



**Annual Results Report – 2017 – 2018**

**School Continuous Growth Plan – 2018 – 2021**



## **OUR VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

## **OUR MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

## **OUR PRIORITIES**

Student Learning · Teaching & Leadership Excellence · Community Engagement

## **OUR BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## **OUR CORE VALUES**

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

## **Alberta Education Outcomes**

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

## Success for All x All Kids Are Our Kids = One Year's Growth

**Methodology:** The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

At Sheldon Coates School, we provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy

*As a primary school, we value literacy and understand its importance across all subject areas. All teachers use, for guided reading and reading instruction, either Literacy Place, Daily 5, Jolly Phonics, or a combination, daily in their classroom. All teachers are working one-on-one with Irene Heffel, literacy consultant, to improve their instruction and assessment in literacy. Levelled Literacy Intervention (LLI) materials are available to all teachers, and used to help struggling readers and writers. Cross-graded class periods are used to group students according to ability, helping teachers to meet them at their level, and then lead them to improvement.*

2. Student success through innovative, effective and appropriate uses of educational technologies

*Skills such as researching, organizing information, presenting information, creating, and collaborating can all be enhanced, practiced, and taught using technology appropriately. As well, by using either the iPads or chromebooks, teachers are able to teach digital citizenship at a young age. In grades 2 and 3, students are able to dive deeper into the content using chromebooks, and inquiry-based learning, as well as cross-curricular units of study, are enhanced. For those students on a modified curriculum, technology is used to help make the curriculum more accessible.*

3. Our school community respects diversity and promotes inclusion

*At Sheldon Coates, the staff collaborate and share ideas. This helps to solidify the belief that, 'all kids are our kids'. Further, the EAs work with the classroom teacher to help all students build independence, and access all services. Flexible seating, direct lessons on self-regulation, and teachers consciously working to create classroom environments that are conducive to learning all lead to create a school community that respects diversity and promotes inclusion. There is zero tolerance for discrimination of any kind, and students are instructed in, and practice, the 7 Habits of Highly Effective Kids.*

4. First Nations, Metis and Inuit (Indigenous) student success

*Knowledge is power, and our school has been represented at the Indigenous Camp at the Palisades, where knowledge will be presented at staff meetings. The teachers who have attended the Indigenous Camp act as resources for those who are still in the beginning stage of developing their knowledge. All returning staff have attended the Blanket Exercise, and new staff will attend this year. As well, Cree language class is offered to all grade 2 and 3 students, and the Indigenous Liaison frequently brings in programs, works with individual students, and helps to educate staff. In their classrooms, teachers are working to ensure that they weave indigenous perspectives into their lessons by connecting with elders, embedding activities that bring understanding and knowledge to all students, connecting with students by asking questions and learning about their culture and their roots, and using resources such as Walking Together and Learning Pebbles.*

5. Excellence in Teaching and School Based Leadership

*Sheldon Coates believes in lifelong learning in order for teachers to deliver research-based instruction and assessment to all students. The professional growth fund is used by teachers each year to attend PD that is applicable to the school's and divisions goals. Administration is in every class numerous times each week, observing, supervising, and working alongside teachers. Using generative dialogue, administration questions teachers to help them reflect and grow in their practice. Further, administration works with other principals in the town and division, along with John Beaton, educational consultant, to improve principal walkthroughs and to instructional coaching.*

**School Demographics**

<b>Personnel</b>	<b>2017-18 FTE</b>	<b>2017-18 FTE</b>
School Administration	1.0	1.0
LST / FSLC	0.7	0.5
Certificated Staff FTE	6.9	6.5
Support Staff	4.4	5.0
ECS Student Population	37	29
Grades 1 – 12 Student Population	99	103

**Principal's Message**

*At Sheldon Coates School, our mission is to foster leadership capacity by valuing, supporting, and challenging each student. We will reach this by creating an engaged, empowered community of supported and celebrated leaders. Our town has, and still is, going through many ups and downs, including the transition from town to hamlet. Yet, through these times, we hold strong to the belief that all kids are our kids. Thus, through programs such our breakfast program, Leader Teams, outdoor learning time, and drumming instruction through COPE, as well as through our midweek assemblies, direct teaching of the 7 Habits, emphasis on parent/stakeholder communication, and our focus on relationship building, we will continue to help all students succeed in all facets of their development.*

*We believe that positive relationships help student achievement. We make a conscious effort to help all students have a positive relationship with the adults in the school. Staff reach out to students-at-risk, collaborate on solutions, and believe that to teach the student, one must first get to know them. As well, using funds earmarked for self-regulation, teachers have created classroom environments that are not only conducive to learning, but environments that make learning accessible to all, all while creating a calm and comfortable space. Valuable learning also occurs outside of the traditional classroom. Teachers are beginning to embed either daily or weekly outdoor learning sessions into their planning. Students explore, create, problem-solve, inquire, and develop fine- and gross-motor skills, all while exploring their natural environment.*

*Finally, to help all students succeed, with the goal of one year's growth, teachers are working in PLCs, PD days, and in their daily planning to work to increase students' understanding of patterns as they are found in literacy and numeracy. The emphasis is on students' ability to apply their knowledge of patterns to solve higher level thinking questions and improve their ability as readers and writers. Teachers are also focusing on increasing students' competency in constructing meaning from text. This is done through common reading comprehension strategies across grade-levels, as well as teaching students on using higher level thinking skills when responding to text.*

Our DATA Story

**Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.**

Combined Accountability Pillar Overall Summary

**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2018  
School: 2044 Sheldon Coates Elementary School**



Measure Category	Measure	Sheldon Coates Elem. Sch.			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	<a href="#">Safe and Caring</a>	n/a	93.3	93.3	89.0	89.5	89.4	n/a	n/a	n/a
Student Learning Opportunities	<a href="#">Program of Studies</a>	n/a	66.7	66.7	81.8	81.9	81.7	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	88.9	88.9	90.0	90.1	89.9	n/a	n/a	n/a
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	n/a	100.0	100.0	82.4	82.7	82.4	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	100.0	100.0	83.0	83.7	83.7	n/a	n/a	n/a
Parental Involvement	<a href="#">Parental Involvement</a>	n/a	93.3	93.3	81.2	81.2	81.0	n/a	n/a	n/a
Continuous Improvement	<a href="#">School Improvement</a>	n/a	50.0	50.0	80.3	81.4	80.7	n/a	n/a	n/a

*Being only a K-3 school, Sheldon Coates School does not participate in Alberta Education's Accountability Pillar survey. Teachers use the academic screens of Aimsweb, Mathletics, Right to Read, HLAT, SLA, and the EYE as a way to collect important data that helps teachers plan for student success. As well, through frequent connections with families and community members, and positive relationships with students, the staff at Sheldon Coates are able to gain an understanding of the school's academic standing and its students abilities.*

*The staff at Sheldon Coates examined the data from the the Accountability Pillar survey, from the 2017-18 school year, as well as conversations with division leaders, relationships and self-regulation came out as being crucial for our students to succeed. Especially since Sheldon Coates School has such a young population, strong caring and trusting relationships are critical in helping students to grow, learn, and reach their potential. Additionally, following the purchase of self regulation tools, and of teachers learning of the importance of nature-based learning and outdoor play on student success, the goal of bringing a variety of strategies forward to help all students be calm, alert, and ready to learn, emerged.*

*From data taken from the various academic screens done with all students, patterning and constructing meaning came out as needing the biggest improvement. In math, students struggled with applying their knowledge of patterns to answer questions which involved higher level thinking, such as problem solving, evaluating, analyzing, and synthesizing. In language arts, students struggled with using patterns to spell unknown words, understand rhyming words (in the younger grades), and again, apply their knowledge of patterns to answer questions which involved higher level thinking, In reading specifically, students struggled with finding facts in a text, and with various reading comprehension strategies that involved evaluating, synthesizing, analyzing, etc.*

**ALL KIDS ARE OUR KIDS:**

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

**School Goal 1: All teachers will have a positive connection and weekly interaction with at least one student at the school, and thus will increase students’ sense of belonging to the school community.**

<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>- Leadership Hour every Friday - all students connected to, and participate in, two different leader teams of their choice</li> <li>- 7 Habits of Highly Effective Kids embedded into class instruction</li> <li>- Staff members bring forward names of at-risk students, and staff are paired up with different students, to ensure that no students ‘fall through the cracks’.</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>- Ask students two times throughout the year who they can go to in a time of need and who they are connected with.</li> <li>- Ask staff - do they know something about each of their leader team members?</li> </ul>
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**Evidence of Success:**

**School Goal 2: All teachers will include self-regulation strategies in their daily lessons and offer outdoor learning opportunities, and thus increasing their ability to be, ‘calm, alert, and ready to learn’.**

<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>- Teachers to present what they are doing in staff meetings, in terms of strategies, lessons, etc. As well, they will collaborate, as a way to learn from one another</li> <li>- Daily/weekly time outdoors, incorporating a variety of subject areas. Students are encouraged to take risks, explore, question, create, and experiment.</li> <li>- Teachers teach and use the Zones of Regulation</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>- Students are able to identify what ‘zone’ they are in, as per the Zones of Regulation, and are able to use different strategies to help them get into the green zone while in class.</li> <li>- Before and after snapshots of each classroom. In the ‘after’ snapshot, students are appear to be engaged in the classroom activities and are able to either stay regulated, or become regulated once they are dysregulated.</li> <li>- Regularly asking students what zone they are in from the Zones of Regulation program. Teachers collect data on number of students in the ‘green zone’</li> </ul>
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**Evidence of Success:**

***SUCCESS FOR ALL:***

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

***SUCCESS FOR ALL:***

<b>School Goal 1:</b> Teachers will use daily practice and instruction to help all students at Sheldon Coates show one year’s growth in their understanding of patterns in literacy and numeracy.	
<p><b><i>School Strategies</i></b></p> <ul style="list-style-type: none"> <li>- Daily word work (word families, spelling pattern instruction, Mind Reader, Making Words, singing rhymes, nursery rhymes, reading rhyming books)</li> <li>- Daily calendar work and other environmental patterns</li> <li>- Weekly word problems using patterns</li> </ul>	<p><b><i>School Success Indicators</i></b></p> <ul style="list-style-type: none"> <li>- Mathletics assessments throughout the year</li> <li>- increased results in Right to Read in grade 1 and kindergarten</li> <li>- increase in the competency of patterning outcomes on progress reports</li> </ul>
<p><b>Evidence of Success</b></p>	

**SUCCESS FOR ALL:**

<p><b>School Goal 2:</b> Teachers will use a variety of strategies to help all students show one year’s growth in their competency to construct meaning from text.</p>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>- Common language for comprehension strategies across grade levels (Story Elements, Summarizing, Inference, Questioning, Prediction &amp; Background Knowledge, Connections, Text Features).</li> <li>- Literacy place</li> <li>- Scaffolded instruction using Daily 5, Literacy Place, and/or Jolly Phonics, across grade levels</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>- Increased scores on Maze in Aimsweb</li> <li>- Application of strategies in writing</li> <li>- Increased comprehension scores on Fontas and Pinnell.</li> </ul>
<p><b>Evidence of Success</b></p> <p>.</p>	