

SCHOOL EDUCATION PLAN 2018-2019

LA CRETE PUBLIC SCHOOL

"SUCCESS STARTS WITH YOU"



School Education Plan

Principal: Susan Ward

Assistant Principal: Dave Gallant

Trustee: Tim Driedger

2018-19 SCHOOL YEAR

School Education Plan Creation

Briefly describe how each of the following groups were included in the development of the School Education Plan.

A. Teachers

- Input for the school education plan occurred during staff meetings and PD days on April 12th, May 10th and 17th. Priorities and goals were reviewed and set and a brainstorming session on possible strategies occurred on these dates. Examination of the Diploma Exam data, the Provincial Achievement Tests data, the CAT/4 data (previous year), MySPACE student data, the OurSCHOOL Survey data, and the Accountability Pillar data from the fall 2017-2018 roll-up was conducted during the Professional Development day on May 10th. At the beginning of the 2018-2019 school year the school education plan will be reviewed at the August and September staff meetings.

B. Support Staff

- After reviewing the available data, support staff input was solicited during the April 12th and May 17th staff meetings. At the beginning of the 2018-2019 school year the school education plan will be reviewed at the August and September staff meetings.

C. Students

- Student surveys and the student results data from the Accountability Pillar survey, the OurSCHOOL Survey, the Student Engagement surveys and Student Focus groups were used when developing our plan.

D. School Council / Community

- Throughout the 2017-2018 school year, parents provided input into the school education plan through the use of parent focus groups and the results of the Accountability Pillar Survey. At our April 23rd and May 14th School Council meetings our School Council reviewed the previous year's school plan and offered suggestions and possible strategies in the areas of numeracy and connectivity. Results from the surveys and data noted above were also examined throughout the 2017-2018 school year.

E. Other

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School Datasets

I. School Accountability Pillar Overall Summary **MAY 2018**

Measure Category	Measure	La Crete Public School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.7	92.6	93.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	77.2	80.9	81.6	81.8	81.9	81.7	Intermediate	Declined	Issue
	Education Quality	85.6	87.1	88.1	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	4.3	5.1	6.4	2.3	3.0	3.3	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	83.8	81.4	76.5	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	89.8	87.9	85.7	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	23.3	15.4	19.3	19.5	19.4	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	80.4	77.6	82.1	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	9.8	12.4	11.0	22.2	21.2	21.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	33.0	18.5	28.3	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	62.7	64.9	63.6	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	25.4	26.0	33.4	58.7	57.9	59.0	Very Low	Declined	Concern
	Work Preparation	83.0	85.7	85.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	86.4	83.5	86.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.8	75.5	81.9	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	75.7	84.8	86.1	80.3	81.4	80.7	Intermediate	Declined Significantly	Issue

II. Reading CAT Results

FORT VERMILION SCHOOL DIVISION									
Students Reading At or Above Grade Level									
CAT4 Results March 2018									
La Crete Public School - Grade 8 to 9									
Grade	Number of Students Writing	Number of Students Enrolled	Percent of Students At or Above Stanine 5 (Canadian Norm is 60% Based on Number Writing)			Percent of Students At or Above Stanine 4 (Canadian Norm is 77% Based on Number Writing)			
			Number of Students	Based on # Writing	Based on # Enrolled	Number of Students	Based on # Writing	Based on # Enrolled	
8	58	62	39	67%	63%	46	79%	74%	
9	48	50	36	75%	72%	40	83%	80%	
School Total	106	112	75	71%	67%	86	81%	77%	

Grade 8 & 9 Past Results CAT3 or CAT4 Total Enrolled

Year	Stanine 5	Stanine 4
2013	70%	88%
2014	75%	87%
2015	67%	86%
2016	71%	83%
2017	72%	82%
2018	67%	77%

III. OurSCHOOL Survey Results

OurSCHOOL Survey Results	2015*	2016*	2017	2018	Canada Norm
Engaged in school sports	36%	39%	37%	38%	46%
Engaged in school clubs	13%	26%	29%	17%	41%
Positive sense of belonging	74%	81%	74%	74%	70%
Students with positive relationships	81%	85%	83%	83%	76%
Students that value school outcomes	62%	72%	64%	74%	71%
Students that are regularly truant	19%	20%	21%	15%	31%
Students with positive homework behavior	28%	28%	29%		58%
Students with positive school behaviour	95%	95%	97%	97%	86%
Students who are interested and motivated	20%	23%	16%	19%	27%
Effort: Students who are trying hard to succeed	69%	71%	62%	66%	68%
Students with moderate to high levels of anxiety	10%	10%	16%	16%	18%
Students with moderate to high levels of depression	7%	8%	11%	11%	18%
Students with a positive self-esteem	79%	83%	77%	84%	76%
Effective learning time	N/A	7.0	6.3	6.8	6.4
Relevance: Instruction is relevant to everyday lives			5.8	6.2	5.8
Rigor: Instruction is well-organized, with purpose and feedback to help students learn.			6.2	6.7	N/A
Advocacy at school (out of 10)	2.1	2.2	2.2	2.2	2.6
Positive teacher-student relations	N/A	6.7	N/A		5.9
Positive learning climate	N/A	6.3	N/A		5.8
Expectations for success (out of 10)	7.4	7.3	7.5	7.8	7.0
Advocacy outside of school (out of 10)	3.5	3.8	3.7	4.1	4.4
Students planning to finish high school	65%	67%	63%	65%	83%
Students planning to pursue trade	15%	14%	13%	13%	19%
Students planning to go to college or university	25%	29%	27%	31%	66%

School Education Plan and Results

SCHOOL PRIORITIES:

GOAL #1: FOSTER CONNECTIVITY AND WELL-BEING AMONGST COMMUNITY, STUDENTS, PARENTS AND STAFF

GOAL #2: ALL STUDENTS WILL IMPROVE LITERACY SKILLS ACROSS THE CONTENT AREAS

GOAL #3: ALL STUDENTS WILL IMPROVE NUMERACY SKILLS

DIVISION PRIORITIES:

GOAL #1: FOSTER CONNECTIVITY AND WELL-BEING AMONGST COMMUNITY, STUDENTS, PARENTS AND STAFF

GOAL #2: ALL STUDENTS WILL IMPROVE LITERACY SKILLS ACROSS THE CONTENT AREAS

GOAL #3: ALL STUDENTS WILL IMPROVE NUMERACY SKILLS

SCHOOL GOALS

School Goal 1: LCPS will foster connectivity and well-being amongst community, students, parents and staff

Strategies:

Collaborative Response Model – LCPS will endeavor to use the CRM to provide tiered supports in the areas of literacy, numeracy and social-emotional skills.

A) Community

- Enhance off campus programming, access to bursaries, and career presentations.
- Teachers will draw on the expertise of the local community to enhance instruction & promote local culture – each teacher will have at minimum one community/parent/guest speaker invited into their classroom

B) Students

- Effective collaborative groupings
- Increase the sense of belonging for **all** students; identify and provide both in class and out of class supports for those with a low sense of belonging
- Grow student leadership within the school to both junior and senior high students
- LINKS leaders will demonstrate active leadership throughout the school year organizing activities to support students (particularly new students).

C) Parents

- Increase use of PowerSchool as a communication tool – parent night demonstrations
 - Test dates posted in advance
 - Assessments entered weekly
 - Missing assignments recorded
 - Attendance entered in real-time
- Increase positive communication with parents (one/two positive contacts per student/per teacher)

D) Staff

- Team building activities become regularly scheduled events (such as staff socials, team building activities at staff meetings/PD, etc.)

Target and Measurement Tools:

- OurSCHOOL Survey measures such as positive sense of belonging, students with positive relationships and students with positive self-esteem will increase by 2%.
- Gather baseline data on the percentage of students that have at least one connection to an adult in our building.
- Parental Involvement as measured by the Accountability Pillar survey will be maintained.
- Students planning to go to trade school or college/ university as measured by Our SCHOOL Survey Results, will increase by 2% in each category.

Resources: <ul style="list-style-type: none"> • Student Surveys on teacher-student relationships required. • Information sessions on the Trades, University or College. • School career fair
Timeline: <ul style="list-style-type: none"> • September 2018-June 2019
Results: <ul style="list-style-type: none"> •
Comments: <ul style="list-style-type: none"> •
<i>School Goal 2: All students will improve literacy skills across the content areas</i>
Strategies: Collaborative Response Model – LCPS will endeavor to use the CRM to provide tiered supports in the areas of literacy, numeracy and social-emotional skills. Reading <ul style="list-style-type: none"> • Independent reading is incorporated into all English Language Arts classes • Assessment of student reading levels • Student Recognition of Independent Reading: 10 points per book read • Use of assistive technology (Read & Write Google / Screen Castify) to assist students in reading and writing • Author visit/Theatre group to bring reading to life (Theatre Prospero) Writing <ul style="list-style-type: none"> • Use of writing standards and exemplars at each grade level consistent with the grade 9 & 12 ELA writing standards • Develop a consistent writing program with consistent expectations across grade levels...possibility to explore “controlled compositions” as a method to improve student writing.
Target and Measurement Tools: <ul style="list-style-type: none"> • Baseline data for grades 8-12 will need to be set using the results of the TOSREC, TOWRE and TOSWF assessment kits. • ELA common assessment data – Target TBD • 87% of students will meet the Acceptable Standard and 17% will meet the Standard of Excellence on the ELA Provincial Achievement Tests • 87% of students will meet the Acceptable Standard and 10% will meet the Standard of Excellence on the English Language Arts 30-1 & 30-2 Diploma exams
Resources: <ul style="list-style-type: none"> • Reading – reading program incentives (\$2000), author visit (\$1000), theatre group (\$2000) • Writing – search for writing programs (e.g. Edmonton Public)
Timeline: <ul style="list-style-type: none"> • September 2018-June 2019
Results: <ul style="list-style-type: none"> •
Comments: <ul style="list-style-type: none"> •
<i>School Goal 3: All students will improve numeracy skills</i>
Strategies: Collaborative Response Model – LCPS will endeavor to use the CRM to provide tiered supports in the areas of literacy, numeracy and social-emotional skills. <ul style="list-style-type: none"> • Utilize two sessions per week (30 min sessions) on computation, estimation and basic facts (mental math) at the grade 8 (integers, decimals and fractions) and 9 levels (basic algebra, exponents, integers, and fractions). • Construct computation and numeracy tasks and assessments to facilitate the development of mental math abilities • A ‘no calculators’ approach to junior high math and sections of high school Math courses where applicable

Target and Measurement Tools:

- Standardized assessment for numeracy
- Math common assessments
- 85% of students will meet the Acceptable Standard and 15% will meet the Standard of Excellence on the Math 9 Provincial Achievement Tests
- 85% of students will meet the Acceptable Standard and 15% will meet the Standard of Excellence on the Mathematics 30-1 & 30-2 Diploma exams

Resources:

- Leap and Bounds
- Professional Development

Timeline:

- September 2018-June 2019

Results:

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Comments:

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Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

- Professional development funds allocated for both school-wide and individual professional development opportunities congruent with our school education plan. Professional Development is developed as part of the school education plan so as to reflect the changing focus of our goals and priorities each year. For the 2018-2019 school year professional development will focus on connectivity, literacy and numeracy.

B. Disbursement of Dollars

- Funds are available at the school level for staff to access Professional Development activities: \$500 per staff member. PD funds are to be used to accomplish the goals of the Teacher Professional Growth Plan. Funds can be carried forward for an additional year, when plans for the funds are clearly articulated in a staff member's Professional Growth Plan.

C. Individual Staff Professional Development

- In accordance with Alberta Education Policy 2.1.5, individual professional growth plans are to be linked to the school division priorities, the LCPS school education plan and individual staff needs as determined by the teaching quality standards.

D. Education Plan Associated Professional Development

- \$2000 will be linked to the school education plan (connectivity, literacy and numeracy). School staff will assist in directing/organizing this professional development.

June

- Money to be put in the budget to allow for the purchase of resources.

August

- Review what resources are currently being used and what is needed to support the goals.

September

- Begin creating base lines for Literacy Assessments.
- Division Professional Development on increasing our connections.

October

- School based Professional Development on building connectivity with the students.
- Begin testing students using TOSREC, TOWRE, and TOSWF to create a baseline for literacy development.
- Revitalization of student leadership/student council
- Meet with staff on delivery of literacy assessment
- Complete annual results review and adjust the 2018-2019 plan accordingly.

November

- Survey students to explore which staff member they feel they have a connection with.
- Division professional development- Inclusive Education
- School based professional development/ connectivity
- Analyze Diploma and PAT results

December

- Connectivity
- Numeracy
- Literacy

January

- Connectivity
- Numeracy
- Literacy
- School based professional development

February

- Connectivity
- Numeracy
- Literacy
- Professional development (Teacher's Convention)

March

- Connectivity
- Numeracy
- Literacy
- School based Professional development

April

- Connectivity
- Numeracy
- Literacy

May

- Connectivity
- Numeracy
- Literacy
- Professional Development

June

- Connectivity
- Numeracy
- Literacy

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

August

- LINKS day for new students
- School Handbook
- Communication via social media regarding LINKS and school start date.

September

- School assembly. Handing out Lancer t-shirts to all students, introducing all school staff
- Participation in “Get to Know You” night
- AGM school council elections
- Regular updates via social media
- Call outs when events are happening
- Monday memos to keep staff updated on school events

October

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

November

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

December

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

January

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

February

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

March

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

April

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

May

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

June

- Regular updates via social media
- Call outs when events are happening
- School newsletter
- Monday memos to keep staff updated on school events
- School Council meeting

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

September

- Connectivity- Check in with staff on the ways that they are making connections with their students and try to identify students that seem to have a lack of connection with other students or staff. Connect with parents during AGM, hot lunch meetings
- Numeracy
- Literacy- Begin professional development around literacy assessment

October

- Connectivity- Continue building relationships with students and parents via regular communication
- Numeracy- Introduce staff members to Leaps and Bounds
- Literacy- Conduct literacy assessment/ assess results. Encourage reading with incentives and new and interesting reading materials

November

- Connectivity- Conduct connectivity survey with students to see which staff members they feel they have a connection with. Develop a plan for those students who feel they do not have a connection with any staff members.
- Numeracy- Look at reports cards for overall results and check in with teachers in regards to common assessments
- Literacy- Adapt literacy programs to meet the needs of those students scoring below grade level on the literacy assessment.

December

- Connectivity- Continue building relationships
- Numeracy- Look at the idea of balanced math
- Literacy- Continue with reading incentives

January

- Connectivity
- Numeracy
- Literacy- Second round of literacy testing. Evaluate progress of students and change instruction to meet the needs.

February

- Connectivity
- Numeracy
- Literacy
-

March

- Connectivity

- Numeracy
- Literacy
-

April

- Connectivity
- Numeracy
- Literacy
-

May

- Connectivity
- Numeracy
- Literacy
-

June

- Connectivity
- Numeracy
- Literacy
- June staff meeting-finalize 2019-2020 School Education Plan and Budget

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2018-19 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

Darrell Derksen

As Principal of this school, I hereby submit our School Education Plan for the 2018-19 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Susan Ward