

**ELK ISLAND PUBLIC
SCHOOLS**

**SCHOOL EDUCATION PLAN
AND
RESULTS REPORTS
FOR**

**GLEN ALLAN ELEMENTARY
SCHOOL
2009/2012**



School Profile and Foundation Statements

School: Glen Allan Elementary

Principal: Bonnie Hunka

Creating tracks to excellence. Challenging and cherishing every child.

MISSION STATEMENT: Glen Allan Elementary School's mission is to enable students to be creative and critical thinkers who are flexible in coping 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 happy school experience in a school climate that is accepting and positive.

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 in their own way and students are encouraged to participate actively in the life of the school and community.

Consultation and work 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 the community at large.

Members of our school community endorse lifelong learning.

Glen Allan has a team of committed staff, a caring community, supportive parents, and great children! Although the school is over 36 years old it has been exceptionally well maintained and is an excellent learning facility. This year Glen Allan will serve the learning needs of approximately 520 students in Kindergarten (Early Childhood Services) to grade six. We have 23 classes, thirty-two teaching staff and seventeen support staff.

At Glen Allan, we have a strong academic focus and set very high academic standards. Students learn through regular curriculum instruction, are supported with modified learning goals and smaller groupings, challenged through Inquiry projects, our Ropes project and class extensions 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 a vital part 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 leadership team of staff and grade 5 and 6 students who take on a variety of projects to enrich our school climate. Theme days and special activities contribute to a positive and exciting school climate. Our school symbol is the track of a panther and the school slogan, '*Creating tracks to excellence. Challenging and cherishing every child,*' was developed from this panther track symbol.

We have developed a school wide Student Responsibility Plan focussed on three areas:

Responsibility: I am responsible for my own behaviour.

Respect: I treat people and property with respect.

Results: I am responsible for my own learning.

This plan supports children in making positive choices. Our 'Caught in the Act' program recognizes students for good citizenship, when they demonstrate responsibility, respect or cooperation. The power point presentations are broadcast via Smartboard in each classroom.

Our coded students are fully integrated in regular classes with the support of a special education teacher and educational assistant. We have implemented a team planning approach to facilitate successful integration into regular graded classrooms. Supports for success include small group instructional opportunities, pre and post teaching for learning strategies, focused social skill instruction and optional alternate classroom space in the ROC room. The social skills instruction and strategic interventions are key to the successful integration of these 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. Each year we have a number of student teachers as well. Last year we had students from both the University of Alberta and Concordia College. These young, enthusiastic teachers in training are a wonderful addition to the staff, bringing their enthusiasm to school every day.

We have a strong and active parent group, the Glen Allan School Council, commonly referred to as G.A.S.C., which works with us to provide 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. On a user pay basis, students may remain at the school for lunch in a G.A.S.C. coordinated lunch program. They are strong advocates of education and work with us to provide a variety of extras for our students.

A privately owned before and after school care program, attached to our school building, provides quality care for a number of our students.

School Outcomes

School Outcome #1:

School staff will continue to develop assessment tools to support assessment *for and as learning*, (utilizing the information gathered to develop differentiation strategies to enhance teaching and learning) and assessment *of learning* to clearly articulate student learning through KLO reporting.

We have two targets:

- To improve student achievement in all areas through differentiation in instruction and assessment (Glen Allan AISI focus for 2008-2009)
- To improve student achievement in writing (in the standard of excellence) by 5% (as measured by the provincial achievement tests in grade 3 and 6) by involving students in the development of rubrics and collecting writing exemplars to clarify what is expected and provide multiple opportunities for practice.

School Outcome #2:

Enhance student growth through Character and Citizenship Education. Glen Allan staff, students and parents will continue to build on our comprehensive Character and Citizenship Education Program.

School Outcome #3:

Students will use inquiry-based learning across the curriculum. This strategy will build teacher and student capacity to enhance differentiation and implement self-directed learning strategies.

School Outcome # 4:

Glen Allan School is a professional learning community that fosters excellence in teaching and learning. Through collaboration and professional development we will positively impact our learning community as reflected through comments from all stakeholders on our satisfaction surveys.

Elk Island Priorities: Check the district priorities that align with your school's priorities

An EIPS Goal for the 2009/2012 District Education Plan is to enhance engagement through:

X Differentiation and Assessment

X Character and Citizenship Education

X Technology

Alberta Initiative for School Improvement: Check the AISI priorities that apply to your school's priorities

X Mathematics

X Instructional Technology

X Assessment

X Focus on Inquiry

Provincial Goals: Check the Alberta Education Goals which align with your school's priorities

X **Goal One:** High Quality Learning Opportunities for All

X **Goal Two:** Excellence in Student Learning Outcomes

X **Goal Three:** Highly Responsive and Responsible School

School Education Plan (2009/2012)

School Specific Outcome

Continue to build character education, citizenship, student and staff leadership through activities and opportunities to engage all students and staff.

Performance Measures / Targets (Targets completed are in red, ongoing in black and new strategies are in blue)

- Character and citizenship are demonstrated throughout school activities and daily interactions within the school community.
- Glen Allan students will be involved in reaching out to others in both the school and more global community through works of charity. Students will contribute to one school, one local and one international charity. (Some examples might be: study buddies, peer support, playground pals, Christmas Bureau, SPCA, Shoe Boxes, Father's House in Romania, Red Cross, Free the Children)
- Celebrations of Learning are ongoing – student work is displayed throughout the school and successes shared over the intercom weekly.
- Grade 5 and 6 leadership teams will be an integral part and provide support for a variety of activities at Glen Allan. The School Spirit team will host at least 10 school spirit building activities for their peers between September and June. Students will feel a valued part of the Glen Allan team – contributing to making their school an exciting learning environment.
- **Glen Allan students will feel cared for and cared about.**
 - **Once a month the students lead our character assembly**
 - **Weekly students find and share character quotes for morning announcements**
 - **The number of WOW awards given out increases each month.**
- **Behaviour referrals to the office will decrease by an additional 10% for 2010 – 2011.**
- **School Satisfaction survey results will reflect:**
 - **Parent, teacher and student surveys collectively reflect greater than 92% satisfaction on all questions related to character, citizenship and school climate.**
 - **There is a positive, upbeat feeling amongst the staff, students and parent community as reflected in the**

satisfaction surveys (achieving a 3% increase in satisfaction on questions related to safe and caring schools).

- Glen Allan students will provide leadership in:
 - Collecting and producing monthly 'Caught in the Act' presentations for all classes, highlighting students of character captured demonstrating citizenship.
 - Reading and sharing character quotes weekly during morning announcements.
- **The school wide focus is “respect and responsibility.” Students are consistently able to demonstrate the value of these two virtues.** Anecdotal records, observation, parent, student and staff feedback and overall school atmosphere will reflect our success regarding this target.

Strategies (Strategies completed are in red, ongoing in black and new in blue.)

- **Character Education Team will be lead by our Glen Allan school counsellor, grade 6 teaching team, grade 5 and 6 students and supported by our Family Community Services resource leader.**
- **Build a Glen Allan credo based on our character goals and reflecting the beliefs of the Student Responsibility Plan. Incorporate the words Responsibility, Respect and Results.**
- **Character education focus will be: Respect and Responsibility. Monthly character education in class – Focus phrases will be 'what it looks like', 'sounds like' and 'feels like'.**
- **Students create posters, bulletin board displays with a character focus, daily and weekly announcements highlighting focus traits as reminders of good character.**
- **WOW awards referral program – student and staff recognition for demonstrating our target character traits – responsibility and respect. Student recognition stars will fill the 'Recognizing Great Citizens' wall.**
- **Main hall bulletin board focus – 'Glen Allan Stars' – feature photos of students caught displaying good character or citizenship. (Reinforces for all what respect and responsibility 'look like'.**
- **Students read announcements highlighting focus traits as reminders of how to demonstrate good character and citizenship.**
- Character education is built into daily lessons.
- Use the Student Responsibility Plan to support character education and good citizenship.
- Intentional instruction of the 'why' behind rules and accountability. Student input into responsibility goals, plans and reflection.
- **Highlight our Glen Allan credo: I will show responsibility for my own learning through cooperation and demonstrate respect for others, the environment and myself.**
- **Character education focus will be: Respect and Responsibility taught through a focus on building friendships and social skills.**
- **Grade 5 and 6 leadership teams – teacher leaders and the following student teams – School Spirit, Community Service, Helping Hands, Playground Pals, Lunchroom Supervisors, Phys Ed Crew, Facilities, Technology, Public Relations and Media, Art Card Club, Sign Crew, Sound Crew, Library Club and Office Helpers.**
- **Glen Allan students will develop self confidence and pride by completing at least one local, one provincial and one international service project.**

Our overall goal is to continue to work towards developing students of exceptional character with a global sense of responsibility and community. During this School Education Plan cycle, 2009 – 2012 school years, through regular reflection and feedback, we will monitor and adjust these strategies to meet our targets and push beyond.

Performance Measures	Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. 	93.1	89.4	89.4	87.0	92.9	88.4	95	96	98
<ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 	87.1	85.2	84.0	82.0	87.5	86.1	90	92	95

School Education Results Report (2008/2009)

The results of the questions relating to Safe and Caring School environment continue to reflect continuous growth in promoting character education, citizenship and a safe and caring learning environment. Our results are above both EIPS and provincial results on these measures. In both of these measures, we demonstrated improvement in our 2007 – 2008 results. This increase reflects success related to our school focus and the strategies we have implemented to continue to build a safe and caring school environment.

Our target questions from the Accountability Survey were slightly below our desired outcomes. Our first, 'Parent, teacher, support staff and student surveys reflect 95% satisfaction on questions like 'Schools provide a safe and caring learning environment for students,' we achieved 92.9% satisfaction. On the second, 'Teacher, parent and student agreement that students model the characteristics of active citizenship.' will increase to 90%, we achieved 87.5%.

Students of character are recognized for their efforts, our staff continues to model good citizenship and our parent community supports us as we strive to continue to build and nurture our safe and caring school environment, consistently working to build a stronger sense of community.

With respect to other performance measures there is anecdotal evidence to indicate that students are 'walking the talk' and demonstrating good citizenship, especially in the area of community service. We will continue to focus on our Glen Allan Student Responsibility Plan, involving students in leadership roles, celebrating students demonstrating exemplary citizenship and involving our community in our school-family focus.

Developing children of character and a respectful cooperative learning community will continue to be a school priority. We continue to work towards our vision to nurture actively engaged learners with a strong sense of character, demonstrated throughout their interactions with others.

School Education Results Report 2009/2010

The results of the questions relating to Safe and Caring School environment continue to reflect growth in promoting character education, citizenship and a safe and caring learning environment. Our results continue to be above both EIPS and provincial results on these measures. We set our targets to reflect growth on both parameters (7% and 4% respectively). Although the data reflects an increase (5% and 1%) we did not make the gains we had set. These goals continue to be a school wide focus. Some of our performance measure and strategies have been modified to reflect the areas we have achieved or needed to revise to better meet the goals we have set out.

Traffic and parking concerns is an area of real concern at Glen Allan. A parent advocacy group was formed this year to lobby Strathcona County for increased traffic safety measures. They have been very active throughout the year, raising awareness of traffic issues. This heightened child safety awareness in the community perhaps impacted parental perception of our 'safe and caring' environment.

This year we have added strategies to actively engage the students in recognizing acts of character in each other. We will continue to promote character building throughout daily interactions – modelling and recognition.

In reviewing the statistics from our Glen Alan Student Responsibility Plan, there is data and anecdotal evidence to indicate that students are 'walking the talk' and demonstrating good citizenship. Our students continue to demonstrate exemplary citizenship, especially in the area of community service. Last year the Glen Allan students successfully raised significant funds for a number of charities (Red Cross, Unicef, Father's House in Romania, Stollery Children's Hospital, Christmas Bureau and World Vision were a few). We will continue to focus on developing students of character who recognize and participate in making their world a better place by involving students in leadership roles, celebrating students demonstrating exemplary citizenship and involving our community in our school-family focus.

School Education Results Report 2010/2011

School Education Plan (2009/2012)

School Specific Outcome

In the 2008 – 2009 school years, one of our school goals was directly tied to using the methodology of the Inquiry process and differentiation to enhance student learning. The specific wording was; '*Students will use inquiry-based learning across the curriculum. This strategy will build teacher and student capacity to enhance differentiation and implement self-directed learning strategies.*'

The following 2009-2010 goals will continue into 2010-2012 with some changes to our performance measures and strategies.

At Glen Allan School we provide high quality learning opportunities for all students addressed through assessment for, as and of learning, differentiation, effective programming and actively engaging students in all aspects of their learning.

- To improve student achievement in as reflected in grade 3 and 6 PAT writing results to 25% standard of excellence.
- To improve student achievement in mathematics – grade 3, 100% acceptable and 35% standard of excellence and grade 6, 100% acceptable and 30% standard of excellence.
- To improve student engagement as reflected in the top three Pillar survey questions listed above. The new target goals are listed on the chart above with this school goal.

Performance Measures / Targets (Targets completed are in red, ongoing in black and new strategies are in blue)

- Teachers will post a minimum of two projects in our Staff Shared files.
- All staff will participate in math focus workshops in their collaborative team time.
- All Division 1 staff will implement strategies from the Power of 10 methodologies.
- Through collaborative planning, each grade group will develop differentiated activities and assessment tools for a minimum of four curricular units.
- All teachers will have one professional goal directly related to enhancing student learning through the integration of technology into instructional activities.
- With the support of their teachers, students in grade 4, 5 and 6 will develop goals and learning plans for each term. These plans will be based on individual learner profiles developed from learning styles surveys.
- Student writing achievement will increase as reflected by the number of students achieving standard of excellence in grade 3 (30%) and 6 (25%) PAT writing.
- Student achievement as reflected by the mathematics PAT will increase to 95% of students in grade 3 and 6 achieving an acceptable standard and grade 3 – 35%, standard of excellence and grade 6 – 30% standard of excellence.
- All math teachers will work with our Math AISI consultant and in-school coordinators throughout the year, to build strategic math thinking into instruction. Children will work to develop a deeper understanding of mathematics and mathematical concepts.
- The Pillar survey questions listed below will meet or exceed our target percent satisfaction.

Strategies (Completed strategies are in red, ongoing in black and new strategies are in blue).

Mathematics Focus:

- Continue to work with our two AISI Math co-ordinators.
- Continue to develop a culture of mathematical thinking at Glen Allan.
- Use the expertise of our Central Office AISI consultant and our two AISI lead teachers to provide leadership in developing assessment and differentiation strategies and tools.
- Continue to build a bank of useful resources to help children develop a deeper understanding of mathematics.
- Use AISI lead teachers and consultant time to facilitate unit and lesson planning, model and team teaching and other supports as we implement the math curriculum.
- Develop rubrics and student exemplars to 'show' math concepts.
- Research and share smart board sites to support curriculum objectives.

Technology integration:

- Work with our AISI Technology consultant to develop a technology integration plan to support the integration of technology across the curriculum.
- PLC collaborative team meetings to develop lessons integrating our classroom technologies into instruction – laptop lab, document cameras, smart boards, online resources and video streaming.
- Technology mentors – use staff expertise to support our collective growth.

Continue to develop assessment practices to enhance student learning:

- Staff and student created rubrics guide practice and assessment. Students utilize the rubrics to develop better writing skills.
- Diagnostic assessment is used to develop differentiated instruction and enhance student engagement:
- Student self assessments, interest inventories and diagnostic assessments will support differentiated instruction.
- Assessments are used to form a deeper understanding of individual students learning styles, strengths and challenges, then plan effective differentiation.
- Writing exemplars from student work and recommended websites (e.g. AAC, AL) are used to guide learning and assessment.
- Grade group and cross grade planning and discussions will be used to develop a bank of assessment tools for each grade in each subject area.
- Writing and math exemplars provide students with visual representations of various levels of expertise and a guide for developing their own skills.

Effective Programming for all students:

- Transition meeting in August will provide continuity in programming for students.
- Students and parents will be actively involved in goal setting, planning and reflection to support student growth.
- EIPS special needs consultant; assistive technology team and Speech / OT support will continue to provide guidance in individual program plan development.
- Continue to implement inquiry-based learning across the curriculum.
- Continue to provide support for our cross-curricular Inquiry projects with teacher allocated time.
- Continue our Literacy focus – ELK, ERI, Balanced Literacy, Comprehensive Literacy, Learning Strategies and small group or individual tutorials as determined by student needs.
- Enhance programming for the more able students through our new ROPES project.
- Projects and lessons will be posted to GLN Staff Shared folder and StaffConnect.
- Provide guidance from the counsellor and special education lead teacher to develop and implement programming to support students who require adaptations or modifications to regular graded curriculum.

Effective Communication with Stakeholders:

- Teacher ePages will be used to communicate classroom learning and strategies to support learning through newsletters, learning examples, links to online learning, etc.
- In school newsletters and on our webpage ways to support my child’s learning will be a regular feature.
- At a minimum of two GASC meetings we will provide mini workshops on reading or math strategies.
- Parent workshops co-hosted with Heather Stringer, our liaison with Strathcona County Parent Link, will teach parents strategies to work with their children.

Performance Measures	Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets		
			04/05	05/06	06/07	07/08	09/10	10/11	11/12
<ul style="list-style-type: none"> • 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. 	91.3	89.0	85.7	89.2	86.2	91.6	90	93	95

• Overall teacher, parent and student satisfaction with the overall quality of basic education.	95.1	94.2	88.3	94.6	94.5	93.5	96	98	99
• Overall teacher, parent and student agreement that programs for children at risk are easy to access and timely	85.5	84.9	76.8	81.8	88.5	84.4	90	90	93
• Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. (ACOL)	74.0	72.2	54.3	71.1	75.1	70.5	73	77	80

School Education Results Report (2008/2009)

When the various components of the first variable were averaged, the feedback appears to be declining slightly. On closer examination, there was one variable, drama, which was significantly lower (between 50 and 67% satisfaction). At Glen Allan, we did not have a drama club this year and the results indicate that it may be an area to revisit. The remaining aspects of this question ranged between 86 and 100%.

In the second and third questions, survey feedback indicates that we are gaining approval for the programming we have developed to meet the needs of our at-risk learners. The variety of supports and program accommodations we have implemented have fostered a greater sense of success for these children. The survey results indicate that an area for improvement would be in our programming to challenge and engage our students. This is an area we will address as we continue to develop differentiated instruction and assessment.

Another aspect which needs to be considered is how we are communicating student learning to our stakeholders. It is important to ensure that parents and students are actively engaged in the learning process and through ongoing communication inviting feedback and involvement; stakeholders will a better understanding of our programs.

On the specific goal relating to student opportunities to use inquiry-based learning across the curriculum, we were able to meet most of our measurement targets. Grade group collaborative teams worked with the Inquiry Lead Teacher to develop units of study incorporating inquiry methodology. Students were actively engaged in activities to enhance all curricular subjects. Some examples were, robotics, travel guides to Peru, Tunisia, Ukraine, table talker book reviews, Physical Education –‘Investigative Fitness Specialist’, ‘From the Ground Up,’ tower construction and bridge building, FBI (Factual Body Investigator) Agent (grade 1 science) and our final project of the year was a cross-graded enrichment project. Called ‘Here’s to the Earth.’ Students worked individually or in groups of two to research aspects of ‘Our Carbon Footprint.’ Students discussed, then selected and researched topics relating to environmental issues and the impact they have on our world. Their goal was to produce an Animoto video that would have an emotional impact on their audience. This project was highly successful and shared with classmates, parents and staff.

One of our measures was to post projects on TNET. Although we did get a few of our projects posted, we have many more not yet posted. An area for growth would be to take this step and share more of these.

For the 2009 – 2010 school year, we will continue to incorporate Inquiry methodology into instruction and learning to foster differentiation, effective programming and as a strategy to actively engage students in their learning.

School Education Results Report 2009/2010

As we evaluated the feedback on these measures, it is apparent that although we are making progress, we fell short of our target measures.

In regards to opportunities for students to receive a broad program of studies, we continue to struggle to provide extracurricular opportunities on an ongoing basis. Throughout the year the children have opportunities to be involved in track, choir and a variety of clubs. This year we have joined the Ever Active Schools and sent two teachers to become leads in this area. We are purchasing resources to supplement Daily Physical Education and Health and Wellness. This will be a focus area throughout the school this year.

This year we built additional teacher and counsellor time into our program to support our at-risk students. We are working to build a Student Support Team focus to support teachers as they develop programming for their at-risk students. On another note, we also built some teacher time into program development for our more able students. We will be developing and implementing a 'Ropes' project based program with students identified as needing additional challenges beyond the regular classroom programming.

Finally, based on our feedback, we have identified the need to communicate the many ways we develop and implement programs to support and enhance student learning with our stakeholder groups. Our Glen Allan School web page will be the hub for this process. Teachers have developed their ePages and will keep current learning information, applicable learning web links and pertinent information posted.

School Education Results Report 2010/2011

School Education Plan (2009/2012)

School Specific Outcome

At Glen Allan School we provide high quality learning opportunities for all students addressed through assessment for, as and of learning, differentiation, effective programming and actively engaging students in all aspects of their learning.

- To improve student achievement in as reflected in grade 3 and 6 PAT writing results to 25% standard of excellence.
- To improve student achievement in mathematics – grade 3, 100% acceptable and 35% standard of excellence and grade 6, 100% acceptable and 30% standard of excellence.
- To improve student engagement as reflected in the top three Pillar survey questions listed above. The new target goals are listed on the chart above with this school goal.

Performance Measures / Targets (Ongoing measures are in black and new are in blue)

- A series of differentiated resources and assessment tools will be developed from ECS through 6. This goal has been well started and will be ongoing as we integrate technology as well.
- Student writing achievement will increase by 5% as demonstrated through the number of students achieving standard of excellence in grade 3 (26.2%) and 6 (19.5%) PAT writing.
- Grade 3 PAT Reading scores will increase by 10% in the acceptable standard.
- Assessment of learning will reflect the highest standard achieved on learning outcomes.
- Grade 3 and 6 math PAT scores will increase to 95% in the acceptable standard and 30% in standard of excellence.

Strategies (Completed strategies are in red, ongoing are in black and new in blue)

- AISI consultant support will provide leadership in developing assessment and differentiation strategies and tools and recommend reliable resources to facilitate this task.
- Teachers and students will create rubrics for assessing writing. PAT rubrics can be used as models for developing rubrics for grade 1 through 6 writing.
- AISI sub time and school PD fund will be used to provide planning and development time for staff. Five half days per grade group, spaced throughout the year, will facilitate PLC grade group discussion and planning time.
- Teachers refine their assessment practices to enhance student learning.
- Assessments will lead to a deeper understanding of individual students and effective differentiation.
- Grade group and cross grade planning and discussions lead to the development of a bank of assessment tools for each grade in each subject area.
- Exemplars provide students with visual representations of various levels of expertise and a guide for developing their own skills.
- Staff and student created rubrics guide practice and assessment. Students utilize the rubrics to develop better writing skills.
- Time allocated for developing differentiation and assessment tools result in a bank of useful resources developed specifically to enhance individual teaching units.
- Teachers will successfully implement the new EIPS Assessment Policy.
- Teachers will have developed a variety of assessment tools to guide learning and assessment of outcomes.
- Exemplars will be posted and guide students in developing their learning plans and strategies for

improvement.

- A series of differentiated resources and assessment tools will be developed from ECS through 6.
- Teachers will use grade group planning sessions to collect and modify writing exemplars from student work and recommended websites (e.g. AAC, AL).
- Diagnostic assessment is used to differentiate instruction and learning.
- Student self assessments, interest inventories and diagnostic assessments will support differentiated instruction.
- Assessment *for* and *as* learning form the basis for instruction and assessment *of* learning accurately reflects the highest representation of student learning.
- Informed assessment will guide teaching and learning.
- Students have greater ownership of their own learning and, with the support of their teachers, are able to develop learning plans to reach their goals.
- Assessment *as* learning will involve successful peer and self assessments. Students will take different paths to the same outcomes.
- AISI sub time and school PD fund will be used to provide planning and development time for staff. Five half days per grade group, spaced throughout the year, will facilitate PLC grade group discussion and planning time.
- Dear Time and reader response journals will be used to develop deeper comprehension.
- Paired and buddy reading and response writing will occur twice a month.
- Developing and using writing exemplars and rubrics, student writing achievement will increase by 5% as demonstrated through the number of students achieving standard of excellence in grade 3 and 6 PAT writing.
- Focussed lessons in content, organization, sentence structure, voice, vocabulary and conventions will be used to develop writing skills.
- Cross graded groups will write and share stories.
- Students will practice planning and writing short stories within a time frame.

Performance Measures	Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets		
			05/06	06/07	07/08	08/09	09/10	10/11	11/12
<ul style="list-style-type: none"> Overall percentage of students in Grades 3 and 6 who achieved the acceptable standard on provincial achievement tests.* 	90.3	92.8	97.1	94.0	89.8	92.2	100	95	100
<ul style="list-style-type: none"> Overall percentage of students in Grades 3 and 6 who achieved the standard of excellence on provincial achievement tests. 	29.6	35.1	51.6	42.4	37.8	28.1	35	35	38

Cohort	Provincial Achievement Test						Targets		
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	Targets		
GRADE 3	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12
Language Arts									
Acceptable Standard	98.3	98.1	97.1	91.8	91.2	95.7	100	95	100
Standard of Excellence	29.3	14.8	22.9	23.5	20.6	20.4	25	25	30
Participation Rate	100	98.1	98.6	94.1	97.1	96.9	100	100	100
Mathematics									
Acceptable Standard	100	96.3	97.1	89.4	85.3	94.3	100	95	100
Standard of Excellence	55.2	35.2	47.1	25.9	27.9	36.1	35	36	40
Participation Rate	100	98.1	97.1	95.3	97.1	96.8	100	100	100

*The second chart reflects the achievement of the Glen Allan students who actually wrote the PAT. These are the scores which we analyzed for our results.

Students Writing	Provincial Achievement Test						Targets		
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average			
GRADE 3	Achieved	Achieved	Achieved	Achieved	Achieved		09/10	10/11	11/12
Language Arts									
Acceptable Standard	98.3	100.0	98.6	97.5	93.9	98.7	100	97	100
Standard of Excellence	29.3	15.1	23.2	25.0	21.2	21.1	25	26	30
Participation Rate	100.0	98.1	98.6	94.1	97.1	96.9	100	100	100
Mathematics									
Acceptable Standard	100.0	98.1	100.0	93.8	87.9	97.3	100	95	100
Standard of Excellence	52.2	35.8	48.5	27.2	28.8	37.2	35	35	40
Participation Rate	100.0	98.1	97.1	95.3	97.1	96.8	100	100	100

2008/2009

Five students did not write the Language Arts PAT. One was exempt because he is a second language student from West Africa, who moved to Canada in February, the remaining four wrote either part A or B, but not the whole test. One wrote part A, and then moved to Nova Scotia the end of May, two moved to Glen Allan in June, from out of province and they only wrote part B and one was exempt for Part B because her father died the second week of June. When these five student results are removed from the statistics, 97.5% of the students achieved the acceptable standard and 25% of the students achieved the standard of excellence. These scores are fairly consistent with our previous three year average, 1.5% lower in the acceptable standard and 2.5% increase at standard of excellence. An additional thirteen students missed the cut score for excellence in writing by one or two marks and twelve students missed the cut score for excellence in reading by one or two marks.

More of our students continue to achieve excellence in reading (35%) than in writing (20%). Reading strengths: in reading, target areas for 2009 – 2010 will be to develop a better understanding of comprehension and inference specifically with the genre of poetry. Specific areas for focus will include understanding character motivation (detail), identifying author's purpose (text organization), determining meaning in poetic and narrative writing and synthesizing information to draw conclusions.

In writing the majority of our students achieved scores between 3.0 and 3.5 in the areas of content (65%), organization (61%), sentence structure (57%) and vocabulary (63%). Our target area for 2009 – 2010 will focus on developing writing exemplars and focussed lessons to clarify expectations in these four areas.

Four students did not write the math PAT, two were absent for part B (one moved to Nova Scotia and one was absent due to illness) and two students were exempt (one student just moved to Canada in February from West Africa, and the second was exempt because her father died). When these results are factored out, 93.8% of the students achieved the acceptable standard and 27.2% achieved the standard of excellence.

Our student results on Part A, computation indicate a significant concern. Student results in all three areas, addition, subtraction and multiplication were well below provincial levels. On part B the student results were significantly stronger. Student scores in the skills area were stronger than the scores in knowledge. Our student scores were within the same range as our three year averages in the acceptable standard; however there is a significant drop in the number of students achieving the standard of excellence.

These results confirm our decision to focus on mathematics as a school goal. We will work to develop a strong math culture in the school over the next three years. As we complete the implementation of the new provincial math curriculum, developing a deeper understanding of mathematics will be our focus.

Cohort	Provincial Achievement Test						Targets		
	Previous Results								
PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	09/10	10/11	11/12
GRADE 6	Achieved	Achieved	Achieved	Achieved	Achieved				
Language Arts									
Acceptable Standard	95.8	93.8	88.9	96.1	95.3	92.9	100	100	
Standard of Excellence	54.2	47.7	34.9	32.9	32.8	38.5	38	40	
Participation Rate	95.8	93.8	88.9	98.7	96.9	93.8	100	100	
Mathematics									
Acceptable Standard	95.8	92.3	84.1	89.5	87.5	88.6	100	100	
Standard of Excellence	52.1	44.6	36.5	22.4	25.0	34.5	30	35	
Participation Rate	95.8	92.3	88.9	98.7	96.9	93.3	100	100	

Science									
Acceptable Standard	95.8	92.3	82.5	94.7	84.4	89.8	100	100	
Standard of Excellence	66.7	56.9	42.9	36.8	35.9	45.5	40	45	
Participation Rate	95.8	92.3	85.7	98.7	96.9	92.2	100	100	
Social Studies									
Acceptable Standard	95.8	92.3	87.3	Na	84.4	Na	100	100	
Standard of Excellence	56.3	49.2	42.9	Na	35.9	Na	50	55	
Participation Rate	95.8	92.3	87.3	Na	96.9	Na	100	100	

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*Our school analysis is based on the second chart, reflecting the achievement of the students who actually wrote the exams.

Students Writing	Provincial Achievement Test						Targets		
	Previous Results								
	PAT	05/06	06/07	07/08	08/09	09/10	Previous 3 year Average	09/10	10/11
GRADE 6	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved			
Language Arts									
Acceptable Standard	100.0	100.0	100.0	97.3	98.4	99.1	100	100	
Standard of Excellence	56.5	50.8	39.3	33.3	33.9	41.3	38	40	
Participation Rate	95.8	93.8	88.9	98.7	96.9	93.8	100	100	
Mathematics									
Acceptable Standard	100.0	100.0	94.6	90.7	90.3	95.1	100	100	
Standard of Excellence	54.3	48.3	41.1	22.7	25.8	37.4	30	35	
Participation Rate	95.8	92.3	88.9	98.7	96.9	93.3	100	100	

Science									
Acceptable Standard	100.0	100.0	96.3	96.0	87.1	97.4	100	100	
Standard of Excellence	69.6	61.7	50.0	37.3	37.1	49.7	40	45	
Participation Rate	95.8	92.3	85.7	98.7	96.9	92.2	100	100	
Social Studies									
Acceptable Standard	100.0	100.0	100.0	Na	87.1	Na	100	100	
Standard of Excellence	58.7	53.3	49.1	Na	37.1	Na	50	55	
Participation Rate	95.8	92.3	87.3	Na	96.9	Na	100	100	

2008/2009

In our grade 6 cohort group, we had two ESL students, nine code 42 students in BIC placement, and a number of students requiring test accommodations. One student was exempt from writing the PATs. He has severe anxiety disorder, attended only 24 days last school year and is currently repeating grade 6.

Overall students achievement at the acceptable standard was comparable to previous years in language arts, mathematics and science; although there was a slight decline in each. Of significance is the decline in the number of students achieving the standard of excellence? Although all of these still remain above the results for both EIPS and the province, it is an area to analyze in setting goals and a new direction for learning.

With further analysis interesting finding was the number of students who were within one or two point of the cut-off for each test. In language arts, on the total test score five students, Part B ten students and Part A six students were just under the cut score for excellence. In mathematics, seven for the total test, seventeen for knowledge and six for skills were within one or two point of the excellence cut-off. In science the numbers were slightly lower. Five students scored just below the cut score on the total test, eight on the knowledge component and eleven on the skills component. These results indicate that with some additional focussed instruction our scores should be higher.

Language Arts:

90 % of the Special Education students reached acceptable and 98.4% of the cohort group reached acceptable. Some of the strengths were finding key details in information articles, poetry and novels, determining meaning in an information article, cartoons and understanding purpose in information articles. Some areas for focussed instruction will be finding the implicit meaning in text, determining relationships between specific details and abstract ideas, classifying text according to genre in an informational article and making inferences in poetry.

Mathematics:

Student scores indicated strengths in operations and number sense, comparing integers, temperature, patterns, data management and graphing. Overall students were stronger in mathematical knowledge than skills. Some concepts for focussed instruction will be space and space (particularly surface area, mass, volume, angles and measurement conversions), probability (particularly converting probability to fractions and percentages) and operations with decimals and

whole numbers. Students continue to need practice in reading mathematical problems and completing multi-step problems.

Science:

Strengths were noted in some of the concepts from: Flight (parachute design, compressed air, Bernoulli's principle), Sky Science (phases of the moon), Evidence and Investigation (fingerprints, human and animal tracks) and Trees and Forests (importance of forests, nutrient cycle, naming trees, point of view of environmental groups). Some concepts that presented a challenge for the children were chromatography, fabric data, sunsets & sunrise patterns, insect structure and flight, drag, roll (movement of planes) and asteroids vs. comets.

Overall decisions after this analysis:

Written language will remain a focus for language arts and in reading students will receive strategic instruction on inference, analysis and organization of information and deeper thinking. Our goal for the language arts PAT is to increase from 97% to 100% in the acceptable standard and from 33% to 38% in the standard of excellence.

Mathematics is one of our AISI focus areas. Our goal is to increase our scores on the acceptable standard from 91% to 100% and on the standard of excellence from 23% to 30%.

2009/2010 – General Analysis

Language Arts PAT:

The grade 3 results were interesting in that there was a significant difference in student achievement in reading and writing. What is interesting is that the percentage of students achieving an acceptable standard in writing was 97%, but in reading the number was only 87%. This result reversed for the standard of excellence where our results were 21.2% in writing and 45.5% in reading. On further analysis of the writing scores, between 12 and 16 students scored just below the standard of excellence. A number of these students did not complete their stories within the time allotment of the test. On the reading parameter, seven students scored below the cut score. All of these children struggle with reading and are working within the graded curriculum with support. Two students have been referred for additional assessment this fall to better understand their learning needs.

The grade 6 students in the achieved 96.8% in the acceptable standard in both writing and reading; however, in the standard of excellence the results were 14.5% in writing and 54.8% in reading – indicating a significant difference. Again, between 12 and 16 students scored just below the standard of excellence.

With these results we have set some school wide goals to address both reading and writing. We will continue to teacher specific learning strategies in both areas. To address the time element, teachers in grade 2 through 6 will provide opportunities for the students to plan, write and edit a short story within a pre-set time. We will continue to focus on developing the various writing components in longer, more detailed stories written over time. The two types of writing are unique and the skills from the longer pieces can we used to enhance the short stories as well. In addition, we will add a sharing component to our writing program to give students an audience.

In addition, to address the concerns with reading comprehension, we are extending DEAR time to 12 minutes per day and adding a response journal / reading log to focus on purpose, meaning and the reading the students are engaged in. We have planned to add buddy reading at least once a month during the school year with a focus on shared responses to the reading. Finally we will highlight the home reading program in ECS through grade 6, emphasizing the importance of daily reading practice.

Math PAT:

Overall our grade 3 results increased by 1.6% in excellence, but dropped by almost 6% in the acceptable standard. Three of the 8 students who scored below acceptable were below the cut score by 1 or 2 points. These students scored lower on knowledge than skills concepts. Seven of these students were working with various types of learning support within the regular curriculum. Seven children scored just below the cut score for excellence. Interestingly, these children scored higher on skills than knowledge. In an overall analysis number sense and reading vocabulary for math specific terms appear to be significant factors in student success. In addition, processing multi-step problems is another area of concern. For this school year, the classroom and AISI lead teachers will be developing a deeper understanding of mathematic concepts, especially number sense. We are also developing rich assessment tasks to support student learning.

At the grade 6 level, there was a 0.5% dip in the acceptable standard, but a 3.1% increase in the standard of excellence. Within the acceptable group, knowledge (90.3%) and skills (88.7%) were fairly similar. However, within the standard of excellence knowledge was only 12.9%; whereas skills was significantly higher at 30.6%. It is worth noting that our scores were at least 10% above provincial scores in both categories. In most instances, on the multiple step problems students scored lower. Other areas to address are probability, data management and math vocabulary.

All teacher are posting help strategies and a number of learning web links on their teacher ePages to support math learning and provide information for parent support. Teachers are posting math vocabulary words on the classroom work walls. Teachers in division 1 are developing math packs for home practice. Additional time will be focused on practicing mathematical questioning strategies using specific math vocabulary. Finally, a parent night with our AISI consultant and our lead teachers will provide parents with some background information to support math exploration and learning.

We did an analysis on the Social Studies and Science results as well, but our focused analysis was dedicated to Language Arts and Mathematics. We felt that by focusing teaching strategies on reading comprehension, vocabulary development, critical and analytic thinking and question interpretation, our energy would be directed towards areas which would directly impact our students' ability to succeed at the task we are accessing.

Our goal is to enhance students' learning success across the curriculum areas by intentionally teaching thinking and analytical thinking strategies.

School Education Results Report (2008/2009)

A more detailed analysis follows in the targets and measures section. We were successful on many of the measures for this goal. We set a goal to increase student writing in grade 3 by 5%. At the acceptable standard our scores went from 91.3% to 98.8%, an increase of 7.5%; however at the standard of excellence our scores fell from 29% to 20%, a drop of 9%. In grade 6, 100% of the students achieved the acceptable standard in 2007-08 and 98.7% in 2008-09 a drop of 1.3%, and at the standard of excellence 21.4% dropped to only 21.3%.

These scores indicate we have made some gains and now need to determine the best practices to support students to write at a higher level. A number of students were just on the cusp as over 40% of the children scored between 3.5 and 4.0 on a number of the criteria.

The writing goal will continue to be a focus area. The discrepancy between scores in reading and writing is significant and is an area to explore. A question we need to work through is, 'What are we doing in our reading instruction that can be transferred to writing instruction to increase student success?'

School Education Results Report 2009/2010

We were successful in developing units at each grade level, which have a variety of assessment tools, activities and opportunities for students to demonstrate their learning. Each classroom has writing exemplars and some grade groups have developed math exemplars as well. This will continue to be an ongoing process. All staff use rubrics as both a teaching and assessment tool. For some objectives, students have worked with their teachers to create rubrics and self assessments to enhance their learning.

Although we fell short on a number of our targets, many of special needs students exceeded our expectations. The analysis above identifies some areas we have chosen as focus areas. We have decided to put some time into extending programming for our more able learners. Many of our students scored just below the cut score for the standard of excellence and with some focused instruction in we hope to increase these scores.

We continue to strive for excellence in our teaching practice from ECS through grade 6. Grade teams continue to build on their individual practice through PLC team meetings and focused PD opportunities. As a school we are developing a scope and sequence for cross graded buddy activities to support student learning. Each day begins a new leg of our learning journey!

School Education Results Report 2010/2011

School Education Plan (2009/2012)

Improve and promote the wellbeing and health of students and staff by implementing effective health awareness and physical fitness programming.

We will measure our results with a Glen Allan School Survey and the Real Kids Alberta Evaluation from the School Of Public Health at the University of Alberta.

Performance Measures / Targets (Targets: ongoing in black and new strategies are in blue)

- 100% of our staff and students are involved in daily physical activity.
- Our staff is healthier and feel more able to handle the stresses within their work day as reflected by a decrease in the number of sick days recorded.
- Playground Pal focus will result in students actively engaged in a variety of games during recess and lunch breaks and student office referrals will decrease by 10%.
- The school climate will be energized and a healthy sense of fun in the school will be evident as measured by a school satisfaction survey.
- Staff camaraderie will be evident as we work and play together building a stronger more supportive school climate as reflected on a school satisfaction survey.
- *Two teachers will attend an Ever Active Schools workshop and act as lead teachers for developing a more active DPA and school atmosphere.*
- *50% of students' daily snacks will be healthy and students will know how to choose snacks that are*

healthy.

- Healthy lifestyle links will be posted on our school website.
- Teachers will have a variety of resources to enhance active lifestyle instruction.

Strategies (Completed strategies are in red, ongoing in black and new in blue).

- Two staff meetings we will have a wellness / fitness expert presentation. Topics might include, Fit-breaks in the workplace, healthy lifestyle changes, eating right, etc.
- 'Health check' – teachers will share with their students healthy activities they are involved in, e.g. MS Bike Ride, Cancer Walk, weekly curling league, Triathlon, baseball, etc. The crossover of activity and charity events supports our character education focus.
- Daily student journal / agenda note will include a response to 'What did I do that was active after school?'
- Grade 12 Sports 35 class from Salisbury will partner with the grade 3 group for a series of focus on fitness classes in the second semester (February 2010).
- Every staff meeting will start with a quick wellness activity.
- Staff DPA challenges throughout the year (pedometer, skipping, walking, cross country skiing, etc) with a monthly draw for fitness related prizes.
- Intramurals – in each cycle of intramurals will include a teacher team to build school climate and model healthy physical activity and sportsmanship.
- Inter-staff challenges for the kids to watch.
- Expand FitKids to include grade 1 and 2.
- Grade group buddy activities – once a month the buddy activity will be an interactive physical activity or game. The older students will be responsible for teaching outdoor playground games to their buddies.
- Grade 5 students will work with a coordinator to learn playground games and take the leadership role of 'Playground Pals'. They will work with group of children teaching and playing these games during recess and lunch breaks.
- All staff will belong to one of five teams. Each team will be responsible for two months of programming during the school year. Staff programs will include: a minimum of one physical activity challenge per month, healthy snacks, guest speakers, social activities, etc.
- Staff will be encouraged to register for EIPS Wellnessescity Activities.
- Staff in-service on activities and games for DPA using our Ever Active Schools teacher leaders and resources.
- On some days, DPA will be broken into three ten minute sessions to be taken throughout the day – as 'fitbreaks' to introduce a variety of shorter fitness activities.
- Staff challenges within their teams to record and share time invested in themselves – demonstrating life balance.

School Education Results Report 2009/2010

Our five school teams worked very well throughout the school year to provide engaging and challenging activities for all of their colleagues. The focus on wellness and balance became part of our school culture and was often the center of discussions. Although we haven't received the feedback from the Real Kids Survey yet, more attention was focussed on healthy lifestyles. Teacher incorporated aspects of this goal into DPA and health for our students. Staff modelled positive choice during staff snacks and lunches. This is an exciting goal and we will continue to highlight better choices with our students and colleagues as we move to be more aware that the lifestyle choices we make impact our ability to take on the tasks of daily living.

School Education Plan (2009/2012)

School Specific Outcome

Through collaboration and professional development we will positively impact our learning community. (Using staff Professional Growth Plans, school goals and EIPS DEP, the leadership team will take staff input and develop a plan to support and realize the goals.)

Performance Measures / Targets (Targets completed are in red, ongoing in black and new strategies are in blue)

- Staff satisfaction with leadership opportunities will be reflected by a positive result on the school satisfaction survey.
- All staff will feel their input is valued by their Administration/Leadership Team and they will have opportunities to be actively involved in making a difference at Glen Allan School.
- Glen Allan school community will be enriched by the shared expertise of a number of different individual's contributions.
- All staff will participate in professional development sessions that will improve their practice and ongoing.
- Meaningful professional learning and sharing will enhance teaching practices. Teacher feedback on a school satisfaction survey will reflect their professional growth is supported and collaborative planning time has provided time to work with their colleagues.
- Teachers and EAs provide a variety of opportunities for students to engage in learning and feedback on the Accountability Pillar Survey will reflect a 2% increase in satisfaction. (actually a decrease of 0.8%).
- We will build leadership capacity within our staff, providing opportunities for a number of staff to take on a variety of leadership roles and responsibilities.
- The PLC collaborative meeting time will facilitate collaboration and rich discussion and provide opportunities for shared planning, thereby enriching student learning opportunities.
- Glen Allan will be a vibrant learning community where we are all lifelong learners.
- Meaningful PD will increase staff satisfaction and confidence in their teaching and supporting learning roles (Educational Assistants) as reflected on the school satisfaction survey.

Strategies: (Completed strategies are in red, ongoing in black and new in blue).

- PLC time will be built into a rotational schedule of three team meeting times per grade group during the school year. The learning focus is on developing mathematical thinking and strategies for deeper thinking in math, integrating technology across the curriculum and continuing to hone our assessment tools to enhance student learning.
- Time is allocated for PD on August 27, March 5, April 26 and May 21 as well as during scheduled PLC team time and combined prep time throughout the school year.
- Using staff Professional Growth Plans, school goals and EIPS DEP, the leadership team will take staff input and develop a plan to support and realize the goals.
- Glen Allan Leadership Team (school administrators and any interested staff) will provide support and direction for our site based collaborative team time, developing school goals and providing feedback on any initiatives (school or EIPS).
- PD plans will be implemented in consultation with school and AISI staff.
- Time allocated for developing differentiation and assessment tools result in a bank of useful resources developed specifically to enhance individual teaching.
- *PD plans will be implemented in consultation with school and AISI staff.
- Work closely with our AISI consultants (math and technology) and our in-school AISI math coordinators to provide support for teachers, model lessons, and team teach and share pertinent resources.
- PLC time will be built into a rotational schedule of five team meeting times per grade group during the school year.
- Administrative coverage and school PD fund will be used to provide planning and development time for staff. Five two hour planning sessions and weekly coordinated prep time per grade group, spaced throughout the year, will facilitate PLC grade group discussion and planning time.

School Education Results Report 2009/2010

Our school-wide PLC time enabled grade groups to scaffold curriculum information, thereby facilitating rich discussion on new curriculum being implemented affecting all grades, not just those writing PATs. It is recommended that these grade group and cross-grade group discussions be built into our annual PLC objectives. On-going and very well received- ie: our K-6 MATH quilting project to display our learning and understanding of Math-related concepts and activities. Staff constantly support each other with ideas, projects, activities, some involving technology.

Performance Measures	Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets		
			07/08	05/06	06/07	08/09	09/10	10/11	11/12
<ul style="list-style-type: none"> 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. 	87.8	82.3	84.6	100	84.4	88.6	87	90	95
<ul style="list-style-type: none"> Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. (ACOL) 	95.2	n/a	81.7	n/a	97.0	84.8	85	90	98

School Education Results Report (2008/2009)

Our PLC collaborative teams were very successful. With the leadership from our AISI consultant and staff input we made giant strides in integrating technology into instruction, differentiating instruction and assessment and facilitating professional discussion and growth from within our staff. Our results reflect only a small increase in the first parameter; however, if the question were related to opportunities for grade group collaborative planning and PD within their school, the results would reflect a greater gain.

School Education Results Report 2009/2010

Again, our PLC collaborative team time was well used by all staff and the results were very positive. All teams worked through a number of math focus workshops with Debbie Duvall as well having additional time to focus on program development for cross curricular subjects and technology integration. Two SBPL days were used to support our AISI projects with a Math focus day and a Technoganza (variety of technology workshops). The final SBPL day was used to reflect and revise our School Education Plan, set directions for the 2010- 2011 school year and a workshop to meet the goals of our Health and Wellness goal.

We exceeded our targets for both parameters from the Accountability survey. After our PGP one-on-one meetings in September and October, 2009, we discussed PD activities that would be applicable to each staff members' goals and then we encouraged everyone to actively engage in at least one external PD activity. Overall, many teachers accessed PD funds and attended these activities. Our AISI consultants were both extremely accommodating and provided a variety of PD for the staff on site as well. We had small groups, individual and large group activities geared to increasing our competency with math and technology integration. Our AISI sub days and those provided for special activities were most useful and appreciated.

School Education Results Report 2010/2011

Performance Measures	Current Result 09/10	Previous 3-yr Avg.	Previous Results				Targets	
			05/06	06/07	07/08	08/09	09/10	10/11
<ul style="list-style-type: none"> Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. 	75.0	70.5	55.6	74.8	80.8	70.5	78	80

Performance Measures	Current Result	Previous 3-yr Avg.	Previous Results				Targets	
			05/06	06/07	07/08	08/09	09/10	10/11
<ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	84.5	82.3	78.7	80.3	85.6	81.0	87	90

First Nations, Métis And Inuit

Beginning 2008/2009, all schools received a \$3000 FNMI allocation. In addition, schools had the opportunity to submit an FNMI project proposal. This process will continue for 2009/2010. All schools must answer questions #1.

1. a) *Briefly summarize how you used your 2009/2010 FNMI allocation?*

This year we used our FNMI allocation for one whole school presentation with a Metis storyteller, a drumming session for the grade 4, 5 and 6 students and some resources for the library.

The grade 4 – 6 students loved the drumming session and did a short presentation for the grade groups.

The resources we purchased are to support our FNMI project which begins this year.

Our goal is to enhance appreciation and cultural awareness of the First Nations, Metis and Inuit people.

- b) *What is your school's plan for the \$3000 FNMI allocation in 2010/2011?*

I've attached a summary of our FNMI project goals and plans. The \$3000 will be used for a variety of activities which will be part of the project. (See attached)

2. *For projects beginning in 2010/2011, please provide a brief overview.*
See the FNMI attachment for an overview of our FNMI project.

SCHOOL COUNCIL INVOLVEMENT & 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 for their children.

Our council meets seven times during the year. Two teacher and both administrators are invited to be part of the meeting group. A variety of school issues are brought forward for discussion and feedback.

Our school education plan for 2009-2012 was reviewed with GACS in May, 2010. During this time, parents were given the opportunity to review our current plan and provide feedback and insight into the evaluation and direction for revisions to our SEP for the 2010-2012 school years. Parent feedback on performance measures and strategies was incorporated. The new SEP will be reviewed at the October meeting.

Our school council has a yearly plan that supports our school education goals. They base their fundraising and support around the goals we set together. In the 2009-2010 school year our council has purchased a stage and new sound system for the gym. In addition they supported and organized 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.

After the 2010-2011 SEP is shared at the GASC meeting, and it has been approved by the EIPS team, it will be posted it on our school website. As we work through our plan, we will update our GASC and invite input and feedback throughout the school year at the GASC meetings.

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.

Class Size Information

AVERAGE CLASS SIZES CHART COMPLETE FOR ALL SUBJECTS

Average Class Size	1-3	4-6
EIPS September 2005	20.6	23.9
Glen Allan September 2005	20.5	23.7
EIPS September 2006	18.1	21.8
Glen Allan September 2006	17.4	19.6
EIPS September 2007	18.6	21.5
Glen Allan September 2007	19.5	20.0
EIPS September 2008	18.3	21.8
Glen Allan September 2008	18.9	20.5
EIPS September 2009	19.0	22.1
Glen Allan September 2009	19.7	22.9
EIPS September 2010	19.5	22.5
Glen Allan September 2010	19.7	23.5

Analysis, comments on class size:

At Glen Allan School we used our class size funding to lower student teacher ratios in a unique way that we feel best meets the needs of our student population. In Division 1 we have two additional half time teachers to provide learning support for students in small groups or individual tutorials. In Division 2 we have a Learning Strategies teacher 0.55 who provides program support. We have also dedicated counsellor time to support program planning for students on an as needed basis.

A complete class size report for each school in EIPS may be viewed at

<http://www.eips.ca/content.php?page=241>