

SCHOOL EDUCATION PLAN & RESULTS

St. Mary's Elementary School

"Building Success – One Student at a Time"



St. Mary's Elementary School
School Education Plan
Principal: Sharon Pardy
Trustee: Keith Lambert

2015-16 SCHOOL YEAR

School Education Plan Creation

Briefly describe how each of the following groups were included in the development of the School Education Plan.

A. Teachers

- Staff met on May 26, 2015. The session focused on examining and reviewing the current Ed Plan, reviewing data and reviewing and developing strategies for the new Ed Plan. A draft plan was then put together. Staff reviewed Ed. Plan again on August 28, 2015.

B. Support Staff

- Some support staff were present at the meeting on May 26. All support staff were invited to attend. Support staff had further opportunity for input at later staff meetings, and on Aug. 28.

C. Students

- Grade 3 to 6 students participated in the Tell Them From Me Surveys and that data will be used. Our Student Council was asked for input on some programs and decisions. Also, this year, we had focus groups to give students input.

D. School Council / Community

- School Council was invited to attend a planning session but this did not happen due to lack of attendance. The School Council Chair has been consulted on decisions from time to time. As well, the ed plan was discussed at a parent council meeting.

E. Other

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School Datasets

Accountability Pillar Overall Summary
 3-Year Plan - May 2014
 School: 1770 St. Mary's Elementary School



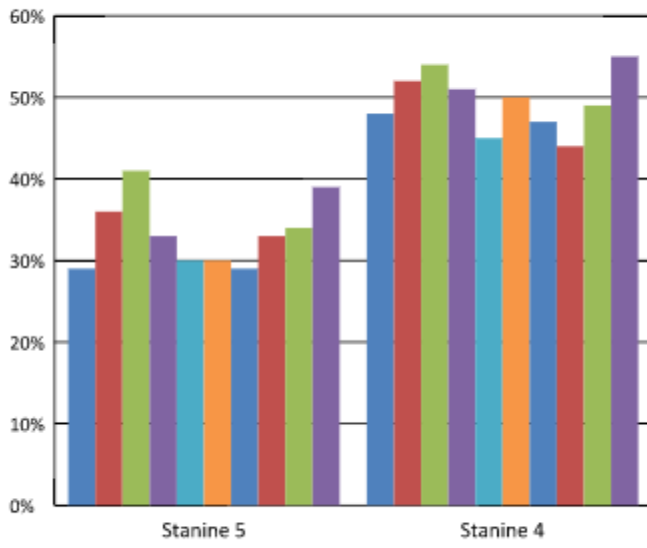
Measure Category	Measure Category Evaluation	Measure	St. Mary's Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	97.8	99.8	99.2	99.7	99.0	99.8	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	99.2	98.5	99.7	97.3	91.5	91.1	Very High	Maintained	Excellent
		Education Quality	100.0	99.4	99.0	99.2	99.8	99.5	Very High	Improved	Excellent
		Drop-Out Rate	n/a	n/a	n/a	3.3	3.5	3.8	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.3	73.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT - Accessible	94.7	45.5	59.7	79.7	79.1	79.2	Very Low	Maintained	Concern
		PAT - Excellence	7.5	9.9	2.2	19.9	20.8	19.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma - Acceptable	n/a	n/a	n/a	84.4	89.1	82.5	n/a	n/a	n/a
		Diploma - Excellence	n/a	n/a	n/a	27.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	59.5	58.8	59.3	n/a	n/a	n/a
		Butterford Scholarship Eligibility Rate (Blessed)	n/a	n/a	n/a	69.9	61.9	60.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (3 yr)	n/a	n/a	n/a	99.2	99.5	99.1	n/a	n/a	n/a
		Work Preparation	100.0	100.0	91.7	97.2	99.9	99.0	Very High	Improved	Excellent
		Citizenship	98.7	99.0	99.5	95.4	99.4	99.8	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	99.5	92.9	98.3	99.4	99.9	99.0	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	99.0	95.8	96.2	79.8	80.8	80.2	Very High	Improved	Excellent

Accountability Pillar Overall Summary
 3-Year Plan - May 2015
 School: 1770 St. Mary's Elementary School



Measure Category	Measure Category Evaluation	Measure	St. Mary's Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	98.8	97.8	94.1	88.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	n/a	94.2	87.5	81.3	81.3	81.2	n/a	n/a	n/a
		Education Quality	100.0	100.0	97.4	88.6	89.2	89.5	Very High	Improved	Excellent
		Drop-Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	78.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT - Accessible	20.0	39.7	38.9	74.0	75.3	75.5	Very Low	Declined	Concern
		PAT - Excellence	0.0	0.0	2.4	18.0	19.1	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma - Acceptable	n/a	n/a	n/a	86.4	84.2	83.4	n/a	n/a	n/a
		Diploma - Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	64.8	50.5	54.4	n/a	n/a	n/a
		Butterford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (3 yr)	n/a	n/a	n/a	88.8	89.2	89.0	n/a	n/a	n/a
		Work Preparation	n/a	100.0	93.9	82.0	81.2	80.4	n/a	n/a	n/a
		Citizenship	94.8	96.7	88.5	88.6	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	n/a	Parental Involvement	n/a	94.5	87.0	80.7	80.6	80.2	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	100.0	94.0	89.5	78.8	79.8	80.1	Very High	Improved Significantly	Excellent

Reading At or Above Grade Level Grade 2 to 6



School Education Plan and Results

GOAL #1: EVERY STUDENT IS SUCCESSFUL

GOAL #2: QUALITY TEACHING AND SCHOOL LEADERSHIP

GOAL #3: EFFECTIVE GOVERNANCE

DIVISION PRIORITIES: #1 All students will improve reading, writing and digital literacy skills
#2 All students will improve numeracy skills through practical applications of curricular outcomes
#3 All students will be increasingly engaged in learning environments to improve achievement and citizenship skills

SCHOOL GOALS

School Goal 1: PART 1: Increase the number of students reading at or above Stanine 5 as measured by total reading scores on the March 2016 administration of the CAT4.
PART 2: Improve students' writing skills as measured by a pre- and post-writing assignment at the beginning and the end of the school year.
PART 3: Students will improve their ability to use technology to explore, support and demonstrate learning.

Strategies:

PART 1:

- Balanced Literacy (BL training for the new teacher; Trained teachers - Collaborative Planning, utilizing BL strategies, Fountas and Pinnell Benchmark training refresher and accessing any additional PD)
- Guided Reading PD for EA's (led by SMES teachers, as well as BL coordinator).
- Literacy Team (Home reading, Literacy Night, special events, Literacy Bags, resources, reading nooks, etc.)
- Primary Literacy Support (Leveled Literacy Intervention Program - LLI)
- Speech Language Program (implemented by SL-TA)
- Targeted Reading Intervention in upper elementary with Inc. Ed. Coordinator (LLI)

PART 2:

- Guided Writing within BL Framework
- Student Treasures books
- Authors' Lunches (school and divisional)
- Writing Contests
- Literacy Gala (divisional participation)
- Regular posts in Aurora

PART 3:

- Keyboarding skills taught with "All the Write Type" and "Talking Fingers"
- Technology utilized to support struggling learners – "Word Q, Speak Q"
- Blogging in grades 4 to 6
- Digital Citizenship instruction
- Glogster, Google Drive, Bitstrips, Gmail

Target and Measurement Tools:

GRADE	2011	2012	2013	2014	2015	2016 Target
	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (March) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (March) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (March)
K	33%		33%	n/a	n/a	n/a
1	33%	38%	55%	33%	8%	35%
2	18%	38%	18%	36%	41%	13%
3	43%	23%	50%	33%	50%	46%
4	23%	48%	31%	43%	46%	55%
5	26%	28%	33%	43%	53%	51%
6	40%	31%	29%	25%	15%	58%
Total	30%	34%	33%	35%	36%	

Resources:

- Balanced Literacy Resources (Literacy Place, etc.) and Coordinators
- Fountas and Pinnell Benchmark Kits.
- Fountas and Pinnell Leveled Literacy Intervention Kit.
- Scholastic Guided Reading Kits.
- Accelerated Reader Program.
- Websites and Subscriptions (Tumble Books, Enchanted Learning, Discovery Education, Learn Alberta, Reading A to Z, etc.)
- Laptops and iPads
- Student Characterization Charts (school developed)
- \$ to purchase more books for struggling readers (high interest / low vocab, graphic novels)
- Student Treasures program
- \$ for supplies for authors' lunches
- \$ for prizes for literacy challenges
- \$ for PD
- All the Write Type, Talking Fingers
- Word Q-Speak Q, Glogster, Bitstrips, Google Drive
- FVSD Digital Citizenship resources
- Available Technology tools

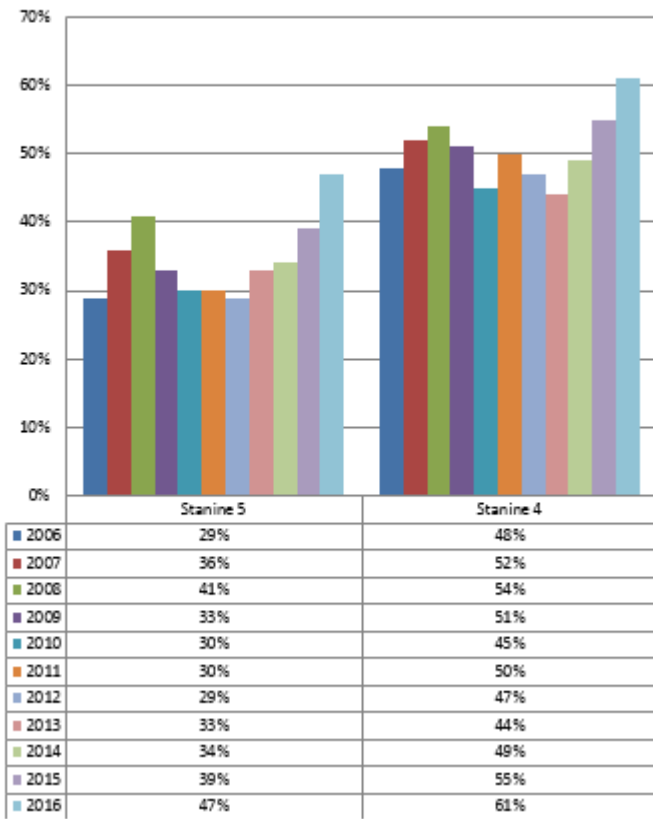
Timeline:

- September 2015 to June 2016

Results:

GRADE	2012	2013	2014	2015	2016
	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (May) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (March) Based on # Enrolled	Percentage of Students At or Above Stanine 5 as measured by the CAT4 (March) Based on # Enrolled
K		33%	n/a	n/a	n/a
1	38%	55%	33%	8%	20%
2	38%	18%	36%	41%	30%
3	23%	50%	33%	50%	63%
4	48%	31%	43%	46%	50%
5	28%	33%	43%	53%	70%
6	31%	29%	25%	15%	47%
Total	34%	33%	35%	36%	47%

**Reading At or Above Grade Level
Grade 2 to 6**



**Grade 2 to 6 Past Results
CAT3 or CAT4
Total Enrolled**

Year	Stanine 5	Stanine 4
2006	29%	48%
2007	36%	52%
2008	41%	54%
2009	33%	51%
2010	30%	45%
2011	30%	50%
2012	29%	47%
2013	33%	44%
2014	34%	49%
2015	39%	55%
2016	47%	61%

Comments:

- Overall there was an increase of 11% of students reading at Stanine 5 (from 36% to 47%). This was a significant increase. This grade 2 class was a particularly low class, and we expected their results would be lower. They were at 30%, but when they were in grade 1, they were only at 8% meeting stanine 5. Our students enter Kindergarten with very low literacy exposure and skills.
- Although some students are still at stanine 4, Balanced Literacy instruction has enriched their skills and they have increased their reading levels according to the Fountas and Pinnell leveling system. Although the CAT4 is a reliable standardized test, it measures a narrower focus of literacy, and teachers are indicating that the children's reading skills are growing in ways not measured by the CAT4. (Fluency is an example of this.)
- Balanced Literacy has been incorporated as an instructional framework in our classrooms, though with staff turnover over the years, there have been new people needing to be trained. For the 2015-16 school year, we had one teacher in the first year of training. The rest are fully trained. BL practices are becoming embedded in all classrooms so we anticipated more visible reading growth.
- To support students with dis-regulation and/or mental health issues, we did Theraplay sessions with whole class groups, run by our Mental Health Team. As well, some teachers are incorporating sensory based activities using patterned, repetitive movements to help students learn self-regulation techniques, within their classrooms. Also, the PAX program was started half way through the year, which helps students become more aware of their behavior, and also targets self-regulation.

School Goal 2: Improve numeracy skills through problem solving and practical applications of curricular outcomes.

Strategies:

- PD through NRLC targeting instruction, problem solving, practical applications, assessment and common strands through the grades.
- PD and collaboration with FVSD Math Coordinator
- In house PD - Teacher demos, sharing resources, manipulatives
- Math Committee
- Math Family Night
- Focus on critical thinking, problem solving strategies and practical applications of numeracy
- Incorporating math concepts across the curriculum
- Project Based Learning in upper elementary (seek PD first)

Target and Measurement Tools:

Grade	2009-10 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT3	2010-11 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT4	2011-12 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT4	2012-13 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT4	2013-14 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT4	2014-15 Percentage Of Students Scoring at Grade Level (Stanine 4) on CAT4	2015-16 Target Percentage Of Students at Grade Level (Stan. 4) on CAT4
K	-	47%	61%	66%	n/a	n/a	-
1	83%	55%	79%	60%	*94%	-	-
2	42%	63%	75%	35%	50%	52%	60%
3	16%	58%	73%	75%	47%	56%	60%
4	52%	51%	68%	69%	48%	58%	60%
5	54%	46%	45%	53%	79%	69%	65%
6	35%	50%	30%	33%	44%	69%	75%
Total	47%	53%	62%	54%	60% (54%)	61%	64%

Resources:

- Math Manipulatives
- FVSD Math Coordinator PD
- NRLC PD Support
- NRLC - Summer Learning opportunities PD, and other PD
- Certificates, prizes and awards for Student Recognition Model (month end awards)
- Games and Activities to take home for Math Night
- Inclusive Ed. Coordinator (math support)
- Websites and school licenses (AAC website, Learn Alberta, Discovery Ed., NCTM, Greg Tang's website, etc.)
- Teaching Children Mathematics magazine subscription
- iPads
- Math Camp/Club

Timeline:

- September 2015 to June 2016

Results:

Grade	2009-10 % at grade level (Stan. 4) on CAT3	2010-11 % at grade level (Stan. 4) on CAT4	2011-12 % at grade level (Stan. 4) on CAT4	2012-13 % at grade level (Stan. 4) on CAT4	2013-14 % at grade level (Stan. 4) on CAT4	2014-15 % at grade level (Stan. 4) on CAT4	2015-16 % at grade level (Stan. 4) on CAT4
K	-	47%	61%	66%	n/a	n/a	n/a
1	83%	55%	79%	60%	*94%	-	-
2	42%	63%	75%	35%	50%	52%	48%
3	16%	58%	73%	75%	47%	56%	60%
4	52%	51%	68%	69%	48%	58%	94%
5	54%	46%	45%	53%	79%	69%	56%
6	35%	50%	30%	33%	44%	69%	71%
Total	47%	53%	62%	54%	60%	61%	65.8%

Comments:

- The percentage of students scoring at Stanine 4 on the Total Math score of the CAT4 increased by 4.8% (from 61% to 65.8%).
- Also worthy of noting, is that approximately 30% of our students are on IPP's. Their results are all included in these averages.
- Looking at the big picture, our results on the CAT4 Math are improving steadily, with a little blip in 2012-13. We are continuing our focus on Math and providing intensive PD on Math instruction (with Geri Lorway and/or Jason MacDonald). The teachers do school-wide math planning in August, so that everyone was on the same page with year plans and alignment of curriculum. We are developing some in-house expertise with math instruction, and teachers support each other within the school.
- Also worthy of noting, is that our goal changed from relating directly to results on CAT4 testing, to align with the division's goal, of improving numeracy skills through problem solving and practical applications of curricular outcomes. However, we had hoped new assessment tools would be found or made to help us measure this goal. We didn't find anything else yet, so we are back to using the CAT4 results to measure student progress and compare to previous years. According to teacher in class assessments, students are showing some progress with problem solving.
- It is interesting to note that a new diagnostic math assessment recently purchased by our school, has shown that students are lower in basic calculation skills. This test was not done on all students.

School Goal 3: Promote a culture of wellness through healthy active living, personal responsibility, citizenship and student leadership.

Strategies:

- Health Champions
- Student Health and Wellness Team.
- Cooking club
- HASS Conference and divisional health meetings.
- PAX (Behavior Management Plan) and monthly Star Students (Student Recognition).
- Student Support Services (Mental Health Therapist, Wellness Coach, and Child Circle Worker)
- RCSD supports (multi-disciplinary team)
- PAX (The Good Behavior Game) Pilot - Year 2 (Continued PD and implementation)
- Theraplay
- Use of sensory tools and furniture within classroom environments
- Student Leadership Opportunities (Student Council, Citizenship Club, School Tour Guides, Assembly Set Up Team, Lost and Found Team, Gym Helpers, Student Involvement in Assemblies, Student announcements on PA System, Aurora participation, etc.)
- Intramurals
- Extra-Curricular activities (Cheerleading, Dance, Choir, Robotics, Soccer, etc.)
- Yoga
- DARE Program
- Student Mentorship (partners with FVPS, and within the school)
- Replenish outdoor equipment bags for recess activities
- Games and activities for indoor recesses (purchase more materials such as lego, scrabble, sand, etc.)
- Inspiring Presenters (Story Theatre Company, SaFire, Dianna David, Magician Trent Tinney, Metis Dancer - Bev Lambert, etc.)
- Older students helping out in younger classrooms during indoor recesses
- Recycling Team
- Morning Fruit and Veggie Baskets

Target and Measurement Tools:

- PAX Data
- Accountability Pillar Survey

Resources:

- School Health Champions
- Targeted Programming by Student Support Team (Fun Friends, etc.)
- Triple P Parenting Program (evening seminars)
- Sensory and OT supports
- Sensory and OT equipment, tools
- MHT, Wellness Coach and CCW
- Alberta Health Services - School Health Liason - Kevin Smeltzer
- PE Equipment
- Guest Speakers and Presenters
- \$ for supplies/incentives for Student Council, Cit. Club, PE and Extra-Cur. programming
- PD
- RSCD Multi-disciplinary Team
- RCMP
-

Timeline:

- September 2015 to June 2016

Results:

Accountability Pillar Overall Summary
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 School: 1770 St. Mary's Elementary School



Measure Category	Measure Category Evaluation	Measure	St. Mary's Elementary School			Alberta			Measure Evaluation		
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Safe and Caring Schools	Excellent	Safe and Caring	95.6	96.9	96.1	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.9	n/a	90.4	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	93.6	100.0	99.8	90.1	89.5	89.5	Very High	Declined	Good
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	38.5	21.3	30.8	73.0	73.1	73.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	0.8	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Postsecondary Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (3 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	85.0	n/a	100.0	82.6	82.0	81.1	High	Declined	Acceptable
		Citizenship	95.0	94.9	92.2	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	91.2	n/a	93.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.9	100.0	93.3	81.2	79.8	80.0	Very High	Maintained	Excellent

SMES Tell Them from Me Results 2016

Measurement

Current Results 2016
 Elementary

School Sports %	96%
School Clubs %	91%
Sense of belonging %	92%
Students with positive relationships %	80%
value school outcomes %	100%
positive homework behavior %	84%
students with positive behavior at school	97%
interested and motivated %	92%
trying hard to succeed %	100%
students feel challenged in core %	
effective learning time (out of 10)	9%
relevance (out of 10)	9%
rigor (out of ten)	9%
Bullying %	
safe at school %	87%
Advocacy at school (out of 10)	9%
Positive Teacher Student Relationship (out of 10)	9%
Positive learning climate (out of 10)	9%
Expectations for success (out of 10)	10%
Advocacy outside of school (out of 10)	
students with moderate or high levels of anxiety	19%

Comments:

- PAX, the Good Behavior Game has had a tremendous effect on classroom instruction, on-task behavior and the overall positive attitude of students. Now in our third year with PAX, it is becoming embedded into our culture. PAX means peace, productivity, health and happiness. One of the main purposes of PAX is to instill internal regulation, rather than behavior management through external control.
- The number and severity of office referrals and classroom incidents has continued to decrease significantly.
- The overall culture and climate of St. Mary's has become significantly more positive. St. Mary's presents as a safe, happy, welcoming school.
- Student satisfaction continues to be high, as indicated in the Tell Them From Me Surveys.
- St. Mary's Accountability Pillar Survey Results were increased or maintained in all areas. We were rated very high in every category except Achievement Tests.
- The development of a student council/citizenship club, Aurora group, School Tour Guides, Gym Helpers, Cheerleaders, Dance Troupe, Focus Groups, etc. led to a lot of student generated ideas and student led events. Students help run month end assemblies. Student voice increased this year.
- Health Champions within the school took a leadership role in developing changes in practice, and running events in an attempt to embed healthier living attitudes.
- We are also very proud of the ways our students demonstrated citizenship through service to our school, our community, and the world.
- The mental health supports also played a large role in this improvement.
- Morning fruit baskets are available to all students.

Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

- On-going Professional Development is necessary to ensure that staff members have the necessary skills and competencies to support the School Education Plan. The staff will be provided opportunities to review the Ed Plan and provide input and suggestions for resources and necessary PD. This PD Plan is a 'living' document, and changes may (will) be made throughout the year, as PD needs and opportunities arise.

B. Disbursement of Dollars

- PD Dollars have been allocated in the budget to support the strategies and resources in the Education Plan. Money is also set aside to support staff PGP's and to bring PD sessions to the school.

C. Individual Staff Professional Development

- Teachers will develop their own PGP's, but they will be linked to school education plan goals as well.
- All staff have access to PD funds, providing the PD opportunity being pursued aligns with PGP goals and school goals. Decisions regarding access to these funds will be determined by the principal on an individual basis, based on need, accessibility and ongoing availability of funds. Rather than a set amount per staff member, PD opportunities within the school and the division will be distributed equitably. Staff requesting (or being requested) to attend PD sessions outside the division will be covered on an individual basis.

D. Education Plan Associated Professional Development

- On-going Professional Development will be required to support the Education Plan. PD will be required in the following areas: Balanced Literacy, Fountas and Pinnell Benchmark kits, Guided Reading PD for TA's, Speech Language PD for TA, Math PD, Technology PD, PAX training, OT/PT PD, and Physical Education PD.

June

- Review Ed Plan and PD Plan for next school year

August

- Three teachers attending Math PD with Geri Lorway in Edmonton
- Review Ed Plan at August Staff Meeting
- Complete this timeline of PD sessions once more dates are known (Balanced Literacy, Benchmarking, Guided Reading PD for TA's, Technology)
- PD year planning for Math (with Geri Lorway) - at SMES on Aug. 24.
- PD in High Level on Wednesday, Aug. 26.
- Non-Violent Crisis Intervention training in La Crete on Aug. 24 and 25 (three staff members attending)

- Threat Assessment Level 2 training on Aug. 25 and 26. (two staff members attending)
- Staff Meeting / Organizational Day (all staff invited) on Friday, Aug. 28
- Develop Communities of Practice

September

- Develop a Literacy Collaboration plan for the year.
- FVSD PD Day - Sept. 18
- First Year Teacher Conference
- PGP Plans due Sept. 30.
- Balanced Literacy PD with Coordinator (Cohort 1 - one teacher)
- Planning session for Math PD

October

- PGP Meetings with staff
- HASS
- Staff Meeting
- PD Day – Oct. 9 (PAT Analysis, and COP's)
- Math PD with Math Coordinator Jason MacDonald

November

- Balanced Literacy PD with Coordinator (Cohort 1 - one teacher)
- Staff Meeting / Balanced Literacy Collaboration
- PD Day – Nov. 20
- Math PD with Math Coordinator Jason MacDonald

December

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January

- Balanced Literacy PD with Coordinator (Cohort 1 - one teacher)
- PD Days (Jan. 4 and 27)
- COP's
- Math PD (date TBD)
- Math PD with Math Coordinator Jason MacDonald
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February

- Teacher's Convention in Edmonton – Feb. 11 and 12

March

- Balanced Literacy PD with Coordinator (Cohort 1)
- Staff Meeting / Balanced Literacy Collaboration
- Math PD
- Math PD with Math Coordinator Jason MacDonald

April

- Balanced Literacy PD with Coordinator (Cohort 1)
- PGP meetings with staff

May

- Staff discussion and development of new School Education Plan

- Balanced Literacy PD with Coordinator (Cohort 1)
- PAX Data Collection

June

- Staff Meeting / Balanced Literacy Collaboration
- Begin developing new PD Plan

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

August

- Review School Ed Plan
- Assign roles as committees and teams are formed
- Update school webpage and Facebook

September

- School newsletter sent home
- Class newsletters sent home
- Agenda routines established
- Meet the Staff Night
- Collect parent emails
- Use email and Facebook to communicate with parents
- Communicate with staff through MMM's (Monday Morning Memos)
- Staff Meeting
- Student and parent focus groups

October

- Class newsletters sent home
- School Council AGM / Presentation of Ed Plan
- Ongoing communication through Agendas and phone calls
- MMM's
- Update webpage and Facebook
- Update Powerschool with parent emails
- Set up communication system through Synervoice (phone outs)
- Student focus group

November

- School newsletter home
- Staff meeting
- Report Cards / Parent Teacher Interviews
- Ongoing communications through Agendas and phone calls
- MMM's
- Update Website and Facebook
- Synervoice communications
- Parent and student focus groups

December

- Class newsletters sent home
- Ongoing communication through Agendas and phone calls
- Notes sent home re: Accountability Pillar Surveys
- MMM's
- Update Website and Facebook
- Synervoice communications

- Student Focus group

January

- School newsletter sent home
- Ongoing communication through Agendas and phone calls
- More notes sent home re: Accountability Pillar Surveys
- MMM's
- Update Website and Facebook
- Synervoice communications
- Student Focus Group

February

- Class newsletters sent home
- Progress Reports / Parent Teacher Interviews
- Ongoing communication through Agendas and phone calls
- MMM's
- Update Webpage and Facebook
- Synervoice communications
- Student Focus Group

March

- School newsletter sent home
- Staff meeting
- Ongoing communication through Agendas and phone calls
- MMM's
- Update Website and Facebook
- Synervoice communications
- Parent and Student Focus Groups

April

- Class newsletters sent home
- Report Cards sent home
- Ongoing communication through Agendas and phone calls
- MMM's
- Update Website and Facebook
- Synervoice communications
- Student Focus Groups

May

- School newsletter sent home
- Ongoing communication through Agendas and phone calls
- Parent phone calls re: possible placements / retentions
- MMM's
- Update Website and Facebook
- Synervoice communications
- Parent and Student Focus Groups

June

- Class newsletters sent home
- Student Focus Group

- Report cards sent home
- Ongoing communication through Agendas and phone calls
- MMM's
- Update Website and Facebook
- Year-end Awards Ceremony and Family BBQ

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

September

- Review School Ed Plan at August and September staff meetings
- Success Team meetings (as needed)
- Analysis of CAT4 results

October

- Analysis of PAT results
- Analysis of Accountability Pillar Results
- PD (COP's)
- Presentation of School Ed Plan to Parent Council at AGM
- Tell Them From Me Survey
- PGP meetings with staff
- PAX training

November

- Present Data and Budget at Parent Council meeting
- Discussion of School Ed Plan strategies at staff meeting
- PAX data collection s

December

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January

- Discussion of School Ed Plan strategies at staff meetings

February

- Accountability Pillar Surveys

March

- Review current Ed Plan and begin development of new Ed Plan
- School Council members invited to Planning session for creation of new Ed. Plan

April

- Review draft Ed Plan with staff
- Tell Them From Me Survey
- PGP meetings with staff

May

- CAT4 administration
- PGP meetings with staff
- Data collection for PAX

June

- Present and review School Ed Plan for upcoming year with staff
- Submit School Ed Plan draft to central office

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2015-16 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the 2015-16 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date