Annual Results Report – 2016 – 2017
School Continuous Improvement Plan – 2017 – 2020
Success for All x All Kids Are Our Kids = One Year's Growth

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

Sheldon Coates Elementary School Demographics

Personnel	2016-17 FTE	2017-18 FTE
School Administration	1.0	1.0
LST / FSLC	0.5	0.7
Certificated Staff FTE	6.8	6.9
Support Staff	5.0	4.4
ECS Student Population	28	37
Grades 1 – 12 Student Population	114	99

Principal's Message

Sheldon Coates school community is experiencing a number of economic and social challenges owing to the closure of the local coal mine. In working to support our students, we are taking positive steps toward ensuring the academic, social, and emotional needs of all students are supported and met.

We are eager to support this year our first full breakfast program. We are interested in identifying whether it will have a meaningful impact on students' social development and learning and what steps we might take to see this initiative continue in the years to come.

It is our mission to enhance student capacity by engaging students in meaningful learning experiences, and by working cooperatively with parents in valuing, supporting, and challenging each child to build upon their unique learning and leadership capacity. In looking to support success for all of our students we have 2 key focuses on improving student literacy success in writing sentence Structure, organization, and vocabulary and working towards eliminating the achievement gap for our First Nations, Metis, and Inuit students.

To further support student success, we are working as a staff and school community to help students develop self-regulation habits and skills which will be of benefit in their school growth and throughout their lives.

ALL KIDS ARE OUR KIDS:

Accountability Pillar Overall Summary
3-Year Plan - May 2017
School: 2044 Sheldon Coates Elementary School

Alberta Government

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	93.3	n/a	100.0	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	66.7	n/a	81.3	81.9	81.9	81.5	Low	Maintained	
		Education Quality	88.9	n/a	97.9	90.1	90.1	89.6	High	Maintained	Good
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	100.0	n/a	100.0	82.7	82.6	81.9	Very High	Maintained	Excellent
		Citizenship	100.0	n/a	100.0	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	93.3	n/a	92.5	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	50.0	n/a	100.0	81.4	81.2	80.2	Very Low	Declined Significantly	Concern

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
10. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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Data Current as of Mar 22, 2017

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Thought Exchange Trend Data – 2016 – 2017

Summary of Trends:

1) Positive Aspects of Sheldon Coates Elementary School Trends:
- Great school communication
- Students' love for reading
- Teacher involvement
- 7 Habits

2) Areas for Improvement
- More access to outdoor learning
- Communication of upcoming Classroom Learning
- Provide a shorter school day
- More flexible student seating

3) Student Success Story Trends:
- Early reading success of students
- Report Card comments helpful
- Trustworthy teachers and staff
- 7 Habits/Leader Awards

Our School Trend Data - 2016-17

As we are a Grade K-3 school, 'Our School' trend data is not collected. In its place we use Thoughtexchange responses as an effective measure for how effectively we are implementing practices for ensuring a safe and caring learning environment for all students.

Comment on Results:

An overall view of our "All Kids Are Our Kids" data would indicate that Sheldon Coates Elementary is showing excellent results in the way teachers are showing dedication to their work with students, with how well parents feel involved and aware of their child's learning, and how positive each child's experience is at Sheldon Coates.

We are continuing to provide students with engaging extra-curricular activities (eg. participation in school clubs and leader teams). Through Thoughtexchange, parents identified they would like to see an increase in outdoor learning. In response, this year we have added a "Garden Unit" for our classes where they will travel offsite to participate in growing an active garden. We are also investigating the viability of a dedicated 'School Garden' space for class activities and learning.

Sheldon Coates Elementary will also work to implement Division focuses by implementing more professional learning and instructional application of Self-Regulation within the context of the five domains of stress as identified by Stuart Shanker--biological, emotional, cognitive, social and prosocial (Shanker & the MEHRIT Centre, 2016). By helping our students recognize the stressors they face each day and helping them identify strategies to overcome these stressors, we will help them meet with greater success both in and out of school.

ALL KIDS ARE OUR KIDS:

School Goal 1: Student Behaviour Success (Self-Regulation)	
Strategies ● Students receive targeted instruction toward development of self-regulation techniques ● Students receive targeted instruction toward proactively resolving student conflict	*Measures* ● Number of Incidents of office referrals ● Exploration of frequency in which referred students practiced self-regulation or proactive conflict resolution techniques ● Academic improvement as identified through CRMs of students currently demonstrating challenging behaviours

Evidence of Success October:	*Evidence of Success January:*	*Evidence of Success May:*

School Goal 2: Making Learning More Accessible For All Students	
Strategies ● Provide for more flexible seating in all classrooms ● Identify learning strategies which are more inclusive and approachable by all students (UDL) ● Identify resources available for student supports (and the extent to how frequently they are implemented)	**Measures** ● Learning growth of targeted tier 1 and 2 students ● Parent surveys (relating to how effective child's classroom space supports their learning success)

Evidence of Success October:	Evidence of Success January:	Evidence of Success May:

SUCCESS FOR ALL:

AIMSweb Data

% Percentage of Sheldon Coates students meeting grade level benchmark in Reading based on AIMSweb (At or above the 40 percentile).
At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile. (***Not all schools submitted data numbers **are** not a true representation.)

GRADE	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1	DNW	NA	DNW							
2		70	75							
3		82	76							

HLATs Data

% of students in each grade level who are writing at or above "adequate" level as defined by HLATs.

GRADE	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1	Spring Only	70	Spring Only							
2	NA	77	56*							
3	NA	62	45*							

Mathletics Data

Percent of students in each grade level who are demonstrating mathematical skills at or above 50%

GRADE	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1	NA	NA	NA							
2	74% Data Combined	70	NA							
3		80	68							

Comment on Results:

As this is the first year of implementation of Divisional screens and not all schools participated in the Fall, the results of the Divisional Fall data are not true representations of GYPSD data as many schools/grades did not participate in the screening process. HLATs materials did not arrive until later and many schools chose not to assess students using this tool. Based on this data, approximately half of our students meet acceptable standards in numeracy and literacy.

GYPSD will continue to focus on these two areas in the 2017-18 school year and ensure additional supports are available to schools through the following means:
- Regularly schedules Zone meetings to support...
- School based action plans based on each school's greatest area of need
- Providing ongoing professional development in assessment, data analysis, literacy and numeracy.
- Supporting diverse learners through the school linked team.

SUCCESS FOR ALL:

School Goal 1: To improve student writing success in sentence structure, writing organization, and vocabulary usage	
Strategies	*Measures*

General Focus
● Grades 1-3 focus on improving results in literacy by targeting areas of:
    o   Sentence Structure
    o   Organization
    o   Vocabulary
 	
Grade Focus
Kindergarten focus on letter sounds, student ability to print own name
 	
Grade 1 focus on capital letters, periods, sentence structure, and writing on lines
 	
Grade 2&3 focus on comprehension strategies & word attack skills
 	
School Strategies
● -School-wide Literacy (Literacy Place)
● -Grade Level Collaboration Meetings
● -Embedded Intervention Time
● -CRM Meetings focused on literacy success of all students
● -Common literacy approaches (CAFE, Daily 5)
● -Leveled Literacy Interventions (RTI tier 2 students)
● Teacher focus on Student Conferencing Feedback
	-AIMSWeb Reading and Comprehension Results
	-Comprehension (Grade 3, 2015):
	-78% students average, above average or well above average
	-11% students below average
	-11% students well below average
	
	Reading (Grade 2, 2016):
	-73% students average, above average or well above average
	-17% students below average
	-10% students well below average
	
	HLAT
	Grade 1 Spring 2017 Data found 70% of students at or above adequate level while Fall Grade 2 Data for the same students found 56% of students at or above adequate level
	
	Grade 2 Spring Data found 77% of students at or above adequate level while Fall data (Grade 3) finds 45% of the same students at or above adequate level.

Evidence of Success October:	*Evidence of Success January:*	*Evidence of Success May:*

School Goal 2: Indigenous students achievement gap is eliminated		
Strategies -Embedded Intervention Time -CRM Meetings focused on literacy success of all students -Leveled Literacy Interventions (RTI tier 2 students) -Inclusive Cree Language Learning (Cree Leader Team) -Staff Training and professional learning (local FNMI context) -Staff exploration of new Math directions (Math First Steps) -Break out literacy and numeracy data for FNMI students	Measures ● Student participation and success rates in Cree learning ● Targeted support for students attending from outside schools ● Fountas and Pinnell Reading Assessment ● AIMSWeb ● Mathletics	
Evidence of Success October:	*Evidence of Success January:*	*Evidence of Success May:*