



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** Andrew School **PRINCIPAL:** Greg Cruickshank

**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

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	6.828	Salaries	\$916707 (95%)
Classified	2.611	SES	\$44845 (5%)
		Total	\$961552
		End of Year Surplus/deficit	\$21269 (2%)

**SCHOOL PROFILE AND CONTEXT**

**Andrew School Quick Facts:** Andrew School is a rural K-6 school with approximately 64 students located 100 km northeast of Edmonton in the community of Andrew, Alberta. The school shares a facility with the Village of Andrew municipality and houses a joint school and community library. Andrew School was a K-9 school in 2019-20, and a K-12 school in 2018-19.

**Programming Highlights:**

- French as a Second Language (grades 4-6)
- ECS
- Elementary
- Licensed pre-school program



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:** Enhance High-Quality Learning and Working Environments. Enhance Public Education Through Effective Engagement

- Positive Learning and Working Environments
- A Culture of Excellence and Accountability

**SCHOOL GOAL #1** To provide a safe and caring learning environment that promotes social development and encourages a harmonious community.

### **STRATEGIES/ACTIONS IMPLEMENTED:**

- Student leadership council with student members from Grade 5 and up. Planning for school events, humanitarian projects, and having an advisory role in school routines/structures.
- School celebration events
- FNMI programming.
- What Matters Most – modelling, teaching and promoting values of kindness, truthfulness, mindfulness, authenticity, accountability and taking care of oneself and each other.
- Intramural and lunch activities that promote teamwork and cross-grade social opportunities. Wildcat Packs.
- Breakfast and Lunch Program-community donations allow us to provide a nutritious breakfast for any student each school day, lunches twice per month, and a canteen at lunch twice per week.
- Sharing of school information and student achievements on school website and social media sites.
- Community engagement opportunities to invite community partners to special events.
- Meaningful restorative discipline practices and encouraging accountability for one's behavior, choices and actions.
- Participate in weekly themes throughout the year such as Random Acts of Kindness Week, Bullying Awareness Week, Mental Health Awareness Week, and #Rockstarofhteday program.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. We achieved a significant increase to 87.2% from 63.7%.
- 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. We achieved a significant increase to 94.6% from 85.2%. Our three year average was 77.4%
- 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. We achieved a significant increase to 75.3% from 54.6%.
- On the EIPS parent survey, 82.3% reported their child's needs were being met, 87% reported that school staff care about their child, 87% reported their child's school is safe,



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:** Promote Growth and Success for All Students

- Success for Every Student

**SCHOOL GOAL:** To continuously strive to improve literacy and numeracy from k-6

**STRATEGIES/ACTIONS IMPLEMENTED:**

- Buddy reading matching younger readers with older students.
- Participate in Read-in-Week activities.
- Literacy lead teacher to coordinate STAR assessment, levelled literacy interventions and resources.
- Increase in numeracy resources in the school. All teachers implemented Number Talks resources in the classroom.
- EQUALS Benchmark interviews
- Elk Island Public Schools literacy and numeracy consultants offered professional learning and modelling in classrooms.
- Parent information and resources provided at parent/student/teacher conferences.
- Fountas and Pinnell Levelled Literacy program for at risk students
- Words Their Way program
- Continued to purchase software licenses for Mathletics.
- Wee Read program of volunteers to read with students.
- Teachers used Lucy Calkins Reader's and Writer's workshop in classrooms.



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**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- In the beginning of January, we averaged 4 months growth per student over 4 months of school measured by the STAR reading test. We were unable to benchmark or assess students at the end of the school year due to the COVID-19 change to at home learning.
- We had the same number of students at risk as measured by the MIPI tool from September 2019 to September 2020. Given that the school shutdown in March of 2020 has shown to have had a significant impact on student learning, we view this as a success.
- There were no PAT's administered this spring therefore we have no data for comparison



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:** Enhance Public Education Through Effective Engagement

- Parent Engagement

**SCHOOL GOAL:** To continuously strive to develop and encourage student-driven academic achievement.

**STRATEGIES/ACTIONS IMPLEMENTED:**

- Professional leadership to teachers on striving for quality assessment practices that have meaning for students.
- Use of single point rubrics to use assessment as a tool for moving learning forward with parents and students.
- Teachers gave feedback regularly to students and parents about assessment with the use of performance, products, and conversations.
- Celebrations student academic achievements.
- Parent education opportunities on assessment and CSL program.
- Engaged parents at the School Council to share thoughts, ideas, and questions related to school performance and culture.
- Phone call communication to all parents to engage in 1:1 conversations.

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- 88% of parents and teachers were satisfied with their level of involvement in decision making on the May 2020 Accountability Pillar.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

- Teachers continued with the use of single point rubrics to drive students to understand assessment and their own role in achievement towards outcomes. This continued throughout the year into the on-line learning platform. Students reported that they understood their role in achievement more when they had simple criteria to follow.
- 88% of parents reported on the parent survey that their child is encouraged to do his or her best at school.
- 95% of parents reported on the parent survey that their child is demonstrating growth in literacy and numeracy.

### **Reflecting on your data, what was your greatest success?**

- Our continuous improvement measure in relation to school improvement grew by 20% from the previous year and the 3 year average. Having strong feelings of efficacy amongst our school community and a culture of education quality has had and will continue to have a strong influence on our overall school success.

### **Reflecting on your data, what was your greatest opportunity for growth?**

- We would like to have more students ready for learning at their grade level in mathematics at the start of the school year as measured by the MIPI. We are working towards using the EQUALS Benchmarking tool to address specific learner needs for those who show deficits in readiness for grade level learning in math.
- The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning has continued to be low.



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

## Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Andrew School			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	94.6	85.2	77.4	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	62.4	49.8	54.0	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	94.8	79.9	77.3	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	6.3	0.0	3.6	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	*	73.2	54.8	79.7	79.1	78.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	64.6	68.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	4.2	6.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	*	72.6	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	0.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	9.2	21.1	56.4	56.3	55.6	*	*	*
	Rutherford Scholarship Eligibility Rate	*	33.3	33.3	66.6	64.8	63.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.5	45.6	46.3	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	89.6	77.6	68.6	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	87.2	63.7	59.5	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	87.8	71.6	80.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	75.3	54.6	56.0	81.5	81.0	80.9	Intermediate	Improved Significantly	Good

**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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## Ministry Performance Measures 2019-20

EIPS Priority: Promote Growth and Success for All Students

### Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	60.0	10.0	70.0	0.0	66.7	11.1	*	*	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	60.0	0.0	60.0	0.0	66.7	11.1	*	*	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	80.0	10.0	50.0	10.0	77.8	11.1	*	*	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	50.0	0.0	60.0	0.0	66.7	0.0	*	*	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a

### Work Preparation – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	63.1	88.2	40.0	77.6	89.6	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	62.5	87.5	33.3	81.8	87.5	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	63.6	88.9	46.7	73.3	91.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	61.4	73.8	43.5	55.1	53.0	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	50.0	68.8	31.8	61.9	62.5	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	72.7	78.9	55.2	48.3	43.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

### Program of Studies – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	59.0	63.9	48.2	49.8	62.4	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	74.6	79.7	53.4	64.2	73.4	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	53.4	67.1	55.8	51.7	66.0	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	49.1	45.0	35.3	33.6	47.9	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	69.8	62.7	52.1	63.7	87.2	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	75.0	70.0	33.3	60.0	97.5	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	81.5	68.0	75.0	66.2	85.0	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	52.9	50.0	47.8	64.9	79.1	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.2	90.5	79.7	71.6	87.8	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	85.0	85.0	75.5	81.8	92.5	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	81.5	96.0	84.0	61.3	83.1	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.7	81.4	70.7	79.9	94.8	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	81.3	77.1	56.1	81.8	97.9	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	92.4	88.1	83.3	70.8	91.7	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	80.3	78.9	72.6	87.1	94.9	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

### Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.0	81.0	65.9	85.2	94.6	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	92.5	90.0	55.6	83.6	100.0	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	87.3	90.0	77.8	88.0	93.3	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	66.3	63.1	64.3	84.0	90.6	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

### School Improvement – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	58.1	66.5	46.9	54.6	75.3	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	50.0	62.5	30.0	50.0	75.0	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	63.6	80.0	57.1	64.3	83.3	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	60.7	57.1	53.6	49.6	67.6	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6