satisfied with their child learning what he/she needs to know.</p> <p>Since 2014 there has been a 3% decrease in parents satisfied with the overall quality of basic education.</p> <p>In the core subjects not all students are meeting learning outcomes as reported on achievement reports.</p>

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 2016~June 2017	~Student Achievement and Reporting Pilot is completed within division pilot schools	<ul style="list-style-type: none"> -Pilot Schools have successfully implemented Power School Reporting system -Learning Outcomes are listed on school reports -Teachers successfully utilize the new reporting system 	<ul style="list-style-type: none"> -NGPS staff to provide workshop to pilot schools -Principal shares this information with staff and facilitates learning process for staff 	<ul style="list-style-type: none"> -Consistent reporting process across the division -The key ideas and learning outcomes are covered and assessed in all subjects -The percentage of students reaching the Acceptable Standard and Standard of Excellence increases
September 2017~June 2018	Elmer Elson joins the pilot project the next school year	<ul style="list-style-type: none"> -Students are successful in meeting provincial standards in all subject levels -Teacher understanding of the curriculum beyond the grade they teach is strengthened 	<ul style="list-style-type: none"> -Lead teachers attend possible PD sessions offered -Lead teachers visit other schools to learn about new reporting process -Teachers ensure learning outcomes are covered in all areas of the curriculum 	
September 2016~June 2017	<ul style="list-style-type: none"> Grade level staff work collaboratively to develop long range plans with the competencies embedded throughout Staff cross reference daily plans to long range plans by highlighting and dating as outcomes are covered in lessons Grade level PLC time is utilized to work collaboratively with grade level colleagues to monitor and cross reference timelines created on long range plans Time is allotted at school level PD days for staff to work with the subsequent grade level teachers with a focus on the curriculum 			

School Strategy	Students are supported and safe in an inclusive environment
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- Gateway Statement.** **Learners are supported**
Division Outcome **Learning is inclusive**
School Outcome **Learners are supported in an inclusive environment**

Data Gathered	In 2016, 88.7% of our parents are satisfied with the overall quality of basic education. This is down from a high of 91.6% in 2014. In 2016, 91.4% of our parents are satisfied that programs for children at risk are easy to access and timely. This is up from a low of 81.4% in 2015. On the "Our School Survey" 22% of our students report having moderate to high levels of anxiety which is above the Canadian norm. In 2016 100% of our parents feel their child is safe at school.
Compelling Need	The percentage of parents, teachers and students satisfied 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 has increased by 4% since 2014. The percentage of parents satisfied that students can access help with reading and writing increased from 48% in 2015 to 82% in 2016. The percentage of parents satisfied with the special support their child received decreased by 22% since 2013.

2016-2017 Timeline	School Actions	Indicators of Success	Responsibility	Results
September 2016-June 2016	~IPP's are developed and written for students 2 or more grade levels below the expected outcomes ~Collaborative team meetings are held at all grade levels four times per year. ~Literacy benchmarks are established using Fountas and	~A higher percentage of parents who feel their child is supported and safe at school ~A lower percentage of students who have moderate stress or anxiety ~A higher percentage of students who feel they are supported and safe at school	~Principal and IEF to apply for funding for students ~Principal to develop timetable for EA support ~Teachers to develop IPP's for students ~Teachers to differentiate, modify and adapt lessons for	~Students are supported in inclusive classrooms resulting in improved student achievement ~The percentage of parent satisfaction that programs for at risk students and those requiring special support will increase

	<p>Pinnell Benchmarking System</p> <ul style="list-style-type: none"> ~Numeracy Screening tool will be implemented ~ECS, Grade 1 and Grade 2 students will take part in LLEP program through Khan Communications to build literacy skills ~Literacy and Numeracy classes are created around the Daily Five structure which allows for differentiation to be utilized to meet individual learning needs ~Each week the Inclusive Education teacher will share differentiated instruction ideas with teachers 	<ul style="list-style-type: none"> ~Students are successful in meeting their individual learning goals as outlined on IPP's ~Every student is addressed at CRM meetings throughout the year at least once and at risk students at least 3 times. ~Learner needs are supported as they complete their schooling ~Fewer students will require IPP's ~Students are successful in meeting provincial standards in all subject levels 	<p>students.</p> <ul style="list-style-type: none"> ~Principal to organize CRM meetings four times per year. ~Teachers to benchmark students using Fountas and Pinnell ~teachers to complete Numeracy Screening tool 	
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D. School Community Communication and Collaboration

It is expected that this School Advancement Plan is a result of a collaborative effort among students (if appropriate), parents, School Council, staff members and the administrative team. Describe how the school community has been included in the development your school plan.

Collaboration Approach	Key Contact(s)
Student Representative----President	Samantha Dawn <i>Samantha Dawn</i>
Student Representative---Vice President	Parker Arnell <i>Parker Arnell</i>
Student Representative---Secretary	Autumn Chittick <i>Autumn Chittick</i>
Student Representative--Treasurer	Hunter Hansen <i>Hunter Hansen</i>
Staff Representative---Acting Administrator	Susan Mattson <i>Susan Mattson</i>
Staff Representative---Inclusive Ed. Facilitator	Tammy Davis <i>Tammy Davis</i>
Parent/School Council---Chairperson	Natasha Prokipchuk <i>Natasha Prokipchuk</i>
Principal	Anna Greenwood <i>Anna Greenwood</i>