

2009 - 2012 SCHOOL PLAN



School: C. W. Sears Elementary School
Address: 5716-47 Street Tofield, Alberta T0B 4J0
Administrators: Rick Tews/Leah Dushenski
Ward Trustee: Rebecca Heiberg

Every student,
 Every day,
 A success

2009 – 2010 Forecast / School Profile

Enrolment K - 4

Regular Program	180
Mild/Moderate Special Needs	17
Severe Special Needs	22
Total:	<u>219</u>

Staff F.T.E.

Support	10.000
Teaching	14.550
Total:	<u>24.550</u>
PTR:	<u>00:00.0</u>

Budget

Salaries	\$ 1,375,374	94%
Supplies, Equipment, Services	\$ 80,822	6%
Total:	<u>\$ 1,456,196</u>	100%

Physical Plant

Opened	1978
Utilization Rate	68%

School Generated Funds \$ 26,000

SCHOOL PHILOSOPHY

C. W. Sears School works in partnership with parents and community to provide a safe environment in which each student develops life long learning skills to make a positive contribution in an increasingly complex and ever changing society.

SCHOOL COMMUNITY PROFILE

C. W. Sears School is a K-4 school located in the town of Tofield, approximately 60 kilometers east of Edmonton. The majority of the student population is bussed to school from the surrounding acreages and farms. Many parents commute to the Edmonton area for work. The school population averages about 270 students.

PROGRAMS AND ORGANIZATION

A strong team effort involving our caring staff and parents is a critical factor ensuring the success of all of our students. Many factors contribute to the quality programs and learning opportunities. Our staff has a strong focus on teaching and learning. We are committed to the implementation of best practices. Our staff has an ongoing commitment to professional development and personal growth. We focus on individual learner needs. The core virtues such as empathy, self-control, conscience, respect, kindness, and responsibility create the foundation of our school's culture. We strive to educate the heart and the mind of each of our students.



Battle River School Division #31
C.W. Sears School

STUDENT ACHIEVEMENT
INDICATOR: ALBERTA LEARNING ACHIEVEMENT TEST RESULTS

		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		5-Year	2008-2009
		N	Result %	N	Result %	N	Result %	N	Result %	N	Result %	Average	Target %
Grade 3 L.A.	Enrolled	56		57		45		52		54			
	Acceptable Standard	46	82.1	49	86	40	88.9	43	82.7	39	72.2	82.38	80
	Standard of Excellence	10	17.9	14	24.6	10	22.2	8	15.4	5	9.3	17.88	20
	Average Mark		73.8		74.8		73.4		69		64	71	
Grade 3 Math	Enrolled	56		57		45		52		54			
	Acceptable Standard	45	80.4	46	80.7	41	91.1	37	71.2	38	70.4	78.76	80
	Standard of Excellence	16	28.6	12	21.1	15	33.3	5	9.6	5	9.3	20.38	20
	Average Mark		80.8		76.5		80.1		63.3		60.4	72.22	
Grade 6 L.A.	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 6 Math	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 6 Science	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 6 Social	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 9 L.A.	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 9 Math	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 9 Science	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	
Grade 9 Social	Enrolled											#DIV/0!	
	Acceptable Standard											#DIV/0!	
	Standard of Excellence											#DIV/0!	
	Average Mark											#DIV/0!	

Distribution of Resources

School: C. W. Sears Elementary School

	<u>Budget 2009/2010</u>		<u>Budget 2008/2009</u>		<u>Actual 2007/2008</u>	
Staffing:						
Instructional	1,060,290	72.8%	1,143,828	62.3%	1,167,019	65.2%
Special Education *	183,600	12.6%	424,186	23.1%	376,470	21.0%
Administrative & Instructional Support	131,484	9.0%	176,182	9.6%	172,443	9.6%
Instruction Expenses	48,472	3.3%	63,860	3.5%	50,607	2.8%
Professional Development Expenses	3,850	0.3%	2,400	0.1%	502	0.0%
Administrative Expenses	28,500	2.0%	24,500	1.3%	23,067	1.3%
Total Budgeted Expenditures	<u>\$ 1,456,196</u>	<u>100.0%</u>	<u>\$ 1,834,956</u>	<u>100.0%</u>	<u>\$ 1,790,108</u>	<u>100.0%</u>
Surplus (deficit) balance from Prior Year	<u>\$ 18,000</u>		<u>\$ 83,570</u>		<u>\$ 14,609</u>	
School Generated Funds	\$ 26,000				<u>\$ 28,498</u>	

* Includes Special Ed. Aide costs, which are not part of the school's budget.

School Results Goal - *Character*

To continue to develop moral intelligence (empathy, self-control and conscience) and to continue to build character traits

BRSD Priorities

- All students will embody exemplary character as a result of clearly defined norms, positive role modeling, and support by all staff
- All students will possess a strong connection to their school as a safe and caring place that is focused upon their individualized success

Alberta Education Goal

High quality learning opportunities for all

Learning To Be

- *Learning that is related to creativity, personal development and health in the physical, social and spiritual senses*

School Goals

1. By the end of the school year 90% of the students will be able to articulate what it means to be a "greenstone school" and how it impacts their learning
2. By the end of the school year, 90% of the students will embody exemplary character as a result of clearly defined norms

Measures

- BRSD Satisfaction Survey
- Alberta Education Accountability Pillar Survey
- Data/observations from the Learning Visit/I wonder statements
- Effective Behaviour Supports school data

Targets

By June 2010:

- 85% of students will agree our school is a safe place (BRSD Satisfaction Survey)
- 96% of parents will agree our school is a safe place (BRSD Satisfaction Survey)
- 85% of students will agree that they are taking responsibility for their school work (BRSD Satisfaction Survey)
- 96% of parents will agree that their child is taking responsibility for his or her own learning (BRSD Satisfaction Survey)
- 88% of students will agree that they are satisfied with their grades (BRSD Satisfaction Survey)
- 95% of students will agree that they know how they are expected to behave at school (BRSD Satisfaction Survey)
- 98% of parents will agree that students know how they are expected to behave at school (BRSD Satisfaction Survey)
- 75% of students will agree that students are usually well behaved (BRSD Satisfaction Survey)
- 96% of parents will agree that students generally behave in an appropriate manner (BRSD Satisfaction Survey)
- 100% of staff will respond in a consistent manner regarding student behaviour (e.g. reporting EBS data)

Strategies for Year One

- Continue to create and develop visual representations/symbol of "Our Greenstone Stone School"
- Continue with school-wide themes reflective of the Olympics (*Perseverance, Personal Best, Team Work, Respect for Others, and Healthy Living*)
- Provide a common definition and poster for each classroom and common areas
- Focused character components during school assemblies/student announcements
- Continue to build consistent practices with the school agenda books/student portfolios
- Encourage responsibility with library books/choices and exchange
- Book three theme related productions
 - Quest Theatre
 - Alberta Opera's "Hansel and Gretel"
 - Opera NUOVA - "The Lives of Lesser Things"
- Develop increased opportunities for students to journal/write, as it relates to our character work
- Continue with student commendations, "Greenstone award"

Targeted Professional Development

- Staff Meeting discussions
- BRSD Learning Institute (August 27th & 28th)
- Principal and Vice Principal Institute
- Staff Committee work
- Professional reading
- CARC Workshops
- Non Violent Crisis Intervention Training
- District Counsellors' Meetings

School Results Goal - *Character* (continued)

To continue to develop moral intelligence (empathy, self-control and conscience) and to continue to build character traits

BRSD Priorities

- All students will embody exemplary character as a result of clearly defined norms, positive role modeling, and support by all staff
- All students will possess a strong connection to their school as a safe and caring place that is focused upon their individualized success

Alberta Education Goal

High quality learning opportunities for all

Learning To Be

- *Learning that is related to creativity, personal development and health in the physical, social and spiritual senses*

School Goal

By the end of the school year, 90% of the students will demonstrate examples of healthy living

Measures

- "Healthy Living" learning log (e.g. "Show what you know" format/journaling/activity trackers)
- Student survey (pretest and post test)
- Conversations during class meetings/Team Time meetings
- Self Assessments

Targets

By June 2010:

- Increased awareness regarding healthy food choices among students, staff and parents
- Increased number of healthy lunches/snacks
- Increased number of students eating breakfast
- Increased opportunities for physical activity

Strategies for Year One

- Schedule three Healthy Living Weeks into the school calendar
- Continue to host a brown bag breakfast
- Continue to implement the "Power to Play" resource
- Access activity leaders for dance/yoga and/or taekwondo etc.
- Continue with intramurals and 'Laporama'
- Provide DPA carts and update recess buckets
- Access resources and supports from the Battle River Project - Shannon Horricks

Targeted Professional Development

- Staff Meeting discussions
- BRSD Learning Institute (August 27th & 28th)
- Staff Committee work
- Professional reading
- CARC Workshops
- Battle River Project/Everactive Schools

Strategies for Year Two and Three

- During year two and three we will continue to reflect on our school behaviour data and identify areas of need, strengths and priorities within our school-wide behaviour support systems. We will continue to examine the importance of positive relationships, modifications of the school environment, school-wide behaviour expectations, social skill instruction, positive reinforcement, fair and predictable consequences, and possible action plans for school change.
- Continue with "Healthy Living" initiatives

Targeted Professional Development

See above

<p><u>School Results Goal - <i>Academics</i></u> To continue to improve literacy, numeracy and critical thinking</p>	
<p><u>BRSD Priorities</u></p> <ul style="list-style-type: none"> → All students will achieve high standards by participating in learning experiences that are outcome-centered, inquiry-based, and collaborative → All students will read at grade level by the end of grade three → All students will have access to rich, descriptive feedback about their learning that enhances their capacity to be successful 	<p><u>Alberta Education Goal - Excellence in Learner Outcomes</u></p> <p><i>Learning to Know</i></p> <ul style="list-style-type: none"> - the development of skills and knowledge such as literacy, numeracy and critical thinking <p><i>Learning to Do</i></p> <ul style="list-style-type: none"> - the acquisition of applied skills, closely tied to occupational success
<p><u>School Goal</u></p> <p>1. By the second reporting period, every student will have a collection of evidence that will become a visual history of his or her learning reflective of the Program of Studies</p>	
<p><u>Measures</u></p> <ul style="list-style-type: none"> • PAT results/ Alberta Education Accountability Pillar Survey • BRSD Satisfaction Survey • Data from the Learning Visit/I wonder statements • Professional judgment of teachers (e.g. conversations during meetings) • <i>Observations</i> of learning (checklists/anecdotal notes) • <i>Products</i> of Student Learning (performance tasks/projects/tests/written work) • <i>Conversations</i>- discussing learning with students (conferencing sheets/anecdotal notes) • Four point grading/reporting scale • Rubrics/learning logs/feedback/self/peer evaluations 	
<p><u>Targets</u></p> <p>By June 2010:</p> <ul style="list-style-type: none"> • The five year average for the Gr. 3 Mathematics PAT will increase to 80% of students achieving at the Acceptable Standard • The five year average for the Gr. 3 Mathematics PAT will increase to 22% of students achieving at the Standard of Excellence • 95% of parents will agree that teachers clearly communicate expectations for achievement (BRSD Satisfaction Survey) • 90% of parents will agree that there is ready access to information regarding their child's progress (BRSD Satisfaction Survey) • 100% of grade level PLC teams will develop two units of study (mathematics and social studies) using UBD • 100% of teachers will share learner outcomes • 100% of students will participate in the Student - led Conferences 	
<p><u>Strategies for Year One</u></p> <ul style="list-style-type: none"> • Refine our ongoing classroom assessments • AISI program Instructional School Focus - "Evidence of Learning" • Continue to focus on providing ongoing formative feedback (descriptive/specific/self/peer/parent/mentor/teacher) • Refine home-school communication regarding student learning (e.g. "Ask me About" and Look What I Learned) • Consider peer feedback slips throughout the school • Celebrate numeracy by hosting a Math Fair • Continue to implement the new math curriculum (Grade Three) • Continue to support the new math implementation in Kindergarten, Grade One, Grade Two and Grade Four • Begin to incorporate digital technology (e.g. SMARTboard) • Introduce the LEARNALBERTA.CA website <ul style="list-style-type: none"> - Create "My workspace"/Mathematics Glossary/Planning Guides - Search for websites, videos, supporting documents, etc. • Teacher reflection of Student-led Conference Survey tool • Continue use of the UBD (Understanding by Design) process in the development of two unit plans (math and social studies) • Implement the grading framework building consistency • Continue revisions/reflection of the new report card (K-4) • Inter-school Learning Visits 	<p><u>Targeted Professional Development</u></p> <ul style="list-style-type: none"> • Staff Meeting discussions • BRSD Learning Institute (August 27th & 28th) • Staff Committee work • Create opportunities for inter-classroom visitations • AISI project • Professional Learning Community grade level teams • Book study: "Making Classroom Assessment Work" by Anne Davies • Leadership Academy Cohort One (3 half days of release time: September/January and April) • Support Staff Institute: three dates for 1/2 day - November 18th, March 17th and May 19th • District Assessment Series (1, 2, 3 and 4) • Principal and Vice Principal Institute • School Based PD <ul style="list-style-type: none"> ➢ October 13th - 6+1 Writing Traits program April 19th - Mathematics /Technology - TBA • AAC Fall Conference (October 29th and 31st) • Special Education Conference (October 15th and 16th) • Leading and Learning Conference (November 19, 20 and 21st) • Professional reading • Professional growth plan discussions in groups • Maureen Parker and Wendy Davidson- district support • Margaret Sanders - AAC support • CARC Workshops

School Results Goal - *Academics* (continued)

To continue to improve literacy, numeracy and critical thinking

BRSD Priorities

- All students will achieve high standards by participating in learning experiences that are outcome-centered, inquiry-based, and collaborative
- All students will read at grade level by the end of grade three
- All students will have access to rich, descriptive feedback about their learning that enhances their capacity to be successful

Alberta Education Goal - Excellence in Learner Outcomes

- Learning to Know*
- the development of skills and knowledge such as literacy, numeracy and critical thinking
- Learning to Do*
- the acquisition of applied skills, closely tied to occupational success

School Goal

By the second reporting period, 90% of all grade two through four students will read at an instructional level (using an end grade passage)

Measures

- PAT results
- Alberta Education Accountability Pillar Survey
- Alberta Diagnostic Reading Assessment
- Fountas and Pinnell Benchmark Assessment System
- Running Records/Reading level/Sight word recognition/Oral retellings/Cloze passages/Alphabet recognition/Print Concepts
- Student attitudes and beliefs about themselves as readers and writers

Targets

By June 2010:

- The five year average for the Gr. 3 Language Arts PAT will increase to 84% of students achieving at the Acceptable Standard
- The five year average for the Gr. 3 Language Arts PAT will increase to 20% of students achieving at the Standard of Excellence
- 80% of grade three students will achieve the acceptable standard on Part B (Reading) of the English Language Arts PAT (an increase of 3.5% from 07-08)
- 100% of students will actively participate in the leveled home reading program
- 100% of students will receive reading instruction at their level
- 100% of students will receive one on one reading assessments twice a year

Strategies for Year One

- Begin initial steps to implement the Fountas and Pinnell literacy measuring tool
- Collect data on student reading levels during reporting periods (Use common assessments)
- Continue to build consistent school-wide literacy practices (e.g. Six Plus One Writing/ guided reading/working with words)
- Maintain home-school links in literacy learning (Home reading program/strategy bookmarks)
- Engage in the process of Looking at Student Work (LASW) using samples of their own students' work

Targeted Professional Development

See above

Strategies for Year Two and Three

- Clearly identify grade level standards for Language Arts and Mathematics
- Continue to engage in the process of Looking at Student Work (LASW) using samples of their own students' work
- Identify student exemplars

Targeted Professional Development

See above

School Results Goal - *Relationships*

- Foster respect and concern for others
- Develop a meaningful connection for students, staff and parents to our local, provincial, national and global communities

BRSD Priorities

- Every student in Battle River School Division will have a staff advocate
- Battle River School Division will exemplify continuous improvement by developing leadership at all levels and by accessing the voice of all stakeholders in making effective student-centered decisions

Alberta Education Goal

Highly responsive and responsible jurisdiction.

Learning to Live Together

- *the cultivation of respect and concern for others, which helps to contribute to a more cohesive society*

School Goal

- By the end of the school year, we will continue to work collaboratively with School Council to maintain a warm and welcoming school community

Measures

- BRSD Satisfaction Survey
- Alberta Education Accountability Pillar Survey
- School Council minutes
- Number of volunteer responses

Targets

By June 2010:

- 96% of parents will agree our school is a caring place (BRSD Satisfaction Survey)
- 96% of parents will agree they are made to feel welcome when they come to the school (BRSD Satisfaction Survey)
- Increased number of school volunteers for various activities
- Increased attendance for school council meetings/initiatives and assemblies

Strategies for Year One

- Encourage School Council to continue to plan intentionally "warm and welcoming" activities (e.g. serving coffee at assemblies) and work towards involving more parents
- Continue to collaborate with School Council regarding parent/volunteer opportunities (e.g. Terry Fox School Run and Field Trips)
- Continue to formally invite parents to attend school-wide activities (e.g. Assemblies/Partners in Learning Luncheon and the Kindergarten Fathers' Night)
- Update our school website (seek support from parent/school community)

Targeted Professional Development

- Encourage School Council involvement in their annual Provincial conference
- Continue to encourage School Council involvement in the BRSD Consultative Process

School Results Goal - *Relationships* (continued)

- Foster respect and concern for others
- Develop a meaningful connection for students, staff and parents to our local, provincial, national and global communities

BRSD Priorities

- Every student in Battle River School Division will have a staff advocate
- Battle River School Division will exemplify continuous improvement by developing leadership at all levels and by accessing the voice of all stakeholders in making effective student-centered decisions

Alberta Education Goal

Highly responsive and responsible jurisdiction.

Learning to Live Together

- *the cultivation of respect and concern for others, which helps to contribute to a more cohesive society*

School Goals

- Over the next school year, we will organize six "Team Time" meetings to enhance mentorship opportunities and relationship building
- Over the next school year, individual classes will demonstrate respectful and responsible citizenship by choosing age-appropriate social projects (*Give it Forward*) connecting with the greater community

Measures

- BRSD Satisfaction Survey
- Alberta Education Accountability Pillar Survey
- School EBS Data
- Student written reflections (e.g. journals/school-wide activities)
- Number of visuals/posters/displays
- Data from the Learning Visit/I wonder statements

Targets

- 85% of students will agree our school is a caring place (BRSD Satisfaction Survey)
- 80% of students agree that they respect one another at school (BRSD Satisfaction Survey)
- 96% of parents will agree our school is a caring place (BRSD Satisfaction Survey)
- 85% of parents will agree that extra help is available for students who need it (BRSD Satisfaction Survey)
- 100% of students will agree or strongly agree that they know a staff member who cares about them (Baseline data in 2010)
- Decreased number of school EBS reports indicating major infractions involving conflict

Strategies for Year One

- Schedule six "Team Time" activities on the school-wide calendar considering Lunch meetings/Carol singing/Winter Fun Day/Mini Games etc.
- Integrate the Vancouver 2010 Olympics, in particular link countries to Team Time (e.g. country names/food/flags)
- Consider "Team Time" bulletin boards featuring student profile cards
- Organize intramurals using Team Time teams
- Develop a plan for showcasing class "Give it Forward" projects scheduled throughout the year, featured on a common bulletin board
- Plan for the following national related activities: Terry Fox School Run/Remembrance Day Service/Music Monday and Celebrate Canada Mini Games
- Create leadership roles for Popcorn Council
- Plan and participate in Earth Day activities and continue cardboard recycling
- Continue to nominate students for the "Leaders of Tomorrow" award
- Continue with our Roots of Empathy program in Grade One and Grade Four
- Continue with "Reading Buddy" programs
- Continue with a "student focus" section as a regular part of the general staff meeting agenda

Targeted Professional Development

- Staff Meeting discussions
- BRSD Learning Institute (August 27th & 28th)
- Staff Committee work
- Leadership Academy Cohort One (3 half days of release time: September/January and April)
- Principal and Vice Principal Institute
- Professional reading
- Professional growth plan discussions in groups
- CARC Workshops

Strategies for Year Two and Three

- Continue to teach 21st century social responsibility
- Teach social justice through integration with the social studies curriculum
- Focus on digital citizenship and teaching students how to be cyber safe
- Incorporate such social issues such as global warming, water scarcity and species loss into science program

Targeted Professional Development

- See above