



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: Glen Allan Elementary School **PRINCIPAL:** Judy Anderson

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	19.234	Salaries 94.5%	\$2419,777
Classified	5.297	SES 5.5%	\$117,103
		Total	\$2,536,880
		End of Year Surplus	\$9,356

SCHOOL PROFILE AND CONTEXT

Glen Allan Elementary Quick Facts:

- Glen Allan Elementary School (GLN) opened in 1972 and is located in Sherwood Park, Alberta
- GLN is an inclusive education setting with 382 students for the 2019-20 school year
- GLN students are served by 33 staff members including 23 teachers and 10 support staff
- For 2019-20, we have two kindergarten classes, one Grade 1 class, one combined 1/2 class, two Grade 2 classes, two Grade 3 classes, two Grade 4 classes, two Grade 5 classes and three Grade 6 classes
- Total school budget is \$2 419 777 which includes 94.5% allocated to staffing

Programming Highlights:

- Students supported through Levelled Literacy Intervention (LLI)
- Five teachers attended the Summer Institute: Readers Workshop offered by EIPS in August, 2019
- Inclusive and intervention supports from .5 FTE counselling time, Supports For Students consultants, Speech-Language consultants, Occupational Therapy consultant, Hearing consultant and Assistive Technology team
- Sensory room available to support students with self-regulation strategies
- First Nations, Métis and Inuit programming including activities related to cultural understanding, historical learning, fine arts opportunities and Truth and Reconciliation initiatives (0.1 FTE)
- 1 to 1 Chromebooks for students in grades 2–6
- Chromebooks and iPads available for kindergarten and Grade 1



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- Fit Kids Program
- Variety of extra-curricular activities including cross country running, track, intramurals, choir, Young Author's Conference, and chess club
- Variety of student leadership opportunities including: Library Leaders, Milk Helpers, Student Council, Environment Club, and Clean-up Crew
- Active and supportive School Council who coordinate a variety of events for the school community as well as volunteer and fundraise

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

Outcome: More students are engaged in school and achieve student learning outcomes.

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL:

Glen Allan School will enhance student engagement and achievement by focusing on research based effective teaching practices and its implementation throughout the school. (P2-G3, P1-G2)

STRATEGIES/ACTIONS IMPLEMENTED:

- Research based effective teaching practices implemented into classrooms and throughout the school using educational research of Marzano, Wong, and Hattie
- Referenced *The Innovator's Mindset* by George Couros, *Results The Key to Continuous School Improvement* by Schmoker, *What Great Teachers Do Differently* by Whitaker and *The Highly Effective Teacher* by Marshall
- Utilized Math Intervention Programming Instrument (MIPI) and STAR 360 reading assessment for consistent benchmarking across all grade levels
- Analyzed Provincial Achievement Test (PAT) measures to drive and guide our educational practices to meet the needs of our students
- Staff training on and implementation of Leveled Literacy Intervention (LLI) kits throughout the school



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- Increased collaboration with EIPS numeracy and literacy consultants for both group and individual mentoring settings
- Incorporated literacy decoding and reading comprehension strategies cards into all our classrooms throughout the school
- Staff trained on implementation of math benchmarking kits
- Continued implementation of the Sandra Herbst initiatives including co-constructing criteria, differentiation of instruction and mediative questioning
- Used a variety of technological resources (i.e. Chromebooks, iPads, Google Apps for Education, Google Classroom, LearnAlberta.ca, etc.) to provide choice and differentiate for students
- Refined the use of Daily 5 for literacy, Daily 3 for mathematics and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) teaching methodology in all classrooms
- Maintained high and clear expectations for students using visual, kinesthetic and verbal management cues
- Implemented the use of professional learning community (PLC) meetings and mentor/pair-groupings with all staff
- Provided opportunities for staff to share research based, effective teaching, and best practices with each other at staff meetings and during grade group collaboration
- Created consistent procedures throughout the school to improve transitions from classroom to classroom and year to year
- Offered opportunities for educators to participate in peer to peer classroom observations throughout the school and within our feeder group of schools
- Utilized Division writing continuum throughout all our classes

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Consistent procedures used in all classrooms
- Bloom's taxonomy displayed in all classrooms
- Staff shared best practices at staff meetings and in collaboration groups
- 85% of parents agree that their child is demonstrating growth in literacy on EIPS Parent Engagement Survey
- 91% of parents agree that their child is demonstrating growth in numeracy on EIPS Parent Engagement Survey
- 86% parents satisfied with the quality of teaching on EIPS Parent Engagement Survey
- 87.5% satisfied with the quality of education their child is receiving at their school (EIPS Parent Engagement Survey)



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- STAR data illustrates the number of students at each grade level in the urgent intervention for both the fall and winter screening decreased except for Grade 5

Grade	Total # of Students	# of Students Sept. STAR Urgent Intervention	# of Students Jan. STAR Urgent Intervention
1	61	30	8
2	41	24	16
3	60	19	12
4	55	6	4
5	62	16	18
6	72		

Considerations Moving Forward:

- 5.9 % decrease in the number of teachers, parents and students satisfied with the overall quality of basic education as indicated on the Accountability Pillar Survey
- 7.8% decrease in the number of teachers, parents and students indicating that their school has improved or stayed the same as indicated on the Accountability Pillar Survey
 - Specifically, 10% decrease in students, 9% decrease in teachers and 5% in parents
- 64% of parents indicated that the quality of education their child has received has improved or stayed the same over the past three years and 19% indicate it has declined
- While many of our students were on track to achieve one year's growth in literacy, the fall data indicates learning gaps

Grade	# of Students Reading Below Grade Level Sept. STAR	# of Students Below Grade Level Sept. MIPI
1	21 / 28 = 84%	No data
2	33 / 57 = 58%	1 / 57 = 1%
3	15 / 31 = 48%	2 / 31 = 6%
4	20 / 47 = 43%	12 / 47 = 26%
5	24 / 52 = 46%	15 / 52 = 29%
6	27 / 57 = 47%	10 / 57 = 18%
Collective Total	140 / 272 = 51%	40 / 244 = 16%



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EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

Outcome: More students are engaged in school and achieve student learning outcomes.

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 2: Quality Infrastructure for All

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

GOAL 3: A Culture of Excellence and Accountability

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL:

Glen Allan School will enhance students' critical thinking, problem-solving skills and creativity. (P1-G2, P2-G3, P2-G2)

STRATEGIES/ACTIONS IMPLEMENTED:

- Focused on the facilitation and enhancement of student metacognition and the promotion of higher levels of thinking
- Implemented the use of Bloom's Taxonomy in all the classrooms with grade specific explanations/definitions/wording
- Used cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers
- Recognized multiple intelligences in our students and used various teaching strategies to meet the needs of different learning styles
- Continued the use of Fountas and Pinnell assessments for struggling students
- Linked STAR and Raz Kids reading levels with the Fountas and Pinnell quotients.
- Implemented a fall, winter and spring writing sample for all students to be kept in classroom student portfolios
- Used Leveled Literacy Intervention kits
- Utilized EIPS writing continuum to assist with leveling students writing and showing progress throughout the year



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- Learning inventory (multiple intelligence survey to meet the needs of each child)
- Used rubrics and exemplars from co-constructing assessment criteria and self-assessment with students
- Increased use of inquiry and performance-based tasks throughout the school
- Implemented a variety of web-based applications and technology to enhance the inquiry methods (Google Apps for Education, Google Classroom, Google meets, Raz Kids, Prodigy)

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- 7.7 % increase in the number of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school as indicated on the Accountability Pillar Survey
- 100% parent satisfaction with the variety of subjects available to their child at school
- Teachers completed training on cross curricular project-based teaching

Considerations Moving Forward

- 5.9 % decrease in the number of teachers, parents and students satisfied with the overall quality of basic education as indicated on the Accountability Pillar Survey
- 4% decrease in the number of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning with 44% satisfaction overall

EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 1: Positive Learning and Working Environments

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

EIPS PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT

GOAL 1: Parent Engagement



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Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

SCHOOL GOAL:

Glen Allan Elementary School will maintain our positive school culture that acknowledges the academic, emotional, and social needs of students. (P2-G1, P3-G1)

STRATEGIES/ACTIONS IMPLEMENTED:

- Promoted a liberal-arts (integrated studies) approach in our school to promote well-rounded growth and development in our students
- Continued to work closely with our parents to support and enhance our parent engagement levels
- Developed and implemented a unified method of conflict resolution with a focus on restorative justice
- Classroom management focused on positive behavior procedures and expectations
- All staff modeled a culture of mutual dignity and respect
- Worked with School Council to support and enhance our parent engagement levels
- Implemented in-depth multi prong approach to our First Nations, Métis and Inuit integration throughout the school to promote cultural exposure and acceptances of diversity within our student population (Blanket exercises, in class lessons with First Nations, Métis and Inuit topic, incorporation of the First Nations, Métis and Inuit sacred teachings into our character education Including: Seven Sacred Teachings, the 13 tipi teachings, Artist in residence, Indigenous games, and the use of a traditional talking stick in classroom discussions.)
- Promoted safe and caring school atmosphere involving Student Council in planning school spirit days
- Provided the opportunity for staff and students to be involved in planning various leadership school activities including: Battle of the Books, Speech Competition, Christmas Bureau Campaign, Environment Club, Running Club, Library Leaders, Student Council, Milk Helpers, Christmas concert, Terry Fox Run, Read in Week, Spring Carnival, Volunteer Appreciation, and Lunch Helpers
- Implemented a recognition system for positive student behaviour
- Encouraged community involvement within the school by inviting community members into the school including Drug Abuse Resistance Education (DARE) and Saffron
- Participated in community visits to the senior's lodge and Capital Care
- Continued with the school's open-door policy for parents and community members
- Supported Indigenous students by building an understanding of the indigenous reconciliation and indigenous history for all our students
- Incorporated student self-regulation strategies including Zones of Regulation, self-regulation room and calming centers in classrooms
- Purchased resources to promote diversity and acceptance throughout our school



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RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Staff completed Non-Violent Crisis Intervention (NVCi) training
- Several staff participated in a book study with Jody Carrington's *Kids These Days*
- School focus on dignity and respect reinforced daily through announcements
- Students received a presentation on cyber-bullying and digital citizenship
- Students participated in community visits and were engaged through leadership opportunities

Considerations Moving Forward

- 10% decrease in the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship as indicated on the Accountability Pillar Survey
 - 37% decrease in student agreement that children at their school follow the rules with 51% agreement
 - 40% decrease in student agreement that most students respect each other with 45% agreement
 - 64% parent agreement that students at their child's school follow the rules and help each other when they can
 - 20% decrease in parent satisfaction that their child is encouraged to be involved in activities that help the community
 - 14% decrease in teacher satisfaction that students are encouraged to be involved in activities that help the community

Reflecting on your data, what was your greatest success?

Personnel – Character and Practice

One of the greatest assets at GLN is the staff. During one-on-one meetings and staff surveys, it was overwhelmingly stated that what was valued most about working here was having collaborative and supportive colleagues. This was also evident from the Accountability Pillar Survey and EIPS Parent Engagement Survey where parents were very satisfied with the quality of teaching and largely agreed that staff care about the children and encourage them to try their best. There was also 100% agreement among teachers that their colleagues care about students. The transition made by staff during COVID-19 to online learning was commendable and parent feedback was positive. Staff were committed to connecting with their students and shifting their teaching practices to the Google platform. The professional growth that occurred in a short amount of time was exceptional. Staff demonstrated resiliency throughout the transition to online learning.

Reflecting on your data, what was your greatest opportunity for growth?



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Addressing Learning Gaps

The on-going need to provide supports in the areas of literacy and numeracy have impacted planning for 2020-21. The September 2020 STAR 360 data indicated that we have 51% of our students reading below grade level. The Math Intervention/Programming Instrument (MIPI) indicated that 16% of our students are below grade level. We will continue to use the STAR 360 and MIPI assessments to guide instructional programming. Teachers will use the data to track progress and identify students for targeted intervention. We will have collaborative team meetings every eight weeks to monitor learning gaps and plan for next steps. Federal funding was allocated to increasing academic supports to address learning gaps with increased educational assistant time, increased FTE towards LLI and lead teacher time to benchmark and assist colleagues.

Parent Engagement

Engaging parents as partners needs to be a focus. The data reflected in the Accountability Pillar Survey and EIPS Parent Engagement Survey highlights parent engagement as an area of concern. Specifically, there is 30% parent satisfaction that their input into decisions at their child's school is considered.

We will support academic growth by enhancing parental involvement in the school. We will work together on school initiatives and look for opportunities to engage parents as partners. The GLN website is updated on a regular basis and school activities are also highlighted on social media and through a weekly "Buzz" email sent to families. Teachers are committed to effective and consistent communication through classroom newsletters, weekly updates, Brightspace and parent teacher interviews. Despite the restrictions for volunteers and guests entering schools, we will find ways to connect and share special events that highlight student achievements and special accomplishments for parents to enjoy. The concerns identified in the data make parent involvement a key priority for the upcoming school year.

Active Citizenship

The data indicates active citizenship as an area for growth. There was a drastic decrease in the number of students who feel children respect each other and follow the rules at school. This was also identified as an area of concern for both parents and teachers. Another opportunity for us to enhance citizenship is through connections with the community. We will engage students through a virtual Student Council and explore opportunities for our school to give back to the community. Collectively we will revisit our school rules and find ways to engage our students in the process. There was a 20% decrease in the number of students who agreed that other children treat them well.

We have surveyed staff and parents to gather feedback on the areas of concern and will be adjusting our school goals to focus on literacy, numeracy and school culture. Within our school culture goal, we will make active citizenship and parent engagement key priorities.



SCHOOL EDUCATION PLAN: RESULTS REVIEW

FOR THE 2019-20 SCHOOL YEAR

Measure Category	Measure	Glen Allan Elementary 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	85.8	90.0	91.2	89.4	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	84.4	86.6	86.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.1	95.0	96.0	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	98.5	96.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	41.3	40.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	84.1	76.4	77.5	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	75.4	85.5	87.6	83.3	82.9	83.2	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	70.7	70.6	78.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	81.6	89.4	90.4	81.5	81.0	80.9	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Ministry Performance Measures 2019-20

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.3	92.3	98.3	98.5	n/a
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	39.4	34.9	44.5	41.3	n/a
Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	94.4	35.2	97.1	29.4	100.0	30.5	100.0	38.8	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	88.7	19.7	85.3	16.2	94.9	22.0	93.9	18.4	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	94.4	45.1	91.2	39.7	100.0	57.6	100.0	51.0	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	91.5	57.7	95.6	54.4	98.3	67.8	100.0	57.1	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.9	88.7	88.7	85.5	75.4
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	91.0	92.5	90.0	85.8
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.3	97.0	96.0	95.0	89.1
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.5	77.3	78.8	76.4	84.1
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	61.5	56.5	51.8	48.5	44.4
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	62.2	84.9	79.9	70.6	70.7
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.6	89.0	92.7	89.4	81.6
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.5	86.9	85.7	86.6	84.4