

# 3 Year Education Plan

NEW SAREPTA ELEMENTARY



~ Nurturing Success & Excellence ~

## 2016 – 19

\*Year 3: 2018-19

## **New Sarepta Elementary School Strategic Plan for Success – 2016-19**

### **School Profile:**

New Sarepta Elementary School prides itself on being a school community that includes great children, involved parents, skilled and dedicated teachers, and a positive, safe, caring and healthy learning environment. With a commitment to providing the best possible education program to the students of NSE, we respect, encourage, challenge and recognize each other as we strive towards our personal best. New Sarepta Elementary serves approximately 270 students from Kindergarten to Grade 6. We are proud of our rural status, comprised of families from surrounding farms, acreages, and the hamlet itself. Our staff and students include incredible people with diverse talents, interests and backgrounds.

### **Celebrations:**

- We create a positive learning environment for students through daily birthday recognition, weekly character education assemblies, school spirit days, mental health days, Meet the Teacher Night, showcasing student art, recognizing student of the week and student of the month, offering numerous extra-curricular activities (floor hockey, basketball, craft club, spelling, gardening, cross-country and track) and promoting healthy activities such as Take Me Outside Day, swimming, skiing and skating programs, and our School Skipping Day for Jump Rope for Heart.
- Our students and teachers not only work together, but play together. For example, our staff and students play floor hockey and basketball against each other at the conclusion of each intramural season.
- Our PAT results show that a large percentage of our students are attaining a satisfactory level of achievement.
- Our Accountability Pillar results show that students, staff and parents feel that we have a safe and caring community
- We have invited our community in many ways: Christmas Concert, Father's night, Family movie night, Family Dance, Mother's Day Tea, Grandparents Tea, and the Halloween Costume Parade
- We give back to our community with Operation Christmas Child, Food Bank, Hope Mission and Bissell Centre donations, the Terry Fox Run, sending encouragement cards to the Devon and Stollery Hospitals and Christmas Elves donations.

### **Challenges:**

- We see an opportunity for growth in the area of the level of excellence in our PAT results in mathematics and language arts.
- There is an ongoing need to address and work to reduce moderate to high anxiety levels for both students and parents, and to build resilience and personal empowerment.

### **School Council Message:**

We are very fortunate to have a dedicated group of parents who actively participate in council activities and who appreciate the value of being involved with the school. Goals for the 2018-19 school year include three major fundraising events to help us continue supporting our school's educational programming and extra-curricular activities such as the purchase of school agendas, bussing costs for the swim and ski programs, in-school field trips, helping with the cost of cultural events like the Dufflebag Theatre and in-class special projects. As well, our hot lunch committee will continue to provide healthy, hot lunches on Fridays at a very affordable cost.

We are looking forward to another successful year of working together as a school community to enhance the educational experience of our children/students.

*Mrs. Tanya Steenbeek*

**Chairperson, New Sarepta Elementary School Council**

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2018**  
**School: 3221 New Sarepta Elementary School**



Measure Category	Measure	New Sarepta Elementary 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	<a href="#">Safe and Caring</a>	93.3	92.3	91.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	79.9	84.4	83.5	81.8	81.9	81.7	High	Maintained	Good
	<a href="#">Education Quality</a>	89.8	95.1	90.1	90.0	90.1	89.9	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	76.1	76.7	70.9	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	10.2	16.4	12.3	19.9	19.5	19.2	Low	Maintained	Issue
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	79.4	89.5	83.4	82.4	82.7	82.4	High	Maintained	Good
	<a href="#">Citizenship</a>	86.7	86.1	86.2	83.0	83.7	83.7	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	79.4	93.3	85.5	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	90.8	79.8	79.1	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

**School Goal 1:** All students will demonstrate growth in the ability to use higher level thinking skills through high quality instruction and daily numeracy-based problem solving and math fact review incorporated into lesson plans.

**Alignment with Provincial Goals/Accountability Pillar:** Student Learning Achievement

**Alignment with Division Goals:** Student-Focused Learning, Passion

**Timeline:** 3 year goal

**Rationale:** Review of results of Gr. 6 PATs in Math reveal above provincial results in the acceptable standard category. However, our Standard of Excellence percentage has been lower in Math for the last three years, and our Below Acceptable Standard is higher than we would like. We will strive to improve in both these categories.

	Strategies	Supporting Data
September – June	<ul style="list-style-type: none"> <li>✓ Daily practice in classrooms to improve math fact fluency (eg. Kicking It math program and math minutes).</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking assessment of student progress within chosen math program;</li> <li>• Teachers will gather a variety of assessment data and use data as a basis for discussion to reflect and revisit planning and instruction;</li> <li>• Revise action plans to reflect the next steps for student learning in math.</li> <li>• Student response to higher order thinking questions (oral &amp; written), Test performance, report card comments, PAT &amp; Accountability Pillar results, CAT 3 results (Gr. 5).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>✓ Professional development opportunities to</li> <li>✓ Enhance teacher knowledge of the developmental stages of mathematical understanding and reasoning and expand the use of assessments and differentiated instructional strategies to support all learners resulting in improved student outcomes.</li> </ul>	
*Grade level meetings + staff meetings	<ul style="list-style-type: none"> <li>✓ Teacher collaboration with grade level partner and between grades, sharing of best practices, examination of resources used.</li> </ul>	
Ongoing	<ul style="list-style-type: none"> <li>✓ Appropriate resources and manipulatives available in each classroom</li> </ul>	
Ongoing	<ul style="list-style-type: none"> <li>✓ Teachers will identify student strengths/weaknesses within the math curricular outcomes and create in class math groups for both intervention and challenge.</li> <li>✓ Math Enrichment Club</li> <li>✓ Review of key concepts (periodically or daily)</li> <li>✓ Utilization of Leaps and Bounds program to target areas in need of support and intervention</li> <li>✓ provide Learning Support in the area of numeracy with a focus to enrich high average students and provide supports for low average students to assist them in moving beyond remediation.</li> <li>✓ use the MIPI Screening Tool (Mathematics Intervention Programming Instrument) to identify students in need of intervention.</li> </ul>	

	<p>Year 3 will see a continuation of the above strategies along with goals to:</p> <ul style="list-style-type: none"><li>✓ Use of Box Cars and One-Eyed Jacks</li><li>✓ The creation of a Math Night Committee which will put on a family math night</li><li>✓ Use of scheduled review to increase math knowledge schema creation and retrieval</li></ul>	
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**Review & Reflection:**

We continue to show improvement in acceptable standard results in relation to the province, but are still working towards improving the amount of students that are we have achieving the standard of excellence. Moving forward, as a staff we want to continue on implementing resources such as JUMP math and Leaps and Bounds, and instructional interventions such as scheduled review, as a way to ensure that all students have a strong foundational knowledge base for mathematics, but we are also looking at challenging our students who have foundational mathematical knowledge with more problem solving opportunities.

**School Goal 2:** Students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, in their writing.

**Alignment with Provincial Goals/Accountability Pillar:** Student Learning Achievement

**Alignment with Division Goals:** Student-Focused Learning, Passion

**Timeline:** 3 year goal

**Rationale:** Our review of results on PATs in Language Arts indicates above provincial results in the acceptable standard category. We are striving to improve our standard of excellence results.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li>September – June</li> </ul>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>✓ Provide students with purposeful writing opportunities across all disciplines.</li> <li>✓ Provide both feedback and evaluation of writing assessments that will allow students to improve their writing (using 6+1 rubric)</li> <li>✓ Emphasize the Six Traits of Writing.</li> <li>✓ Provide instruction that specifically targets strategies for writing in response to particular types of literature.</li> <li>✓ Collaborate at grade level meetings, staff meetings and professional development days.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate increasing independence in their writing ability.</li> <li>✓ Pre-write, draft, revise, and edit their work regularly.</li> <li>✓ Use rubrics to reflect on their writing over time.</li> <li>✓ use writing exemplars and peer assessment</li> <li>✓ HLAT (Highest Level of Achievement Test) – use of exemplars to provide consistency and accuracy when evaluation student writing in relation to the <i>English Language Arts</i> learning outcomes.</li> <li>✓ Resources to be used school-wide: PD – 6+1 Writing Program, Empowering Writer’s Resource, Literature for Writing prompts</li> </ul> <p>Year 3 will see a continuation of the above strategies along with goals to:</p> <ul style="list-style-type: none"> <li>✓ Stop Light Editing in Division 2</li> <li>✓ Extensive modelling writing by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Review all forms of assessments completed in writing, as well as the data they provide.</li> <li>• Create conclusions using this data in order to determine the next steps that will need to be taken.</li> <li>• Revise action plans to reflect the next steps for student learning in writing.</li> <li>• Site-based professional development day centered on writing and targeting the students with the greatest need for intensive writing instruction.</li> <li>• Professional development centered on changing instruction to help students achieve the learning outcomes and grade level standards.</li> <li>• Test performance, report card comments, PAT &amp; Accountability Pillar results.</li> <li>• Learning Support focus on literacy and numeracy improvement for low average students.</li> </ul>

	✓ Increase use of formative assessments to give students more actionable feedback	
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**Review and Reflection:**

We continue to use a school wide approach to writing with 6+1 Writing Traits to ensure continuity and common language throughout our school. Our students are asked to write every day in different ways and our staff endeavors to give concise, timely and specific feedback to our students in regards to their writing. We are excited to use modelling writing techniques as a way to show students how to approach a writing task and to give them an exemplar to emulate.

**School Goal 3:** To improve students' educational outcomes, health and citizenship through the development of a comprehensive school health model.

**Alignment with Provincial Goals/Accountability Pillar:** Student Learning Opportunities, Safe and Caring Schools, Citizenship, Work Preparation

**Alignment with Division Goals:** Student-Focused Learning, Relationships; Supportive Environment; Passion

**Timeline:** 3 year goal

**Rationale:** Ongoing need to build strategies for creating resilience, conflict resolution skills, and perseverance within our students as observed by teachers, support staff, administration, parents and students). Classroom Profiles indicate classroom needs in specific areas addressed below.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li>September - June</li> </ul>	<ul style="list-style-type: none"> <li>✓ To further establish a common, school-wide approach to support student behavior and leadership that promotes a culture of welcoming, safe, responsible, respectful, healthy, and confident learners/citizens through the use of: 7 Habits of Healthy Kids; student leadership opportunities; school wide counselling program; focus on student responsibility for personal belongings and keeping school tidy; celebrating cultural diversity; Mental Health Day (Fall &amp; Spring).</li> <li>✓ FSLW, RCSD and Student Services to provide supports both in class and individual: MindUp, Gr. 3 Self-Regulation/Executive Functioning; Gr. 4 – Problem Solving; Gr. 5 – Organization/ Problem-Solving; Gr. 6 – Academic &amp; Personal Responsibility/ Independence + Transition to Gr. 7.</li> <li>✓ Assist students in the process of setting their own SMART goals in the areas of literacy, numeracy, wellness and citizenship.</li> <li>✓ continue with a fall and year end mental health day; attending Healthy Active School Symposium, MindUp, SWAT (Student Wellness Action Team), Star Student Behaviour with the 7 Habits</li> <li>✓ SWAT team to attend Black Gold's Healthy Active School Symposium.</li> <li>✓ Students will attend BGRS Girls in STEAM day</li> <li>✓ Utilize Zones of Regulation with division one students</li> <li>✓ Boys and girls anxiety groups through FSLW (Family Support Liaison Worker).</li> </ul>	<ul style="list-style-type: none"> <li>Observation and feedback from staff, students and parents, PAT &amp; Accountability Pillar results</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Collaborative CTF projects to include leadership, service, health and technology.</li> <li>✓ Continue school nutrition program</li> </ul> <p>Year 3 will see a continuation of the above strategies along with goals to:</p> <ul style="list-style-type: none"> <li>✓ recognize student of the week and student of the month as a way to reinforce problem solving and interpersonal skills</li> </ul>	
<p><b>Review and Reflection:</b></p>		
<p>The creation of a comprehensive school health model is a large, intensive, multi-year undertaking. We are pleased with the growth our students have had in the area of resilience. In the last year of this goal, we are focused on making the above strategies as much as possible routines and ways of operating on a daily basis for students.</p>		

	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019 - 2020</b>
<p><b>Goal 1 Mathematics</b></p>	<p><b>Progress</b> We successfully gathered a variety of assessment data and used the data as a basis for discussion to reflect and make changes to planning and instruction. Many teachers attended professional development in Guided Math and focused on numeracy and daily fact practice. This goal remains a primary area of focus.</p>	<p><b>Progress</b> We successfully mapped mathematics curriculum, implemented MIPI assessments and used the results to flag students who required re-teaching or further supports. Many teachers began using daily math fact review as a way to transfer that knowledge into long term memory.</p>	<p><b>Progress</b></p>	
<p><b>Goal 2 Writing</b></p>	<p><b>Progress</b> Successful use 6+1 Writing Traits, Fast write, Book reports, Pattern stories, Journal response, Rewrite endings and rubrics.</p>	<p><b>Progress</b> Our staff continued to utilize 6+1 Writing traits and the associated strategies listed in year one. Our staff continued to work with students to learn the fundamentals of writing as a jumping point for both narrative and functional writing.</p>	<p><b>Progress</b></p>	
<p><b>Goal 3 Health &amp; Wellness</b></p>	<p><b>Progress</b> Successful and well-received implementation of 2 mental health days. 7 Habits now familiar to all stakeholders will look to implementing Zones of Regulation school-wide. Good start to Girls Group, will continue developing this next year.</p>	<p><b>Progress</b> The implementation of Zones of Regulation was very successful and we will continue with that next year, as well as add the goal of helping our students to develop a growth mindset. Our use of the school Family School Liaison Worker for small groups was successful as well.</p>	<p><b>Progress</b></p>	