

School Education Plan and Results Report

2015-2018

Year 2



Elk Island Public Schools



Our Mission

Our mission is to inspire the citizens of Woodbridge Farms School to create a learning community of support, engagement, and respect.

Our Vision

Woodbridge Farms School will be a respectful, cooperative community of learners.

Our Beliefs

- Woodbridge Farms School is a safe place for students to learn and play.
- All students learn and demonstrate respect for self, others, and their community.
- Students are engaged in and learn to take responsibility for learning.
- Members of our school community endorse and model life-long learning.
- Parents are important partners in supporting student learning.
- Excellence in student achievement.
- Nurture self-esteem and self-worth with life skills such as goal setting, flexibility, social skills, teamwork, conflict resolution skills, decision-making, problem solving, independence, and related skills for lifelong learning.
- Respect, Responsibility and Results

Student Motto

Be Safe, Show Respect, Work Hard, Finish Strong, Be you!

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Staff are engaged in developing a school-wide assessment plan that promotes student growth and learning.
(EIPS Priority 2, Goal 4)

GOAL 2: More students demonstrate one year of growth in literacy and numeracy.
(EIPS Priority 1, Goal 2; EIPS Priority 2, Goal 4)

GOAL 3: More students and parents will feel safe and cared for in a positive school culture with enriching school activities supported by parents and the community.
(EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

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

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

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

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Sven Danzinger

Assistant Principal: Linda Watt

Counsellor: Linda Watt

Woodbridge Farms Quick Facts

- 424 students enrolled as of September 30, 2016
- Woodbridge Farms is served by 24 certificated and 13 classified staff
- Average of 2 classes at each grade level
- District site for two special needs programs: CSP (Communication Skills Program, grades 1-3) and ETP (Elementary Transition Program, grades 4-6)
- Woodbridge Farms officially opened in April 1980
- 2016-2017 School Budget is \$3,032,477 with 94% of total budget dedicated to staffing
- The Out of School Care Program was operated by the WBF Parent Association until June 2016; it is now operated by the Boys' and Girls' Club of Strathcona County
- Active and engaged School Council and Parent Association

Programming Highlights

- Woodbridge Farms has an average of 2 classes at each grade level.
- District site for two special needs programs, Music instruction at all grades
- Numerous student leadership opportunities and activities include: track team/running club (grades 3-6), office helpers, school sign team, ECO team/recycling team, movers and shakers (gym and library set-up crews), garden team, WE act & student lighthouse teams, AMA safety patrollers, milk helpers/dairy queens
- Well equipped with technology to support and enhance learning: iPods, iPads, Chromebooks, Smartboards
- Well stocked library and teacher resources
- WBF Parent Association and Parent Council are actively involved in the school
- First Nations, Metis and Inuit program in 3rd year

- Reading to Jack (itinerant therapy animal) – reluctant readers in grades 1-4 read to Jack; some classes also “teaching” Jack multiplication strategies
- Two full-day Kindergarten programs (Monday/Wednesday and Tuesday/Thursday) and one half-day (morning) program

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest success/challenges faced in 2015-2016?

Successes:

- Improving positive student recognition through monthly assemblies recognizing students for Academics, Leadership and Diligence
- Increasing/improving parental involvement e.g. parent attendance at monthly assemblies and School Council/Parent Association meetings
 - Now regularly have parent attendance of 70-80 parents per assembly
 - Now regularly have parent attendance of 15 (median) at School Council/Parent Association Meetings
- Increase in students/parents/staff agreeing that students are safe at school (89.2% vs 81.9% prev. year, 84.1% prev. 3 year average)
- Student leadership opportunities (Active Citizenship)
- Piloting new CSL (Communicating Student Learning) report card
- Piloting MIPI (Math Intervention and Programming Instrument) & HLAT (Highest Level of Achievement Test, writing) assessments
- Classified Staff Collaboration Time – monthly PL embedded into the day, topics initially led by Supports For Students Consultant, later presented by Assistant Principal, topics included supporting students with diverse needs, behavior supports

Challenges:

- Improving PAT writing excellence results; currently 4% below province, however much larger difference between number of students achieving excellence in reading vs. excellence in writing (approx. 44%)
- New Draft Teacher and Principal Quality Practice Standards: Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit
- Mental health, especially ensuring support for students with academic, social and behavioral challenges both in the school and with community providers where possible
- Technology: distribution of devices among grades/divisions; infrastructure/network was not sufficient to successfully support technology already deployed
- Time and sustainability of new ideas/initiatives including new report card, PBL (Project Based Learning), Discovery Education, collaboration for grade levels, field testing of HLATs, MIPI

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

- Literacy – purchase of three Levelled Literacy Intervention (LLI) systems (Red, Green, Blue), with plans to order more
 - Staff training needed for how to use LLI kits, time to develop and implementation/roll out plan – e.g. will one teacher do small group pull-out, will this be in classrooms similar to Balanced Literacy groups
 - Work with EIPS Literacy Consultant Heather Balog to train staff on use of Fountas and Pinnell Benchmarking System and Levelled Literacy Intervention
- Sharing a teacher amongst 3 schools in Feeder Framework to teach a *Visual Literacy Program* at the K-2 level (re. EIPS Priority 1, Goal 1 “Excellent start to learning”)
- Use of school budget to hire additional staff for student support
- Continue recognition of students during regular monthly assemblies in academics, leadership and diligence
- Staff empowerment to create technology sharing plan
- Continued implementation/use of new school wide rules and behavior expectations
- Lighthouse Team to be re-established to focus and direct Leader in Me activities
- Work with First Nations Elder Bert Auger to develop and apply “Foundational Knowledge about First Nations, Metis, and Inuit” culture, history and traditions
- Continue with Classified Staff Collaboration time 1X/month (often on a Friday afternoon); topics including supporting students with diverse needs, behavior supports
- Introduction of two new year end awards: Spelling Excellence for grades 1-6 and Mathematics Achievement based on the Canadian National Mathematics League Math Contest

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Staff are engaged in developing a school-wide assessment plan that promotes student growth and learning.

Division Outcome:

EIPS Priority 2, Goal 4 The division uses evidence based practices to improve student engagement and achievement.

Strategies:

1. Aligning School Assessment Scale to the new 5 point Communicating Student Learning Document.
2. Communicating with and engaging parents and students in new assessment practices.
3. Teacher collaborative work focusing on innovative and engaging learning environments.
 - a. Targeted professional learning *re* assessment with Sandra Herbst
 - b. Co-Construct Criteria: Based on the work of Sandra Herbst, each class will co-construct criteria in an instructionally significant area at least once this school year. This may be linked to citizenship (e.g. Learner Attributes of the CSL report card), literacy (e.g. writing) or numeracy (e.g. problem solving)
 - c. Teacher collaborative work focusing on writing assessment and working towards development of a “writing continuum” for student assessment, feedback, and reflection
4. Targeted professional learning in providing student feedback.
 - a. Staff engaged in research based study: “The Highly Effective Teacher – 7 Classroom-Tested Practices That Foster Student Success”: TIP 4: Challenging, Rigorous Learning Experiences & TIP 7: Monitoring, Assessment, and Feedback That Guide and Inform Instruction and Learning
5. School Assessment Plan to be posted to the school website in September 2016
 - a. Guide to Reporting Student Achievement posted on website September 2016

Performance Measures:

1. Fountas & Pinnell literacy benchmarking system
2. Schonell Spelling test
3. (HLAT) Student writing prompts 3X/yr in grades 2-6, 2X/yr in grade 1
 - a. Student letter recognition in Kindergarten and grade 1 1st term
4. CSL Report Card
5. Literacy & Numeracy benchmarks:
 - a. STAR Reading/Early Literacy assessment
 - b. MIPI Mathematics assessment
6. Each class has at least one exemplar of co-constructed criteria in an instructionally significant area

School Goal 2

More students demonstrate one year of growth in literacy and numeracy.

Division Outcome:

EIPS Priority 1, Goal 2 More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

1. Build capacity of teachers to differentiate for students' needs
 - a. "Words Their Way" spelling for Division 1 and Division 2
 - b. Balanced Literacy, Daily 5/Café, Fountas & Pinnell, Levelled Literacy Intervention
 - c. Imagine software for ESL students
 - d. Raz-Kids
2. Certificated staff will be trained in use of Fountas & Pinnell benchmarking system.
3. Creating a school-wide scope and sequence for:
 - a. Writing
 - i. Writing continuum based on work of Sandra Herbst
 - b. Reading
 - c. Numeracy (basic facts)
4. Teacher collaborative work in selecting and implementing use of performance measures for literacy and numeracy
 - a. Reading: STAR Early Literacy/STAR Reading, Fountas & Pinnell, LLI
 - b. Writing: Picture prompt (HLAT)
 - c. Mathematics: MIPI (Math Intervention/Programming Instrument)
5. Provide in-class supports/targeted interventions for "at risk/at promise" students
 - a. Direct instruction of math facts, vocabulary and problem solving strategies
 - b. Use of Prodigy and Canadian National Mathematics League Adaptive Learning System
6. Aligning EAs with whole class support
7. Division 2 teacher non-instructional time blocked together on Tuesdays
8. *Visual Literacy Program* at the K-2 level

Performance Measures

1. Use of and results from indicators
 - a. Reading – STAR Literacy, Fountas & Pinnell literacy benchmarking system, LLI
 - b. Writing – picture prompt (HLAT)
 - c. Numeracy - MIPI
2. 5% improved overall student achievement on Provincial Measures (grade 6 - PATs, grade 3 – SLAs) over the next two years
3. For 2016-2017 more students will achieve
 - a. a minimum of one year's growth in reading
 - b. more students will score 3-5 in the CSL (report card) categories of
 - i. "Creates writing which conveys meaning" and
 - ii. "Uses strategies to revise and edit writing"

- iii. "Demonstrates foundational math skills"
- iv. "Solves mathematical problems"

School Goal 3

More students and parents will feel safe and cared for in a positive school culture with enriching school activities supported by parents and the community.

Division Outcome:

- Our learning environments are welcoming, caring, respectful, and safe.
- Student learning is supported and enhanced through parent engagement.

Strategies

1. Leader In Me school wide use including leadership opportunities for students, including "Me to We" and Student Lighthouse Team
2. Raise awareness of student achievements and contributions to school culture through
 - a. Student recognition at assemblies (academics, leadership, diligence)
 - b. Student created video announcements
3. Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
4. Revision and implementation of School Rules and Expectations including a unified method of conflict resolution (5 Step Problem Solving Process)
5. Use of and support from outside resources including: Fire Safety, John Howard Society, Saffron Centre, Power of 1 (Anti-bullying)
6. Implementation of FNMI projects throughout the school to promote acceptance of diversity within our student population
7. Work with Cree Elder Bert Auger to help staff develop and apply "Foundational Knowledge about First Nations, Metis, and Inuit culture and history
8. Introduction of "Buddy Bench" initiative
9. Collaboration time for Classified Staff - topics including supporting students with diverse needs, behavior supports

Performance Measures

1. Continue to show increase in students' satisfaction on both "Safe and Caring" and "Active Citizenship" Accountability Pillar Survey measures
2. Continue to show increase in parents' satisfaction in both "Safe and Caring" and "Parental Involvement" measures
3. Number of student leadership opportunities and clubs/activities
4. School survey including students in Grades 2-6.
5. Parent survey including all parents.
6. Anecdotal notes including number of student office referrals
7. Parental involvement:
 - a. Number of parents attending Parent Council / Parent Association meetings
 - b. Number of parents attending parent/student/teacher conferences (by class and whole school)
 - c. Number of families attending Meet the Teacher BBQ

- d. Events organized by WBF Parent Association e.g. I've Outgrown It Sale, Fall (Halloween) and Spring Family Dances, various fundraising activities

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBF	88.2	17.6	87.2	23.4	88.5	26.2	92.9	21.4	87.7	21.1	91	23
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	WBF	74.5	15.7	78.7	14.9	86.9	18.0	85.4	17.1	73.7	17.5	78	20
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	71.4	13.8		
Science 6	WBF	84.3	33.3	83.0	34.0	86.9	44.3	95.1	31.7	89.5	50.9	91	51
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	77.6	27.7		
Social Studies 6	WBF	74.5	33.3	85.1	27.7	82.0	23.0	87.8	19.5	80.7	31.6	82	33
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.7	22.6		

Student Engagement Indicators

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.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.3	81.1	89.2	81.9	89.2	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	93.7	80.9	88.9	89.0	91.7	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	92.6	87.5	93.3	76.4	90.0	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	87.5	75.0	85.5	80.3	85.9	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.4	75.9	86.2	76.5	87.5	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	91.6	84.2	94.4	84.0	93.6	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	85.5	77.5	84.4	67.3	78.0	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	76.1	66.1	79.7	78.4	91.0	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.2	60.2	67.1	60.0	73.8	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	94.7	57.9	78.6	70.0	81.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	63.6	62.5	55.6	50.0	66.7	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.2	84.1	93.4	89.2	92.9	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	94.7	74.3	94.0	90.8	91.6	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	82.8	97.9	88.7	78.8	90.0	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	93.2	80.0	97.6	98.1	97.0	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.7	79.9	85.7	89.2	86.3	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	92.1	72.4	85.7	89.9	88.8	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	85.2	87.5	85.7	88.4	83.8	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.6	75.2	80.0	78.9	79.5	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	94.7	66.7	71.4	73.7	86.4	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	81.8	87.5	77.8	72.7	70.0	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	95.4	71.4	90.7	90.4	82.0	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WBF					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	73.4	64.9	80.4	69.8	82.5	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	96.8	74.7	85.3	78.6	92.7	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	50.0	55.0	75.6	61.1	72.3	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

School Council Involvement and Communication of Plan

During the September Parent Council / Parent Association meeting the October due date for the School Education Plan was discussed. Parents were invited to give feedback and insight to the school. 2015/2016 results will be discussed at the October 27, 2016 School Council and Parent Association meetings.

Parents are always encouraged to make suggestions about school policies and directions at School Council meetings, through newsletters and through formal/informal meetings with staff.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.