Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022

# VISION

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

# MISSION

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

# PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

# 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.

# CORE VALUES

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

# Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

# School Demographics

**Staff**
- Administration FTE - 1.0
- LST - 0.5
- Certificated Staff FTE - 5.5
- Support Staff (including Junior Kindergarten staff) - 7.6

**Students**
- Junior Kindergarten - 57 children
- Kindergarten - 21 students
- Grade 1 - 31 students
- Grade 2 - 36 students
- Grade 3 - 31 students

# 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 as our breakfast program, Leader Teams, outdoor learning time, midweek assemblies, 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.

Sheldon Coates staff 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, professional development days, and in their daily planning to work to increase students' higher level thinking skills in literacy and numeracy. The emphasis is on students' ability to apply their knowledge and skills, 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 to use higher level thinking skills when responding to text.

Staff collaborated to create the goals and strategies for our school this year; they met at two separate occasions during professional development days. As well, school council was notified of the previous year's goals and had input in the creation of our current goals. Follow up on our school goals will be done at a School Council meeting in the Spring, as well as during a professional development day with staff in Spring 2020.

# Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.  Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
   ● Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
   ● Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
   ● PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
   ● Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
   ● Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
   ● Quality of education in the past three years and the extent of students' pride of their school and willingness to recommend their school to others.

# Diploma and Provincial Results

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

# Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (Aimsweb and Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

**Accountability Pillar Overall Summary**
**Annual Education Results Reports - Oct 2019**
**School: 2044 Sheldon Coates Elementary School**

*Alberta* Government

| 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 | Safe and Caring | n/a | n/a | 93.3 | 89.0 | 89.0 | 89.3 | n/a | n/a | n/a |
| Student Learning Opportunities | Program of Studies | n/a | n/a | 66.7 | 82.2 | 81.8 | 81.9 | n/a | n/a | n/a |
| | Education Quality | n/a | n/a | 88.9 | 90.2 | 90.0 | 90.1 | n/a | n/a | n/a |
| | Drop Out Rate | n/a | n/a | n/a | 2.6 | 2.3 | 2.9 | n/a | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 79.1 | 78.0 | 77.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | 73.8 | 73.6 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | 20.6 | 19.9 | 19.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.6 | 83.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24.0 | 24.2 | 22.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.3 | 55.7 | 55.1 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 64.8 | 63.4 | 62.2 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 59.0 | 58.7 | 58.7 | n/a | n/a | n/a |
| | Work Preparation | n/a | n/a | 100.0 | 83.0 | 82.4 | 82.6 | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | 100.0 | 82.9 | 83.0 | 83.5 | n/a | n/a | n/a |
| Parental Involvement | Parental Involvement | n/a | n/a | 93.3 | 81.3 | 81.2 | 81.1 | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | n/a | n/a | 50.0 | 81.0 | 80.3 | 81.0 | n/a | n/a | n/a |

**Reading the Accountability Pillar**
The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards
a.      Very Low (red)
b.      Low (orange)
c.      Intermediate (yellow)
d.      High (green)
e.      Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average
a.      Declined Significantly (red)
b.      Declined (orange)
c.      Maintained (yellow)
d.      Improved (green)
e.      Improved Significantly (blue)

Overall - Combines the achievement and the improvement results
a.      Excellent (blue)
b.      Good (green)
c.      Acceptable (yellow)
d.      Issue (orange)
e.      Concern (red)

# School Data Story

Being a K-3 school, the students and parents of Sheldon Coates School do not participate in Alberta Education's  Accountability Pillar survey. Teachers  use the academic screens of  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.

**Student Success**

 The staff at Sheldon Coates examined data from the Accountability Pillar survey from the 2018-19 school year,  as well as conversations with division leaders. From there,  relationships and self-regulation were identified as being crucial for our students to succeed. Given thatSheldon 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 to help all students be calm, alert, and ready to learn, emerged.

 Data taken from the various academic screens identified  constructing meaning from text and students' ability to use higher level thinking skills as requiring the biggest improvement.  In both literacy and math we found that students were able to answer direct questions and follow simple procedures, but struggled with applying their knowledge and skills to reach higher levels of thinking, such as evaluation, creation, and synthesis.  In reading specifically, students struggled with finding facts in a text, and with various reading comprehension strategies that involved evaluating, synthesizing, analyzing, etc.

 This year we had a number of indigenous students transfer to our school. We are working with our Indigenous Education Coordinator to meet the needs of our indigenous students to help them be successful in school and feel connected to our school community. Strategies that we have put in place thus far include Cree classes, traditional teaching programming, building relationships with our new and returning indigenous students, staff attending Indigenous Camp in October 2019, and building the leadership capacity of our indigenous students through various activities.

**Teaching and Leadership Excellence**

 The professional practice standards of the Teaching Quality Standard and the Leadership Quality Standard identify the competency requirements for teachers and leaders in Alberta schools. To help implement the Leadership Quality Standard (LQS) and Teaching Quality Standard (TQS), Professional Growth Plans are required from all staff members and individual pre and post meetings are conducted in the Fall and Spring, respectively.   The meetings are a time for staff to discuss goals, brainstorm strategies,

celebrate successes, and reflect on progress. All plans created by teachers following the TQS and the goals reflect the strands of the TQS. Using time at monthly staff meetings as well as time at professional development days, Teachers participate in activities to not only broaden their knowledge of the TQS, but also provide them with strategies to improve in various areas of the document. Instructional leadership, teaching excellence, and improvement in instructional practices are three focuses of our school this year. By using instructional walkthroughs, instructional rounds, generative dialogue, and embedded monthly PLC time teachers' knowledge and skills improve, helping student learning to improve as a result. Additionally, the teachers will be working alongside Irene Heffel throughout the school year to build improve their literacy instruction.

**Community Engagement**

Sheldon Coates School communicates to families and the community in many forms and at many times throughout the school year. Weekly information is sent out digitally to announce events and celebrate successes. A monthly newsletter is sent out digitally, with paper copies available at the school. The school's Facebook page and website are updated regularly, and all classes have ClassTag pages to keep families updated.

The community is a valuable stakeholder to our school. We host an open house in September for all families, as well as an open house in the Spring for prospective kindergarten and junior kindergarten students. School Council meetings are held monthly and advertised in the school and online. We encourage anyone from the school community, as well as the Grande Cache community, to attend the meetings. Throughout the year we have evening events such as Christmas Reading Night, Math Fair, parent-teacher conferences, student-led conferences, and Carnival; many of which are open to anyone from the public. Finally, our Sheldon Coates School Survey will once again go out to all families. This survey allows families to voice their concerns, brainstorm solutions, and celebrate the successes of the school.

# Instructional Focus

We have used information gathered from communication with staff, students, and parents, as well as data collected from numerous sources to identify our instructional focus. This year our focus is on higher level thinking skills in literacy and numeracy.

# SCHOOL IMPROVEMENT GOALS
## STUDENT SUCCESS

| SMARTE GOAL | STRATEGIES |
|---|---|
| **Creating Safe and Caring Schools**<br>All teachers will include self-regulation strategies in their daily lessons and offer outdoor learning opportunities, and thus increase students ability to be, 'calm, alert, and ready to learn'. | - 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<br>- Daily/weekly time outdoors, incorporating a variety of subject areas. Students are encouraged to take risks, explore, question, create, and experiment.<br>- Teachers use resources such as our BEST coach, the Zones of Regulation, and social thinking programs. |
| **Evidence of Success**<br>● decreased office referrals<br>● increased achievement scores on division screens<br>● improved reading scores as calculated by the Fontas and Pinnell reading assessment<br>● students express feeling relaxed, energized, and excited to be at school | |
| **Academic Success Goal 1**<br>Teachers will use a variety of strategies to challenge students to use higher level thinking skills in all subject areas on a daily basis. | - Embedded PLC time for teachers to collaborate<br>- Concept-based teaching PD for teachers throughout the year<br>- Teachers use questioning strategies to encourage students |

| | |
|---|---|
| | <ul><li>to think deeper</li><li>Teachers use their knowledge of Bloom's Taxonomy to reflect on their daily instruction in an effort to improve the level of thinking of their planned activities.</li><li>Problem solving at all grade levels in math.</li></ul> |
| **Evidence of Success**<br>    ● increased achievement scores on division screens<br>    ● improved reading scores as calculated by the Fontas and Pinnell reading assessment<br>    ● grade 3 SLA scores improved | |
| **Academic Success Goal 2**<br>Teachers will use a variety of strategies to help all students show one year's growth in their competency to construct meaning from text. | <ul><li>Common language for comprehension strategies across grade levels (Story Elements, Summarizing, Inference, Questioning, Prediction & Background Knowledge, Connections, Text Features).</li><li>Literacy Place resources and Reading Blitz</li><li>Scaffolded instruction using Daily 5, Literacy Place, and/or Jolly Phonics, across grade levels</li></ul> |
| **Evidence of Success**<br>    ● increased achievement scores on division screens<br>    ● improved reading scores as calculated by the Fontas and Pinnell reading assessment<br>    ● grade 3 SLA scores improved | |

# TEACHING AND LEADERSHIP EXCELLENCE

| SMARTE GOAL | STRATEGIES |
|---|---|
| **Leadership Quality Standard**<br>By June 2020, all teachers will be able to demonstrate how their class has worked to improve on the school's instructional focus, and as a result helped the school improve as a whole. | <ul><li>Generative dialogue with teachers after instructional rounds and instructional walkthroughs</li><li>PD day focus on higher level thinking</li></ul> |

| | - school-wide intervention to help challenge students to achieve at high levels. |
|---|---|
| **Evidence of Success**<br>● Teachers are able to articulate the instructional focus, as well as ways in which they are working in their class to meet the focus. | |
| **Teaching Quality Standard**<br>By June 2020, all teachers will have an individual relationship with every student in their class. Teachers will know their students on a personal level, beyond academics. | - Teachers greet students at the door and visiting with them in the hallways.<br>- Teachers using breakfast time and lunch time to connect with students<br>- Teachers connect with each student in their class daily. |
| **Evidence of Success**<br>● Relationship building is visible daily in all classes; teachers connecting with students, students reaching out to teachers beyond just asking for help with academics, etc.<br>● Students express feeling calm, safe, comfortable, and welcome in the school and their classroom. | |

# COMMUNITY ENGAGEMENT

| SMARTE GOAL | STRATEGIES |
|---|---|
| **Engaging Students**<br>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. | - Leader Teams every Friday - all students connected to, and participate in, a leader teams of their choice<br>- Mini presentations from the Institute of Child Psychology at each staff meeting - either a video or information from staff who have attended the workshop<br>- Staff are present in the hallways during transitions to greet students and build relationships. |
| **Evidence of Success**<br>● Relationship building is visible daily in all classes as well as in the halls and around the school; teachers connecting with students, students reaching out to teachers beyond just asking for help with academics, etc.<br>● Students express feeling calm, safe, comfortable, and welcome in the school and their classroom. | |
| **Engaging Staff**<br>All staff will feel connected to the school community and be engaged in helping all students succeed. This will be demonstrated by all staff participating in PD Days, staff meetings, and various school-wide events. | - plan PD Days and staff meeting agendas collaboratively with staff.<br>- collect feedback from staff once a PD day has concluded.<br>- consistent communication to all staff<br>- collaborate with staff on their professional goals |
| **Evidence of Success**<br>● Evident when all staff are present for professional development. | |
| **Engaging Parents/Community**<br>In January 2020, in regards to our Sheldon Coates School Survey, the response rate will surpass 30% and results will average 4/5 on all components. | - Use feedback from last year to make improvements to the 2019-2020 school year<br>- advertise the survey through numerous platforms<br>- offer both paper and digital copies of the survey |
| **Evidence of Success**<br>● evidence taken directly from Sheldon Coates School Survey | |

**Professional Growth**

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration· improves practice to enhance student learning.

**We believe professional learning is the responsibility of the individual, school and division.**

Data guides the decisions in both the division and the school.  Your data analysis assist you in setting SMARTE goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed

**Instructional Leadership Team**

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year.  When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

| Goal | Professional Learning Needs |
|---|---|
| - Higher level thinking skills in literacy and numeracy | - Portion of PD Days to focus on Bloom's Taxonomy<br>- Collaborate with Irene Heffel to improve staff knowledge and skills<br>- Administration and Instructional Leadership Team to attend PD on higher level thinking, Bloom's Taxonomy, and/or concept-based instruction |

**Division Professional Learning Days**

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

| Date | Focus | Audience | Activities Planned |
|---|---|---|---|
| Oct. 11, 2019 | Data Day | Grande Cache zone teachers | Using data collected from division screens, SLAs, as well as school-centred data, staff works to create goals and plan for the upcoming year. |
| Nov. 29, 2019 | Instructional rounds, strong instructional practices, and school goals | Sheldon Coates teachers and support staff | Work together as a school staff to improve instruction, plan strategies to meet school goals, and introduce instructional rounds. |
| Mar. 6, 2020 | Indigenous education, visit to the Co-ops around Grande Cache, helping all students succeed | Grande Cache zone teachers | Work as a Grande Cache zone to better understand the history of our indigenous students and their families. Work together to develop strategies to improve instruction, build relationships, and connect with all learners. |
| April 13, 2020 | Mini Convention (ATA workshops) | Grande Cache zone teachers | ATA presenters to run a variety of presentations for all staff across the Grande Cache zone. |
| May 15, 2020 | Higher Level Thinking: Bloom's Taxonomy & Concept-Based Instruction | Sheldon Coates teachers and support staff | Take a deeper look at how our students learn, as well as what it means to use a concept-based teaching approach. |