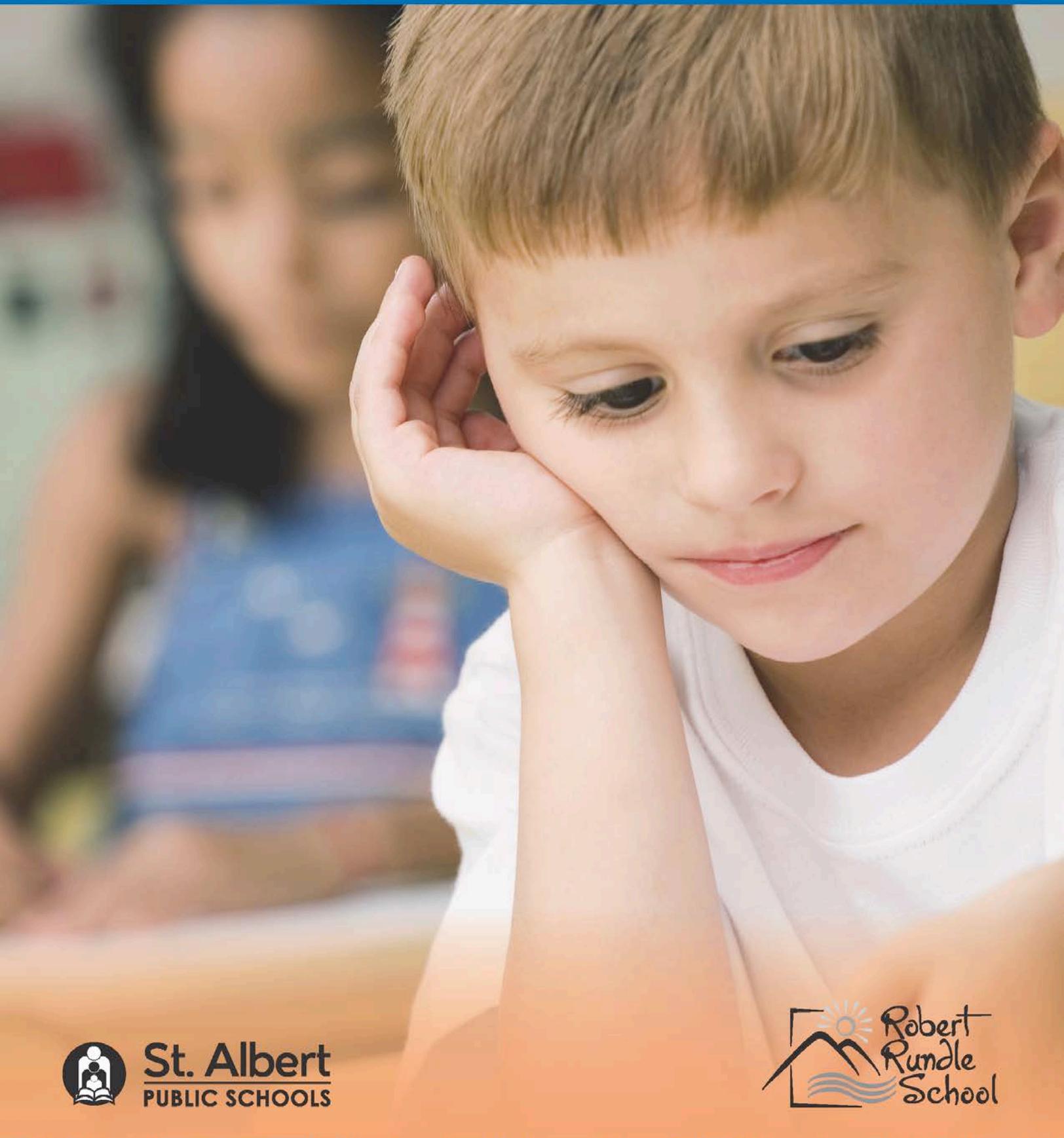


EDUCATION PLAN 2014

Robert Rundle Elementary School



St. Albert
PUBLIC SCHOOLS



ROBERT RUNDLE ELEMENTARY SCHOOL EDUCATION PLAN 2014

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Robert Rundle Elementary School Mission, Mandate and Beliefs

Mission

Empower all students for the choices and challenges of the twenty first century. We are committed to providing students opportunities to grow and succeed while developing lifelong learning skills and positive attitudes.

Mandate

Robert Rundle School makes a difference for children by:

- Preparing students for future roles as citizens in an interdependent, ever changing world.
- Establishing partnerships that advance teaching and learning with a mutual commitment to success.
- Promoting a spirit of sharing, belonging and acceptance.
- Building a community of learners within a caring and challenging environment.
- Living our beliefs through our actions.
- Advocating for excellence and equity in education.

Beliefs

- All students are unique, valued, and nurtured with shared responsibility for behaviour and learning.
- We are partners with parents in a child's educational journey in the pursuit of excellence.
- Students have the opportunity to learn and develop their unique talents.
- A positive school community builds from a positive school climate.
- Students will acquire the knowledge, skills and attributes for success and growth.
- Students are entitled to a safe and caring school environment.
- To integrate academic, social and emotional learning.
- To create socially responsible learning communities.
- That caring relationships form the foundation for learning.
- Academic achievement and student behaviour improve in schools with good social, emotional and character building learning programs.



REACHING NEW HEIGHTS TOGETHER

Robert Rundle Elementary School Vision

In school, a child's potential...that unique bundle of intelligence, talent, curiosity and desire to learn...takes him/her to a place at the end of each year - a final mark or even a celebration. But where each child goes after he or she leaves school is ultimately more important. That destination is determined by a child's experience from a young age, the opportunities he/she is given, the learning environment of the school and the journey along the way. This is precisely why, at Robert Rundle School, we begin with the end in mind.

At Robert Rundle School we believe in a program that rests on a foundation of community, curriculum, climate and character. Along with teaching the basics in education, we try to ensure that learning thrives beyond the school and classroom walls and give the students the gift of lifelong learning. We believe that a well-rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

Beyond the classroom, activities contribute to a healthy school climate, which becomes a positive influence in the life of a school. The interactions of school activities create a fabric of support that enables all the school community to become a community of learners.

Students who are involved persist despite challenges and obstacles. They are engaged in their learning, accomplish their goals and build satisfying relationships. At Robert Rundle we encourage students to be the best they can be and make a difference in everyone's lives. We are motivated to help each student build a life that engages him/her in, and promotes lifelong learning in our school, community and society. When students begin this pursuit they can believe that learning is a reward, not just a goal. When this realization begins to happen, every student has the potential and opportunity to make a difference.

Robert Rundle Elementary School is a learning community with high expectations dedicated to inspiring children to find a passion for learning in a safe and kind environment that celebrates diversity, promotes leadership and encourages the unlimited potential of the whole child.



REACHING NEW HEIGHTS TOGETHER

Robert Rundle Elementary School Profile

2013-2014
as of September 30, 2013

Certificated Staff

Teaching	13.15	FTE
Administration	1.0	FTE
Counselling	0.0	FTE
Total	14.15	FTE

Clerical	1.5	FTE
Teacher Aides	6.0	FTE
Library Technicians	0.3	FTE
Technical Support	0.7	FTE
Total	8.50	FTE

Students

English	230
Special Needs	(36)
Total	230

Classroom Configuration

Grade	English
Kindergarten	20
Kindergarten	20
Grade 1	13
Grade 1	19
Grade 2	19
Grade 2	19
Grade 3	24
Grade 4/5	22
Grade 4/5	23
Grade 6	21
Opp. 1-3	9
Opp. 3/4	10
Opp. 5/6	11
Total	230
# of Classes	13

2014-2015
as of September 30, 2014

14.075	FTE
1.0	FTE
0.0	FTE
15.075	FTE

1.5	FTE
7.2	FTE
0.3	FTE
0.7	FTE
9.70	FTE

English	246
Special Needs	48
Total	246

Grade	English
Kindergarten	15
Kindergarten	15
Grade 1	18
Grade 1	17
Grade 2	22
Grade 2/3	20
Grade 3	21
Grade 4	17
Grade 4	17
Grade 5	18
Grade 6	28
Opp. 1-3	13
Opp. 3/4/5	12
Opp. 5/6	13
Total	246
# of Classes	14

Robert Rundle Elementary School Profile

Robert Rundle Elementary School is located on a hill overlooking a large park, nestled behind Sir George Simpson Junior High School. The two schools share the same grounds and work effectively together in educational activities for our neighbourhood. Our students have access to natural forested areas, bicycle paths, soccer fields, baseball diamonds, outdoor rinks, two large well-equipped community playgrounds and Grosvenor Pool – St. Albert's only outdoor pool. We are also within a short walking distance to downtown St. Albert, including the Library, Theatre and Art Studios.

While serving student educational needs from Kindergarten to Grade 6, including three district special needs classes, (primary, primary/junior, and junior opportunity), we believe in a program that rests on a foundation of community, curriculum, climate and character. Along with teaching the basics in education, we try to ensure that learning thrives beyond the school walls and gives the students the gift of lifelong learning. We believe that a well-rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

With parents as partners in our school, we are a community of learners who welcome students into our school to begin their educational journey. We are proud of our accomplishments and the collaborative spirit throughout the school. The learning experiences shared in a warm and friendly environment makes our school a great place to be for staff, parents and students.

Issues and Trends

As we prepare our education plan we need to envision what we value in our school. What do we want for our students?

- Our students should learn to think clearly, critically and with an inquiring mind
- Our students need to know their culture, history, and citizenship in our global setting
- Our students need to believe they can make a difference and we need to help them become equipped with the means to do so
- Our students come to understand how to turn facts into tools – apply learning
- Our students catch the joy and excitement of learning, which may be the greatest gift of a teacher
- Our students understand that facts may change and details fade, but the infectious enthusiasm of a school and great teachers live forever
- Our students are encouraged and supported to become independent problem solvers
- Our students are challenged on a daily basis to perform at their highest level

Focus

We move through our instructional practices toward a shared understanding of these core beliefs:

- All students can achieve high standards given the right assistance, time and support
- All teachers can teach to these high standards given the right assistance, time and support
- High expectations and early intervention are essential
- Teachers need to be able to articulate what they do and why they teach the way they do
- Learning is a shared responsibility among staff, students, and parents
- A culture of learning is a social/emotional environment in which inquiry, risk-taking, sharing and collaboration are encouraged in order to optimize student learning
- Our commitment to inclusive education means building a sense of belonging and providing equitable opportunities for all students to experience success
- Literacy is the essential component of learning in our classrooms and schools

Characteristics

As education policies, curricula, priorities, programs, and initiatives evolve, they need to be successfully implemented to ensure student learning success.

Successful implementation:

- is a shared responsibility among stakeholders
- is developmental and contextual
- is systematically planned, systematic and sustained
- is meaningful, purposeful and focused on key priorities
- involves learning opportunities that focus on enhancing professional practice and leadership capacity among educators
- involves a variety of learning opportunities by and for all education stakeholders including support staff, students, parents, school councils, and community members
- involves change at both organizational and individual levels

Moving Our Teaching Practice Ahead to Improve Student Learning

- Address critical areas with our program over the next three years – literacy, Math, special needs
- Responsive Classroom Approach
- Literacy

- Daily 5 and Café in the Classroom
- Early Literacy Support
- Individual student support through differentiated instructional practices
- Small class sizes
- Technology – websites, SMART Boards, classroom computers, iPads
- Numeracy initiatives
- Special Needs Coordinator/Counseling

Creating A Culture For Learning

- We act on our belief that all students can learn!
- We collectively develop and adhere to clearly articulated norms
- We accept learning as the fundamental purpose of our school and examine all our practices in light of their impact on learning
- We engage in and assume leadership for collaborative practice
- We believe all the students belong to all of us
- We establish and maintain an atmosphere of mutual respect
- In our school, isolation is not an option. Collaboration is a right and responsibility
- All adults in this learning community are committed to the success of all other adults
- We focus on results

District Goals and Priority Areas

District Goals 2014-2017

- Goal 1: An excellent start to learning
- Goal 2: Success for every student
- Goal 3: Quality teaching and school leadership
- Goal 4: Engaged and effective governance

District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- ensure high quality teaching that recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students
- promote a broad view of student success that honours individual differences and a variety of career paths
- prepare all students for active citizenship and for participation in the global community
- promote healthy, safe, and vibrant learning communities in our schools
- foster collegial relationships and collaborative working environments

School Priority Areas

Robert Rundle Elementary School has identified priority areas for consideration in the Education Plan.

We are cultivating an environment which fosters a culture of improvement and an environment which has improvement embedded in its daily practices. The Professional Learning Community (PLC) will influence the impact of any improvement and impact all of our initiatives. Our learning community members:

- Share a common vision and goals that have student learning as the focus
- Improve individual and collective performance by coming together regularly for learning, decision-making, problem-solving and celebration
- Enhance individual effectiveness through inquiry, practice and peer reflection
- Support a culture of collegiality, collaboration, respect and trust

At Rundle we have embarked on a school plan that embraces the philosophy that we are all called to teach the whole child.

This comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in arts and ready for the world beyond.

Elements critical to student success include strong academics, athletics, social and emotional development, the arts and community involvement.

The benefits of a holistic perspective extend beyond the academic curriculum and permeate school climate, security and safety and are embedded in school culture.

Specific school priorities include:

- Inclusion initiatives
- Mentorship
- Responsive Classroom-new staff
- Student conduct
- Classroom management
- Interim progress reporting – Home-School Connection
- Leadership
- Communication: Remind 101, Classroom weekly newsletters
- Professional Growth Plans
- Classroom design
- Student leadership
 - All students
 - Grade 6
- Student recognition
- Bucket Teams
- Clubs/activities
- Levelled Literacy
- Math literacy
 - Daily 3
 - Websites
 - Software
- Literacy
 - Reader's workshop
 - Writers workshop

- Classroom libraries
- Working with Words
- Conferring

- Technology
 - Teacher web pages
 - Acquisitions
 - ❖ Computer room
 - ❖ iPads
 - Integration into curricular areas
 - Staying current
 - Acquiring more devices
 - Google applications
 - Software/Websites for Instruction
- Building a restorative culture
- Assessment
- English as a Second Language (ESL)/English Language Learners (ELL) Programming
- Teacher Language for Engaged Learning
- We Day - Global Connections
- Reflective practice - staff and students
- Eliminate line-ups for students in the morning and at recess
- Digital literacy
- Teacher leadership
- Numeracy
 - Common vocabulary & language
 - Balance between fact, knowledge and application to problem solving and other situations
 - More exact thing from literacy forward
 - Plus Leveled Literacy Intervention (LLI) and ELL
- Building school community
 - Student leadership
 - Bucket Teams
 - Clubs
 - Responsive Classroom
- Ongoing reflective practice and collaboration
 - Language influences culture
 - Teacher leadership

THE WHOLE CHILD

WHAT WE KNOW

- When schools and adults generate a school culture that supports the development of the students, student achievement improves and behaviour problems decrease
- Learning environments that focus on caring student-teacher relationships, student social and emotional needs and high expectations result in students who perform better academically and have lower rates of emotional and social problems

In our school we want to nurture and foster the following:

- Students drive and own their learning and get to make choices about it. Student-teacher relationships are nurtured
- Robert Rundle is safe and student-centered; responding to the community with a sense of belonging, satisfaction and student engagement
- Curriculum is engaging, is developmentally appropriate and provides multiple opportunities for learning
- Assessment for learning is formative. It acknowledges the whole child and is designed for student success
- We believe that the research supports what children need: supportive environments that nurture their social, emotional, physical, civic and cognitive development

Whole Child Approach

1. **Provide approaches and the methods for achieving them based on a clearly articulated conceptual framework in social and emotional learning**
2. **Provide programs or approaches that are based on sound theories of child development, incorporating concepts that demonstrate beneficial effects on children's attitudes, academic processes and behaviours**
3. **Provide programs or approaches that include detailed instructions to assist all staff in using a variety of student-centered teaching strategies**

Evidence

Examples of evidence may include:

- A strong clearly articulated vision that reflects current research, as well as stakeholders' priorities, needs and contexts
- Stakeholders have a sense of ownership in the development of the vision. Stakeholders also support and can articulate the vision. All stakeholders endorse the vision statement
- Regular stakeholder communications reference the vision and describe how it has been implemented
- The vision informs all implementation decisions. Evidence demonstrates how implementation decisions align with the vision
- The vision is periodically reviewed and revised – reflective practice

Objectives - Looking toward the Future

Objective #1: Social and Emotional Learning

Relationship to Goals: 1, 2, 3 and 4

Goal 1: An excellent start to learning

Goal 2: Success for every student

Goal 3: Quality teaching and school leadership

Goal 4: Engaged and effective governance

Key Strategies 2013-2014:

- Increasing type of activities that fully involve and engage Grade 5 and 6 students
- Community service activities that support school initiatives
- Grade 6 involvement in “We Day” activities
- Communication with all stakeholders
- Collaborative culture throughout the whole school
- Academic choice activities
- Nurture close relationships and student connections
- Focus on our CARES acronym throughout the year
- Highlight performance character attributes – diligence, perseverance and self-discipline
- Set clear boundaries for the school to assist everyone – accountability
- Continue a common, positive language
- Training for Roots of Empathy
- Home-School Connection, Open Houses
- Enhance Grade 6 student leadership
- Continue focus on whole school practices – no isolation
- Involve support staff in classroom leadership – e.g. Read aloud, Morning Meeting
- Build social and emotional skills with empathy as focus
- Students as change makers
- Service learning
- Practice emotional literacy
- Student trust and choice
- Effective management strategies
- Using restorative approaches to foster effective learning
- Students involved in engaging academics

Reporting our Progress

Highlights

- Responsive Classroom - umbrella
- Open houses, conferences, Welcome Back BBQ, Home-School Connection
- Whole school philosophy – common language, common practices
- Morning meetings and closing circles – classroom communities
- Bucket Fillers – student recognition
- Bucket Teams – cross-grade teams
- Roots of Empathy
- Terrific Kids
- Kindness Crew
- Building independence, student responsibility and accountability
- Student Council leadership
- Hopes and Dreams revisited throughout the year
- Power of Our Words

- New teacher weekly meetings
- Extra and co-curricular activities

Challenges

- Introducing many new staff into school social and emotional classroom approach
- Review all school policies and structures to ensure that new staff are acclimatized into school
- Education of parents in Responsive Classroom Approach
- Existing staff leadership of new staff
- Time to implement practices
- Support for success for every student
- Academic choice activities broadened
- Interactive modelling focus on an ongoing basis
- Effective use of quiet time
- Support Staff involvement
- Sustain Responsive Classroom Approach – training
- Meaningful Bucket Filler Team activities
- Parental involvement

Progress toward Meeting Objective #1:
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Partially Achieved - ongoing

Key Strategies 2014-2015:

- Increasing type of activities that fully involve and engage Grade 5 and 6 students
- Community service activities that support school initiatives
- Grade 6 involvement in “We Day” activities
- Communication with all stakeholders
- Collaborative culture throughout the whole school
- Academic choice activities
- Nurture close relationships and student connections
- Focus on our CARES acronym throughout the year
- Highlight performance character attributes – diligence, perseverance and self-discipline
- Set clear boundaries for the school to assist everyone – accountability
- Continue a common, positive language
- Training for Roots of Empathy – three classes
- Home-School Connection, Open Houses
- Enhance Grade 6 student leadership
- Continue focus on whole school practices – no isolation
- Involve support staff in classroom leadership – eg. Read Aloud, Morning Meeting
- Build social and emotional skills with empathy as focus
- Students as change makers
- Service learning
- Practice emotional literacy
- Student trust and choice
- Effective management strategies
- Using restorative approaches to foster effective learning
- Students involved in engaging academics
- Dare To Care – anti-bullying program
- We Day – Follow up activities
- Grade 6 community service
- Common language – all grades, all staff
- Resources support social skill development

- Each person contributes to the operations of the school
- Staff model and nurture attitudes that emphasize the benefits gained from learning

Objective #2: Enhance literacy instruction

Relationship with District Goals: 1, 2 and 3

Goal 1: An excellent start to learning

Goal 2: Success for every student

Goal 3: Quality teaching and school leadership

Key Strategies 2013-2014:

- Collect mentor texts to assist instruction
- Give readers a toolkit – word charts, digital devices, reading-relevant strategies and skills
- Focus on comprehension and higher-level thinking skills continued
- Build stamina for reading and writing
- Model and demonstrate useful strategies that good readers use
- Motivate students in all literacy initiatives through interactive modelling
- Employ read aloud material in quiet time
- Challenge activities that push students with higher expectations
- Involve managed student choice in instructional activities
- Shift responsibility to students – gradual release of responsibility
- Promote exemplary teaching practices that are responsive to students' needs
- Communication – resources, effective practices
- Higher level strategy focus
- Reflective practices
- Common approaches and language
- Professional growth in literacy
- Digital literacy - begin transition – effective i-Pad use
- ESL Focus – staff leadership
- Levelled Literacy – Grades 1-3
- Continue Special Education focus on numeracy, literacy
- Free membership – St. Albert Public Library

Reporting our Progress

Highlights

- Staff commitment to literacy/numeracy
- Collaboration among staff
- Professional Growth – Above the Fold, Plan, Act, Reflect
- Literacy resources – staff and student material
- Teacher mentorship
- Training in Daily 5 management model – Mathematics, Language Arts
- Embedding Café in classroom strategies
- Weekly meetings on literacy
- Grade Alike meetings
- Classroom libraries – school budget
- Common language
- Moving reader's and writer's workshop ahead with conferring skills
- Literacy room

- Collaborative time
- Focus on mini-lessons
- Balanced approach to literacy
- Every child, every day – literacy commitment
- Shared belief and understanding of all staff
- Administrative support and leadership
- Budget focus and commitment
- Shared resources
- Early and ongoing intervention
- Focused instruction
- Professional Development commitment to literacy initiatives – team approach
- Building of Stamina – Literacy, Numeracy
- Student and staff reflective practices
- Literacy assessment
- Read Alouds, Book Talks

Challenges

- Teacher time and training for Levelled Literacy
- Working with Words and spelling strategies
- Continuum of literacy learning
- Time to evaluate all resources
- Total stakeholder commitment in light of ever-demanding needs
- Effective literacy instruction
- Knowledge and skill for teaching numeracy and literacy
- Supporting young readers
- New staff training in our literacy programs
- Offering a range of materials and time to find resources that are “Good Fits
- Curriculum across the grades – What does it look like
- Effective use of technology in literacy
- Literacy content areas
- Reluctant readers
- ELL programming
- Organization of literacy resources, manipulatives
- What is happening at district level vs. school initiatives vs provincial level

Progress toward Meeting Objective #2:
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Partially achieved and ongoing

Key Strategies 2014-2015:

- Collect mentor texts to assist instruction
- Give readers a toolkit – word charts, digital devices, reading-relevant strategies and skills
- Focus on comprehension and higher-level thinking skills continued
- Build stamina for reading and writing
- Model and demonstrate useful strategies that good readers use
- Motivate students in all literacy initiatives through interactive modelling
- Employ read aloud material in quiet time
- Challenge activities that push students with higher expectations
- Involve managed student choice in instructional activities
- Shift responsibility to students – gradual release of responsibility
- Promote exemplary teaching practices that are responsive to students’ needs
- Communication – resources, effective practices

- Higher level strategy focus
- Reflective practices
- Common approaches and language
- Professional growth in literacy/numeracy
- Digital literacy - begin transition – effective iPad use
- Levelled Literacy (LLI)– Grades 1-3
- Continue Special Education focus on numeracy, literacy
- Free membership – St. Albert Public Library
- Implement LLI, ELL and intervention programs
- Mathematics – Power of Ten, Daily 3 Math, IXL Website, iPads
- Cross curricular initiatives
- Effective use of resources – Working with Words
- Effective use of technology
- Use of more student choice
- Differentiation of instructional practices

Objective #3: Collaborative Culture

Relationship to Goals: 1, 2 and 3

Goal 1: An excellent start to learning

Goal 2: Success for every student

Goal 3: Quality teaching and school leadership

Goal 4: Engaged and effective governance

Key Strategies 2013-2014:

- Mutual support, joint work and broad agreement on Effective Practices
- Continue to promote shared values and understanding
- Assuming collective responsibilities
- Review assessment practices for authenticity
- Self-directed reflection encouraged
- Engage teachers in learning literacy concepts to develop a deep understanding of reading and writing processes
- Include all staff in professional growth activities
- Direct professional development processes beyond training so teachers have many opportunities to learn about, study, apply, and reflect on professional practices.
- Focus results on increased student achievement
- Continue the collaborative practices and learning culture to improve teaching and learning
- Collaborative Inquiry teams
- Build capacity to transform literacy learning
- Incorporate numeracy initiatives into literacy model
- Assessment in Perspective for all literacy initiatives using evidence effectively
- Building of effective teams through collaboration
- Using effective research-based study in our search to effectively engage students in their learning
- Designated times for collaboration

Reporting our Progress

Highlights

- Transparency of budgeting and leadership
- Meeting times that allow staff an opportunity to learn together
- New teacher weekly meeting
- Professional growth culture of learning
- Ongoing attention to professional growth
- Flexibility of professional growth to manage and change throughout the year
- Planning structure that looks at a flexible monthly, bi-monthly and yearly focus
- Creative classroom agreements
- Responsive classroom
- Social and emotional initiatives that create a learning community
- Encourage creativity to engage students in learning
- Showing that we are all learners
- Everyone is part of a learning community
- Activities that promote a sense of belonging
- Whole school connections – no isolation
- Energy, drive, commitment of all stakeholders
- Dedicated weekly meetings committed to professional growth plans
- Staff sharing – professional development
- Communication and sharing – all staff
- Common language and understanding

Challenges

- Unity of purpose
- Collaborative leadership
- Learning partnerships
- Incorporate all new teachers into all school policies, practices and procedures
- Connecting all staff together – part-time staff
- Time to collaborate with all stakeholders
- Building capacity in staff for student achievement
- Raising the bar of expectations to close the gap in student achievement
- Understanding the change process
- Developing a culture for learning
- Energy, drive, ideas, commitment and ownership with all stakeholders
- Expertise at the school level to assist all in learning from one another
- Combination of high challenges and high support required
- Supporting collaboration systematically
- Developing and acting on shared purpose

Progress toward Meeting Objective #3:
--

Partially Achieved - ongoing

Key Strategies 2014-2015:

- Mutual support, joint work and broad agreement on effective practices
- Continue to promote shared values and understanding
- Assume collective responsibilities
- Review assessment practices for authenticity
- Self-directed reflection encouraged
- Engage teachers in learning literacy concepts to develop a deep understanding of reading and writing processes

- Include all staff in professional growth activities
- Direct professional development processes beyond training so teachers have many opportunities to learn about, study, apply, and reflect on professional practices.
- Focus results on increased student achievement
- Continue the collaborative practices and learning culture to improve teaching and learning
- Collaborative Inquiry teams
- Build capacity to transform literacy learning
- Incorporate numeracy initiatives into literacy model
- Assessment in Perspective for all literacy initiatives using evidence effectively
- Building of effective teams through collaboration
- Use effective research-based study in our search to effectively engage students in their learning
- Designated times for collaboration
- Weekly meetings
- Introduction of new assessment practices – All staff involved – Student Learning Assessment (SLA's)
- Collaborative team notes sent to all staff weekly
- Professional growth activities – choice
- Shared professional growth – working in teams

Objective #4: Safe and Supported Learning Community

Relationship with District Goals: 1, 2 and 3

Goal 1: An excellent start to learning

Goal 2: Success for every student

Goal 3: Quality teaching and school leadership

Key Strategies 2013-2014:

- Building a foundation with Daily 5, Responsive Classroom and Student Recognition practices
- Introducing more academic choice activities in daily activities
- Knowing the children we teach – individually, culturally and developmentally
- Knowing the families we teach and encouraging their participation is as important as knowing the children we teach
- Working together to accomplish our shared mission is as important as our individual competence
- Using our social interaction activities that result in the greatest cognitive growth
- Using techniques that support student responsibility for decision-making and self-control, including specific strategies that establish and enforce classroom rules and resolve student conflicts
- Creating and maintaining safe and supportive learning communities requires attention to social relations, physical setting, supports and services and resources
- Recognize that there is an essential question between efforts to improve student achievement and efforts to create safe and supportive school communities
- Strive to establish a supportive and respectful relationship between our school and every family in our school community
- Foster community-wide and school-wide conversations about what our school is about
- Set goals and strategies for responsibility and accountability
- Align curriculum, student supports, professional growth and development policies and resources to reflect school practices
- Developing a system to support English Language Learners effectively
- Teacher language for engaged learning
- Effective use of digital literacy practices
- Give high quality feedback
- Effective and practical ways to stop bullying and intolerance
 - Recognize and Respond
 - Create Dialogue
 - Restorative Justice practice
 - Encourage bystanders to become “Up standers”
 - Foster safety and inclusion
 - Educate all stakeholders

Reporting our Progress

Highlights

- Lunch hour supervisor in every classroom
- Student placement practices
- Integration of special needs students in regular classrooms
- Home-School Connection
- Responsive Classroom Approach
- Bucket Fillers
- Bucket Teams
- Kindness Crew

- Supervision structure
- Integration – Special Needs students
- Sense of order in all activities
- School wide agreements
- All students articulate their hopes and dreams
- Leadership of older students
- Common language, power of our words and common expectations of all staff and students
- Articulated vision in a caring classroom culture and its guiding principles
- Levelled Literacy for primary students at risk
- Fun and illuminating activities that creates a sense of community, connectedness and safety
- Elimination of door line-ups in Division II
- Acquisition and use of iPads

Challenges

- Communication with parents
- Frequent opportunities for student participation, collaboration, service and self-direction
- Physical plant that can encumber safety practices
- Systematic approach to support safety and positive behaviour
- Continuing Responsive Classroom Approach to improve school climate, safety and conduct
- Continuing new staff involvement in learning strategies to maintain orderly and focused classrooms
- A continuum of support for the students who need them
- Involvement of families, students, school staff and community
- Continuous improvement based on data
- A changing and engaged curriculum for all students
- Support for teachers to design and assess for engaged learning
- Connected to all families
- Bucket Fillers and Teams
- Support for increasing numbers of ELL students

Progress toward Meeting Objective #4:
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Partially Achieved - ongoing

Key Strategies 2014-2015:

- Building a foundation with Daily 5, Responsive Classroom and Student recognition practices
- Introducing more academic choice activities in daily activities
- Knowing the children we teach – individually, culturally and developmentally
- Knowing the families we teach, and encouraging their participation, is as important as knowing the children we teach
- Working together to accomplish our shared mission is as important as our individual competence
- Using our social interaction activities that result in the greatest cognitive growth
- Using techniques that support student responsibility for decision-making and self-control, including specific strategies that establish and enforce classroom rules and resolve student conflicts
- Creating and maintaining safe and supportive learning communities requires attention to social relations, physical setting, supports and services and resources

- Recognizing that there is an essential question between efforts to improve student achievement and efforts to create safe and supportive school communities
- Striving to establish a supportive and respectful relationship between our school and every family in our school community
- Fostering community-wide and school-wide conversations about what our school is about.
- Setting goals and strategies for responsibility and accountability
- Aligning curriculum, student supports, professional growth and development policies and resources to reflect school practices
- Developing a system to support English Language Learners effectively
- Teacher language for engaged learning
- Effective use of digital literacy practices
- Give high quality feedback
- Effective and practical ways to stop bullying and intolerance
 - Recognize and Respond
 - Create dialogue
 - Restorative Justice practice
 - Encourage bystanders to become “Up standers”
 - Foster safety and inclusion
 - Educate all stakeholders
- Focusing on empathy, mindfulness
- Establishing an ongoing culture of kindness, thankfulness and gratitude
- Exploring meditation practices in all classrooms
- Allowing students entry when supervision begins – 20 minutes before classes are scheduled to start
- Dare To Care – anti-bullying program – staff, students, parents
- Using the Tea Tree and Kids in the Know programs

Financial Performance 2013-2014

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$ 112,170

Explanation:

- The year-end balance is the result of our school and community being fiscally responsible, proactive and innovative. Parent Society efforts to assist our school with fundraising are appreciated.
- The balance contains an accumulated amount carried over from the previous years.
- The balance allows us to plan for:
 - ❖ Assistance for future technology expenditures
 - ❖ Extra and co-curricular program funding
 - ❖ Assistance for families who have difficulty meeting commitments for school programs
 - ❖ Enhancement projects to school and grounds
 - ❖ Classroom budgets increased
 - ❖ Staff Professional Development funds
 - ❖ Special needs support
 - ❖ Contingency funds.

SETTING THE PATHWAY FOR LIFE LONG LEARNING

Robert Rundle Elementary School's Education Plan continues to provide the framework that sets the direction for our school. With parents as partners, we are a community of learners who welcome students into our school to begin their educational journey. We are proud of our accomplishments and the collaborative spirit throughout the school. The learning experiences and atmosphere makes our school a great place to be.

"Thrifty people manage their time, money and resources wisely."

John Osgood

*The absolute first reason to be in Education is to care and love the children.
You cannot teach a thing unless you do.*

Financial Planning 2014-2015

RESOURCE AND DISTRIBUTION			
ROBERT RUNDLE SCHOOL			
	2014-2015	2014-2015	2013-2014
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 1,852,873	\$ 1,587,163	\$ 1,698,126
2. Other Revenues			
2.1 Fees	\$ 49,101	\$ 49,101	\$ 49,101
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 7,000	\$ 7,000	\$ 7,000
2.5 Other Revenues	\$ 37,743	\$ 37,744	\$ 37,744
3. Surplus / Deficit Allocation (S/D)	\$ 112,170	\$ 94,645	\$ 99,022
TOTAL REVENUES	\$ 2,058,887	\$ 1,775,653	\$ 1,890,993
	2014-2015	2014-2015	2013-2014
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 1,547,241	\$ 1,358,777	\$ 1,445,105
2. Support Staff	\$ 231,186	\$ 187,236	\$ 247,166
3. Services	\$ 106,330	\$ 106,330	\$ 106,330
4. Supplies	\$ 65,722	\$ 65,722	\$ 65,722
5. Furniture, Equipment & Capital	\$ 406	\$ -	\$ -
6. Technology	\$ 27,156	\$ 27,156	\$ 26,670
7. Future Emergent Initiatives	\$ 80,846	\$ 30,432	
TOTAL EXPENDITURES	\$ 2,058,887	\$ 1,775,653	\$ 1,890,993
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2014-2015	2014-2015	2013-2014
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	232.00	196.50	211.50
	2014-2015	2014-2015	2013-2014
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	15.13	13.15	14.15
Support Staff FTE	4.39	3.31	4.60
Certificated Staff Percentage	78.7%	80.8%	80.4%
Support Staff Percentage	11.8%	11.1%	13.8%
TOTAL STAFFING PERCENTAGE (with S/D)	90.5%	91.9%	94.2%
TOTAL STAFFING PERCENTAGE (without S/D)	96.0%	97.4%	99.7%
Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.			
Fees include Board approved fees, and may include lunchroom, school assessed, extra-curricular, adult and international student fees.			

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

Grade 6 English Language Arts

	2009-10		2010-11		2011-12		2012-13		2013-14	
	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %
Participation: Writing	82.4	90.7	100.0	96.8	95	90.8	96.9	90.8	100.0	90.4
Results Based on Number Enrolled										
Acceptable Standard	82.4	83.3	93.3	83.0	92.5	82.7	93.8	82.5	100.0	81.9
Standard of Excellence	20.6	18.9	6.7	18.5	25	17.5	25.0	16.3	25.9	17.8
Results Based on Number Writing										
Acceptable Standard	100.0	91.8	93.3	91.4	97.4	91.0	96.8	90.9	100.0	90.6
Standard of Excellence	25.0	20.8	6.7	20.4	26.3	19.6	25.8	18.0	25.9	19.5

Interpretation of Results

Strengths:

- Participation of special needs students
- Ideas and details in narrative, poetic and informational passages
- Text organization in both narrative and poetic passages
- Associating meaning in both narrative and poetic passages
- Figurative language

Concerns:

- Organization strategies
- Text organization in informational articles
- Conventions

Initiatives:

- Continue focus on Daily 5 and Café strategies
- Vocabulary and working with words focus
- High level comprehension strategies
- Use more Read Alouds earlier in the year
- Mini lessons used as frequently as possible
- Use context clues, recognize the correct meaning of a word in an informational article
- Synthesize ideas in both narrative and poetic passages

Grade 6 English Mathematics

	2009-10		2010-11		2011-12		2012-13		2013-14	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	85.3	93.4	76.7	90.7	97.5	90.4	90.6	90.9	96.3	90.7
Results Based on Number Enrolled										
Acceptable Standard	N/A	N/A	70.0	73.7	75.0	74.1	75.0	73.0	88.9	73.5
Standard of Excellence	N/A	N/A	10.0	17.8	12.5	16.4	15.6	16.4	7.4	17.2
Results Based on Number Writing										
Acceptable Standard	N/A	N/A	91.3	81.2	76.9	81.9	82.8	80.3	92.3	81.1
Standard of Excellence	N/A	N/A	13.0	19.6	12.8	18.2	17.2	18.1	19.2	17.0

Interpretation of Results

Strengths:

- Perimeter and area
- Multiplication of decimals
- Find pattern from a table of values to predict a value of a future term
- Measurement of angles
- Identifying the correct graph that matches the correct data
- Numeracy and number strands

Concerns:

- Graphing data
- Fractions
- Place value

Initiatives:

- Daily 3 Math in all classes
- More focus across the grades on shape and space measurements
- Working with fractions – percentages
- Focus on place value

Grade 6 English Science

	2009-10		2010-11		2011-12		2012-13		2013-14	
	School	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	82.4	89.9	70.0	90.5	75	90.3	81.3	90.9	81.5	90.2
Results Based on Number Enrolled										
Acceptable Standard	79.4	76.6	66.7	76.2	62.5	77.4	65.6	77.5	77.8	75.9
Standard of Excellence	32.4	27.0	6.7	25.0	22.5	28.5	18.8	25.9	40.7	24.9
Results Based on Number Writing										
Acceptable Standard	96.4	85.2	95.2	84.3	83.3	85.8	80.8	85.2	95.5	84.2
Standard of Excellence	39.3	30.1	9.5	27.7	30	31.5	23.1	28.5	50.0	27.6

Interpretation of Results

Strengths:

- Inquiry and problem solving
- Evaluating a graph to determine a suspect
- Identifying certain activities that would have an impact on the forest ecosystem

Concerns:

- Impact of trees on ecosystem
- Analyze where certain space exploration technologies would serve a particular purpose
- Analyze statements that oppose forest development
- Structures that control flight

Initiatives:

- Focusing on inquiry based problem solving will be a priority
- Use of more community resources to personalize learning
- Focus on Science literacy terms

Grade 6 English Social Studies

	2009-10		2010-11		2011-12		2012-13		2013-14	
	School %	Prov %								
Participation: Writing	82.4	89.8	70.0	90.5	75.0	90.1	81.3	90.1	81.5	89.6
Results Based on Number Enrolled										
Acceptable Standard	76.5	70.9	53.3	71.1	52.5	72.9	68.8	72.7	77.8	70.4
Standard of Excellence	2.9	16.7	10.0	18.5	17.5	20.1	18.8	19.0	18.5	16.6
Results Based on Number Writing										
Acceptable Standard	92.9	79.0	76.2	78.6	70.0	81.0	84.6	80.7	95.5	78.7
Standard of Excellence	3.6	18.6	14.3	20.5	23.3	22.4	23.1	21.1	22.7	18.6

Interpretation of Results

Strengths:

- Student preparation
- Social structure of ancient Athens and Iroquois confederacy
- Knowledge and understanding of democratic principles
- Benefited from focus on literacy
- Roles of government leaders

Concerns:

- Decision making influences
- Specific government responsibilities
- Levels of government responsible for bylaws

Initiatives:

- Must ensure that time is built in for an adequate review of democratic principles which are covered early in the year
- Spend more time comparing and contrasting, higher level thinking skills
- Focus on government roles and responsibilities

Summary Comments Regarding Provincial Achievement Test Results

- Need to work on genres other than narrative in both reading and writing
- Continue working with comprehension
 - Focus on synthesizing, determining/analyzing importance/key ideas
 - Informational/poetry/cartoons
- Work on organization and content management
 - Strategy that started working
 - Limit space for parts i.e. not focused only on the beginning
 - Beginnings are strong, need to catch up the rest
 - Stamina
- Would like to have all students achieve 100% Acceptable Standards
- With a continued focus on reading and adding writing (spelling, word work, vocabulary) as a whole school, our focus continues literacy based
- Overall scores were good
- Gender equality improved
- Find ways to motivate an interest in Science
- Teach strategies to students so they can apply knowledge/skills to various types of questions
- Our results in Grade 6 have increased dramatically. We infer that we are on the right track with our approaches
- Results reflect teacher growth and continuity
- Having teachers that have taught the subject more than once is reflected in growth
- Collaborative effort in divisions

Appendix II – Other Indicators of Student Performance

- Collaborative team focus on student learning and staff growth
- Individual Program Plans for over 25 % of the school's student population
- Focus on small learning groups
- Hard work and staff talents
- Student leadership – Grade 6 emphasis
- Safe and supportive school environment
- Continue to collect and maintain up to date learning resources and materials
- Focus on co-curricular programs that enhance school program
 - ❖ Outdoor Education Program
 - ❖ Curriculum emphasis for field trips
- Maintain a strong staff, teaching children at levels appropriate to their skills
- Focus on discovery learning, hands on activities, problem solving and critical thinking
- Professional Development that meets staff needs and is tied to Professional Growth Plans
- Continue to modify assessment practices reviewed and aligned with report card outcomes
- Use of writing rubrics
- Portfolios used more as a showpiece, scrapbook of products – different from process
- Coordination of school activities to minimize disruption at times when review is needed
- Strong parental involvement which assists us in meeting student needs. Teachers foster this through Home-School Connection, weekly newsletters, open houses, conferences and meetings (individual/whole group)
- Professional Learning Community culture within our school
- Emphasis on celebrating student curricular and extracurricular success
- Differentiated instruction practices
 - Reading
 - Literacy support
 - Power of Ten
 - Daily 5/Café In The Classroom
 - Levelled Literacy
 - Book collection
 - Classroom library
 - Daily 3 Math
- Conferring
- Benchmarking
- Balanced Literacy training
- Choice
- Urgency
- Management system
- Student engagement through effective teaching practices has improved
- IXL Website
- Technology integration

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	% Satisfied
	2010-2011	2012-2013
1. Overall, I am happy with my school.	100	100
2. I can talk to a teacher, counselor, or other school staff about problems I am having.	94	96
3. I am encouraged to do my best.	99	100
4. I can get extra help with my school work when I need it.	100	98
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	91	98
6. The school helps me become a good, caring citizen.	100	100
7. I am satisfied with opportunities to help other people in my school or community.	94	98
8. My teachers tell me how I am doing in school.	100	97
9. My teachers care about me.	100	100
10. I feel safe in my school building.	95	99
11. I feel safe on the playground during school time.	95	96
12. My school is a positive and welcoming place.	100	100
13. Expectations for student behaviour are clear.	95	100
14. There are consequences when the school rules are not followed.	95	99
15. Have you been bullied by another student on a repeated basis this year?	14	12
16. My school promotes physical activity, health and wellness.	100	98

Participation Rates

Year	Respondents	Rate
2011-2012	127	100%
2010-2011	109	98%
2009-2010	118	97%

Parent Survey Questions (Grades 1, 3-6) How satisfied are you...	% Satisfied		% Satisfied	
	2010-2011		2012-2013	
1. with the quality of education that your child is receiving?	95		99	
2. with the choice of courses and programs available in your school?	90		96	
3. with the choice of courses and programs available in your school district?	98		96	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	96		95	
5. that your child is encouraged by his or her teachers to achieve high standards?	92		96	
6. that your child's learning needs are being met?	96		98	
7. with the extra help available, if your child requires it?	98		96	
8. that teachers help your child to achieve learner outcomes?	94		99	
9. that your child is developing the skills and attitudes to become a lifelong learner?	90		99	
10. that the school helps your child become a good, caring citizen?	94		99	
11. that the school provides your child with activities that promote volunteerism and community contribution?	90		93	
12. that the school provides students opportunities to assume leadership roles?	95		96	
13. with the leadership provided by district office?	88		96	
14. with the leadership within your child's school?	94		94	
15. with the Board's resource allocation, policies, priorities and processes?	79		94	
16. with how the district manages financial resources?	88		91	
17. with how the school manages its financial resources?	92		91	
18. that your input is considered, respected, and valued by the St. Albert Protestant School Board?	81		94	
19. that your input is considered, respected, and valued by your school?	89		93	
20. that the School Council plays a meaningful role in your school?	89		94	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	85		94	
22. with the school's partnerships with community agencies and organizations?	89		95	
23. with the communications you receive from the school?	89		99	
24. with how the school keeps you informed about your child's progress and achievement?	72		96	
25. that there is a caring environment at the school?	94		98	
26. that the school is safe?	96		98	
27. that your child's school is a positive and welcoming place?	92		96	
28. that expectations for student behaviour are clear?	94		99	
29. with the way discipline matters are dealt with by school staff?	82		96	
30. with the bus service?	89		87	
31. with the image of the school in the community?	86		96	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	97		97	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 15%	No 85%	Yes 19%	No 81%

Participation Rates

Year	Respondents	Rate
2011-2012	84	52%
2010-2011	48	33%
2009-2010	31	21%

Special Education Parent Survey Questions How satisfied are you...	% Satisfied 2010-2011	% Satisfied 2012-2013
1. with the quality of education your child is receiving at this school?	92	83
2. that the special education programs and services provided by the school are meeting your child's needs?	100	92
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	100	100
4. with the communication you receive about your child's educational progress?	100	92
5. with your child's educational achievement?	92	92
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	92	83
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	89	80
8. with the school district funding for special education services?	92	80

Participation Rates

Year	Respondents
2011-2012	12 telephone interviews
2010-2011	30 telephone interviews
2009-2010	16 telephone interviews

School Staff Survey Questions	% Satisfied 2010-2011	% Satisfied 2012-2013
1. I am satisfied with the quality of education that students are receiving in this school.	100	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	93	100
3. I am satisfied with how the school assigns support to special education programs.	97	97
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100	97
5. The professional development opportunities are useful in helping me meet the needs of my job.	93	94
6. There is sufficient computer-related training available.	90	94
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	100	90
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100	100
9. Students are developing the skills and attitudes to become lifelong learners.	100	100
10. The school helps students become good, caring citizens.	100	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	97
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	90	94
14. I am satisfied with the leadership within my school.	100	97
15. I am satisfied with the opportunities to assume leadership roles.	100	100
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	93	100
17. I am satisfied with how the district manages financial resources.	97	89
18. I am satisfied with how the school manages its financial resources.	100	100
19. (Teaching staff only) I am able to meet individual student needs.	100	100
20. The district provides adequate support / resources to meet diverse student needs.	97	93
21. My input is considered, respected, and valued by Alberta Education.	86	93
22. I have the opportunity to be involved in decision-making at the district level.	83	86
23. My input is considered, respected, and valued by the St. Albert Protestant School Board.	90	90
24. I have the opportunity to be involved in decision making at my school.	100	88
25. My input is considered, respected, and valued by my school.	100	97
26. Overall, staff morale is positive.	100	97
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	100
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100	97
29. I have the support necessary to be effective and successful in my job.	100	97
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	100
31. My work or teaching assignment matches my knowledge and skills.	100	94
32. There is a caring environment at the school.	100	100
33. I feel safe in the school.	100	100
34. The school is a positive and welcoming place.	100	100
35. The facilities are satisfactory.	100	100
36. Expectations for student behaviour are clear.	100	100
37. I am satisfied with how discipline is dealt with within the school.	100	100
38. My school is free from verbal harassment and other forms of workplace bullying.	100	94
39. The image of the school in the community is positive.	100	100
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates

Year	Respondents	Rate
2011-2012	33	85%
2010-2011	30	100%
2009-2010	33	100%

School Evaluation of Satisfaction Surveys

Results:

According to the results, our school's strengths are:

- Values and citizenship through our Responsive Classroom Approach
- Strong satisfaction results from all stakeholder groups in school community
- Appropriate use of technology for teaching and learning
- Strong satisfaction and support for administration and staff
- High staff morale with emphasis on teamwork throughout the school
- Communication links between home and school
- A climate of mutual support
- Staff willingness to improve teaching skills
- High expectations of all – students, parents, staff and particularly oneself
- Students are encouraged to take responsibility for their own behaviour
- Community has confidence in staff to do their best for their children and our students
- A safe and caring environment is evident throughout the school
- A staff philosophy that ensures students' needs come first

According to the results, an area in need of attention is:

- Professional development opportunities for Teacher Aides

General Comments

- Our school council and parent community are true partners in their children's education and are willing to assist us in every way possible
 - As issues arise, it will be important to maintain an open dialogue with all stakeholder groups, to be as responsive to educational needs as possible
 - A true team effort and philosophy has built a strong rapport within our school community
 - Success for every child is promoted, encouraged and fostered throughout the school program
 - The focus of our school plan is on improving student learning
 - Students are encouraged to demonstrate their knowledge and skills, to think critically and express their thoughts in an open and caring environment
 - We are very proud of our results and will celebrate our successes
 - Establish more avenues for parent input into school policies, practices and operation. Use newsletter surveys and school council as ways to seek input
 - Special Needs Coordinator helps staff access student support services and special education services.
 - Overall, we seem to be pleasing our stakeholders
 - Our small school leads to many positives in all stakeholder groups
 - All focus groups agree that within the school the quality of education and kids first philosophy is excellent
 - Communications from school on each child's progress and achievement
- The school will continue:
- ❖ Classroom newsletters
 - ❖ School website
 - ❖ Emails
 - ❖ Agendas
 - ❖ Friday Envelopes
 - ❖ Home-School Connection
 - ❖ Open House, Celebration of Learning
 - ❖ Parent-Teacher Conferences
 - ❖ Back to School BBQ
 - ❖ Success Night
 - ❖ Student/parent goals
 - ❖ Individual Program Plans (IPPs)

- ❖ Discipline at school – Restorative Justice practices
- ❖ Responsive Classroom, First Six Weeks, Rules for Schools, Power of Our Words
- ❖ Agreements - hallway, lunch, classroom
- ❖ Supervision model enhanced
- ❖ Morning meeting - closing meeting
- ❖ Quiet time
- ❖ Daily schedule and structure
- ❖ Grade level configuration
- ❖ Extra lunch supervision

Next Steps for Continuing Progress

- Search for high quality learning opportunities
- Maintain high student learning
 - ❖ Meet the needs of all students
 - ❖ Look for strategies/resources that meet our diverse learning community needs
 - ❖ Promote an active volunteer program to assist us in our classrooms
- Continue to explore fine arts options at all grade levels
- Continue Professional Learning Community with a focus on student learning and continuous improvement in student achievement. Weekly meetings
- Review and improve current cost structures and financial implications:
 - ❖ Ensure that our programs and costs are viable and affordable by our school community
- Continue to use technology to support student learning
- Increase professional development funds for all staff
- Newsletter parent input section highlighted
- Emphasis on increasing participation rates
- Responsive Classroom Approach
- Literacy Initiatives, Daily 5/Café in Classroom
- Communication
- Student Conduct
- Numeracy initiatives – Daily 3 Math
- Eye-To-Eye Kindergarten Assessment
- Dare To Care

Participation Rates:

According to the results, our school's strengths with regards to participation rates are:
Student and staff participation rates are excellent.

According to the results, areas in need of attention with regards to participation rates are:
Encourage all parents to participate.

General Comments

If participation rates are to increase we need to communicate the importance of the surveys.

Next Steps for Continuing Progress

Communication through our newsletter will focus on survey purpose.
School Council will address ways to help in encouraging parents to complete and return surveys.