

SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

6.66

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

| STAFF FTE | | BUDGET | |
|--------------|--------|-----------------|-------------|
| Certificated | 14.766 | Salaries 94.45% | \$2,154,922 |
| Classified | 9.357 | SES 5.51% | \$125,617 |
| | | Total | \$2,280,539 |
| | | Surplus/deficit | \$ 0 |

SCHOOL PROFILE AND CONTEXT

MISSION: To teach students to be creative and critical problem solvers who can apply flexible thinking as they cope 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:

- Students will have a successful and engaging school experience in an environment that is safe, accepting and one that encourages students to take risks with their learning.
- 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, maximizing their unique strengths and talents.
- All students are encouraged to actively participate in the life of the school and community.
- Consultation and teamwork 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 our community at large.

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- Members of our school community endorse and model lifelong learning.

At Glen Allan, we have a strong academic focus and high learning expectations for our students and staff. A safe and caring learning environment, excellent programming, a variety of engaging learning opportunities and a dedicated staff are the cornerstones upon which we build success for the children in our care. Children are challenged through inquiry projects, buddy grade projects, whole school activities and in-class challenges, supported with modified learning goals and smaller groupings 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 three cornerstones of our school.

A very friendly Panda named *Bamboo is our school mascot, and* watches over the students throughout the school from its residence in our renovated school Learning Commons. Our school slogan, '*Cherishing and Challenging Every Child*', focuses on our belief that we are each unique and bring special talents to share with our community.

We have developed a school-wide Student Behavior Plan focused on four areas:

Responsibility: I am responsible for my own behavior.

Respect: I treat others, myself and property with respect.

Results: I am responsible for my own learning.

Relationships: I am engaged with my school community and have opportunities to collaborate and be an ethical citizen.

It is our goal to embed these character traits in everything we do, as we prepare our students to be actively engaged learners who consciously contribute to making their world a little better.

Our students with special needs are fully integrated in all of our inclusive classrooms with the support of the learning teams comprised of teachers, educational assistants, parents and students. Supports for success include small group and individual instructional opportunities, pre and post teaching focused on learning strategies, focused social skill instruction and alternate learning spaces in our learning commons. The social skills instruction and strategic interventions are key to the successful learning experiences for many of 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.

At Glen Allan School we value and nurture a strong 'school family' feeling. Parents and visitors are welcome and encouraged to be active participants in our learning environment. Although we have a strong academic focus at Glen Allan, we are committed to supporting all our children as they learn their roles and responsibilities growing into responsible, contributing members of our world.

Programming highlights:

Glen Allan Elementary has 2 classes of each grade level and we offer programming from kindergarten to Grade 6.

Budget implications

This School Education Plan reflects a reduction in the school budget by \$ 256,342, a reduction in 4 certificated, 2 classified staff and 21 students of from the 2019-20 school year.

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EIPS PRIORITY:

Priority 1: Promote growth and success for all students.

Priority 2: Enhance high quality learning and working environments.

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 TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- This goal centers on research based effective teaching practices and their implementation into classrooms and throughout the school. We are continuing with our implementation from the educational research of Marzano, Wong, and Hattie as well as building this goal forward via publications such as “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.
- We are a student achievement and data driven school using the STAR reading assessment, Math Intervention Programming Instrument (MIPI), Provincial Achievement Tests (PAT) measures as well as teacher experience, insights and professional judgment to drive and guide our educational practices to meet the needs of our students.
- Staff training on and implementation of Leveled Literacy Intervention kits throughout the school.
- Increase use of our math and literacy consultants throughout our building in both group and individual mentoring educational settings.
- Use of literacy decoding and reading comprehension strategies cards will be incorporated into all our classrooms throughout the school.
- Staff training on and implementation of math benchmarking kits.
- Continue the conversations and implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, mediative questioning, learning by design instruction and planning etc.
- Use a variety of technological resources (i.e. Chromebooks, iPads, Google Apps for Education, Google Classroom, LearnAlberta.ca, etc.) to assist in giving level appropriate choices and differentiation to our student learners
- Refining the use of Daily 5 for literacy, Daily 3 for Mathematics and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) Teaching methodology in all classrooms
- The use of high and clear expectations for students using visual, kinesthetic and verbal management cues
- Implement the use of professional learning community (PLC) meetings and mentor/pair-groupings with all staff
- Implement opportunities for all educational staff to share research based, effective teaching, and best practices with each other at staff meetings and during grade group collaboration.
- Focus on an asset-based approach to empower our students’ learning and teach to students’ strengths using multiple intelligences strategies and learning/teaching styles
- Build consistent procedures throughout the school to improve transitions from classroom to classroom and year to year.
- Offer opportunities for educators to participate in peer to peer classroom observations throughout the school and within our feeder group of schools.
- Implement the use of the division writing continuum throughout all our classes.

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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 5% improved overall student achievement on the STAR and MIPI in all grades and PATS in Grade 6 over the next 2 years.
- Use the STAR, MIPI and PATs results as well as classroom assessments to guide teaching practices and needs of our students
- 5% increase in student engagement via the Alberta Accountability Pillar survey
- Common school-based practices and procedures throughout the school. For example, hallway behavior, classroom sign out, etc.
- Build a school culture where all staff feel comfortable actively seeking the advice and expertise of others
- 3% increase in staff/parent satisfaction performance measure on the Alberta Accountability Pillar survey
- 100% of staff will create their professional growth plan and meet with administration at the beginning, middle, and the end of the year to review and reflect on improving their individual professional practice
- Increase in the use of student self-evaluation, reflection and feedback on their academic performance

RESULTS ACHIEVED 2019-20:

Glen Allan Elementary has enhanced student learning by focusing on research-based teaching practices. This has had a positive impact on our student's achievement via multiple school assessments as well as the Provincial Achievement results. We will continue to maintain our high level of achievement and improvement in the provincial accountability pillar results from students, staff and parents. We have defined classroom and school procedures to create consistency for students throughout the school. We have also used cross grade collaboration such as classroom buddy activities, special events such as subject specific activities, grade 6 spring carnival; as well as, opportunities for teachers to share best practices through peer classroom observations and staff meeting peer sharing presentations. We have been involved in and will continue with Sandra Herbst professional development as her educational practices on student learning directly link to this goal. We have utilized real world experiences such as community involvement, curriculum-based field trips, cooperative learning games, and student leadership to enhance student learning and achievement.

EIPS PRIORITY:

Priority 1: Promote growth and success for all students.

Priority 2: Enhance high quality learning and working environments.

SCHOOL GOAL:

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

STRATEGIES/ACTIONS IMPLEMENTED:

- Focus on the facilitation and enhancement of student metacognition and the promotion of higher levels of processing and thought. Thinking about how they are thinking.
- Implement the use of Bloom's Taxonomy displayed in all the classrooms with grade specific explanations/definitions/wording.
- Uses cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Recognize multiple intelligences in our students and use multiple teaching strategies to meet the needs of multiple learning styles.

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- Continue the use of Fountas and Pinnell assessments for our struggling students
- Linking of the STAR, Raz Kids reading levels with the Fountas and Pinnell quotients.
- Implement a fall, winter and spring writing sample for all students to be kept in classroom student portfolios.
- Enact the use of Leveled Literacy Intervention kits throughout the school via teachers and educational assistances
- Implementation of the Elk Island Public Schools (EIPS) writing continuum to seek leveling of our students' writing and show improvement over time.
- Learning inventory (multiple intelligence survey to meet the needs of each child)
- Use of rubrics and exemplars throughout the development of our students' assignments and expectations. Co-constructing assessment criteria and self-assessment with our students (Sandra Herbst work)
- Educator literacy sharing and cohort building with the purpose of revising and building cross-curricular student assessments
- Increase the use of inquiry and performance-based tasks throughout the school
- Implement a variety of web-based applications and technology in classrooms and individual lessons to enhance the inquiry methods (Google Apps for Education, Google Classroom, Google meets, Raz Kids, Prodigy)

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 5% increase in student achievement as seen through the STAR, MIPI and the Grade 6 PATs
- 90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies
- School/classroom assessments will be adapted to incorporate higher levels of thought via Bloom's taxonomy and metacognition processes
- The school will have a common language of thought processes based on Bloom's taxonomy and metacognition processes
- Promote professional development sessions in critical thinking, reasoning, and problem solving.
- Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems.
- The students will create and share their inquiry based projects in their classrooms and/or school
- Every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst)

RESULTS ACHIEVED 2019-20:

Glen Allan Elementary has enhanced student critical thinking and problem solving by implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and by focusing on age appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught through the use of technology and inquiry-based instruction. The staff have structured questions to be open ended evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and critical thought. Students are encouraged to stretch their thinking skills, explore various strategies and generate individual solutions to enhance their understanding.

EIPS PRIORITY:

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Priority 2: Enhance high quality learning and working environments.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

SCHOOL GOAL:

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

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- Continue to promote a liberal-arts (integrated studies) approach in our school to promote well-rounded growth and development in our students
- Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
- Develop and implement a unified method of conflict resolution with a focus on restorative justice
- Classroom management focused on positive behavior procedures and expectations.
- All staff modeling a culture of mutual dignity and respect.
- Work with School Council to support and enhance our parent engagement levels
- Implementation of 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.)
- Increase use of Student Council to promote the safe and caring school atmosphere using school spirit days.
- Provide the opportunity for staff and students to be involved in planning various leadership school activities such as: Battle of the Books, speech competition, Christmas bureau, environment club, running club, library club, student council, milk helper, patrollers, Christmas concert, Terry Fox Run, Read in Week, spring carnival, volunteer appreciation, classroom buddies, grade 6 lunch helpers in division one classrooms.
- Implement a recognition system for our students who demonstrate positive role modeling within the school, catching kids doing the right thing. Examples: panda paw pins, happy face, panda and bitmoji well done stickers
- Encourage community involvement within the school by placing an increased focus on inviting Community members into the school and promoting special trips and visits to and from the senior's lodge/ Capital Heath facilities/ Drug Abuse Resistance Education (DARE)/ Saffron/ Altview organizations.
- Continue with the school's open-door policy for parents and community members
- Continue supporting our Indigenous students by build an understanding of the indigenous reconciliation and indigenous history for all our students
- Each classroom will incorporate student emotional regulation strategies. For example, Zones of Regulation, self-regulation room, student calming centers in classrooms
- Continue to build resources to promote diversity and acceptance throughout our school.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

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- 2% increase in staff engagement via the Alberta Accountability Pillar survey
- 2% increase in student engagement via the Alberta Accountability Pillar survey
- All staff will have a better understanding of the culture and climate of the school and also feel safe in sharing ideas, and being actively engaged in the work of education
- All staff will be active participants in building a positive school climate and culture
- Promotion of Professional Learning Communities (PLCs), Grade cohorts, Google teacher cohorts participate in the grade 6 EIPS teacher cohort.
- All staff will feel comfortable in seeking guidance from other staff who may have more experience or expertise
- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey

RESULTS ACHIEVED 2019-20

Glen Allan Elementary has continued to build on its safe, nurturing and motivating school culture through the use of community and school-based events such as the family dance, volunteer appreciation day, Terry Fox run, and community cleanup. We continue to build on our positive school atmosphere through character education and student leadership opportunities. As a school community, we have and will continue to implement First Nations, Métis and Inuit culture through Elder visits, Blanket exercises, Tipi teachings and the Seven Sacred Teachings programming. We have brought awareness to our students about family differences and understanding diversity via Lesbian, Gay, Bisexual, Transgender, Queer community (LGBTQ). We were able to bring in Alt View for respectful language around LGBTQ in-servicing for staff. We have in-serviced the entire staff in Non-Violent crisis intervention (NVCS) due to the high level of special needs within our building. We have focused on cyber safety not only in classrooms lessons but also through Saffron presentations for our grades 4 thru 6. The philosophy that Glen Allan Elementary is a school of dignity and respect continues to be reinforced daily not only in the mantra repeated on our daily announcements but also has been incorporated into a variety of interactions, procedures and physical structures throughout the school.