Vulcan Prairieview Elementary School
Annual Education Report
2016-2017

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Dream and believe, learn and achieve.

TABLE OF CONTENTS

ANNUAL EDUCATION RESULTS REPORT

School Profile: Vulcan Prairieview Elementary offers an early learning program as well as kindergarten to grade six. The population was 197 students in kindergarten to grade 6 and 32 early learning students as of September 30, 2016. The demographics of the school population reflect that of the community, a mix of rural and urban students
Mission Statement: Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world
Vision: Empowered Minds Building Strong Community

Vulcan Prairieview Elementary
School Goals
2016-2017

Goal 1 (Highest priority)

Provincial & Jurisdictional Goal: Every student is successful.
School Goal: To improve student literacy skills through balanced literacy instruction
Measures: PAT/DIP results, Fountas & Pinnell testing, Instructional Supervision tracking, Accountability Pillar Results, Reading Benchmarks, Calkins Writing Rubrics

Creating a Sustainable Culture for Literacy	Action Steps / Strategies	Principal Comments
We will collaboratively work together to create, build and sustain a literacy-rich environment that leads to school success and promising futures for our students.	Hold collaborative intervention meetings to ensure at-risk and approaching readers are appropriately advancing.	
	Meet in grade-group collaborations weekly to ensure consistency and focus on best practices (Words Their Way, Handwriting Without Tears, writers' workshop, readers' workshop)	
	Use our PLC and site-based PD time to collaboratively focus on Calkins' writing units.	

Essentials for Literacy Learning - Student Focus	Action Steps / Strategies	Principal Comments
We will ensure that every student has an equal opportunity for literacy learning.	Develop group norms/expectations for consistent literacy instruction across all grades. ie: ensuring we are all meeting writing standards, etc.	
	At least 50% of the day will be spent working on Language Arts, focusing on readers' workshop, writers' workshop, and word work.	

	Use formative assessment to improve student learning in every class: regular feedback on reading, writing, etc.	
	The optimum learning model will be used to effectively model and teach reading and writing skills.	
	Discuss interventions and review check-ins on a regular basis at our grade-group collab time, intervention meetings, and our PLC time.	
	All classrooms will use a structure to teach language arts: ● Balanced Literacy including readers' workshop, writers' workshop, word work	
	Continue to use our PLC to collaboratively focus on the needs of individual students.	
	Continue to use the Academic Wrap-around Program for those students who aren't advancing.	
	Implement a regular Blitz practice for those K-1 vulnerable students who need more practice with recognition/recall of the alphabet and sight words.	
	Provide opportunities for all students to have free and easy access to books during the school year and throughout the summer.	.
	Ensure that IPP goals have a literacy component for those students needing to improve in that area.	
	Provide opportunities for students (especially those needing extra reading support) to participate in the literacy mentorship program	

Assessment for Literacy Learning and Using Data for Decision Making	Action Steps / Strategies	Principal Comments
	Use F&P data to inform instruction at all grade levels and develop interventions	
	Look at types of errors made on F&P tests and address those areas.	
We will use data to guide us in our decisions about instruction in our school / classroom.	Throughout the year, use intervention plan to collaboratively monitor student progress and plan for further improvements. Do check-ins every 6 weeks to ensure our interventions are working and to inform instruction.	

	Collaboratively assess student writing benchmarks.	
	Use data from Calkins units to guide instruction in writing.	
	Aim for 95% acceptable standard for PATs .	
	Look for trends, areas of strength and need in all data forms.	
	Track to ensure all students have access to regular and frequent time for independent reading with support.	
	Track daily student conferencing and goal setting.	
	Use teacher gathered data (formative and summative) to differentiate instruction.	
	Use the data from LLI to guide interventions.	

Leadership	**Action Steps / Strategies**	**Principal Comments**
We will build leadership capacity that will support literacy.	Encourage and provide opportunities for teachers to share their literacy successes, how-tos, etc. with other staff members.	
	Continue to find and share best practices that are happening within classrooms during observations & instructional supervision	
	Continue collaborative learning within our professional literacy community and during collaboration time. This collaboration will be guided by teachers.	
	Provide opportunities for staff to attend PD workshops: Summit 15, LLI, Inclusive Ed conference, Writing PD, Penny Kittle, etc.	
	Provide opportunities for teachers to work with Orishia and Jason	
	Provide opportunities for teachers to collaboratively plan, observe and provide feedback to each other.	
	Provide opportunities for teachers to be part of the AWA process when applicable and possible.	

Professional Learning Support for Staff That Gets Results	**Action Steps / Strategies**	**Principal Comments**
We will ensure structures are in place to support professional learning.	Incorporate weekly collaboration time into the timetable for grade groups to meet and collaborate.	
	Focus time during PLC on professional learning.	

	Engage in discussions with teachers around Teacher Professional Growth Plans and what we can do to support their literacy journey.	
	Instructional supervision will be ongoing to provide feedback and support for professional literacy learning.	
	Site-based PD will focus on student writing and the Calkins' writing units of study.	
	Continue to develop library of literacy resources for staff.	

Support teachers to improve instruction	Action Steps / Strategies	Principal Comments
We will ensure there is appropriate support for teachers to allow them to improve their professional practice.	Provide opportunities for staff to access professional development	
	Provide common and frequent collaboration time.	
	Teachers will include literacy strategies in year plans.	
	Allow teachers to visit other literacy focused schools.	

Goal 2 (second priority)

Provincial Goal: Success of every student.		
Jurisdiction Goal: Success for every student.		

School Goal	Measures: including school developed measures	Action Steps / Strategies	Principal Comments
To develop a climate where students and staff consistently strive to achieve personal and interpersonal effectiveness using the 7 Habits of Happy Kids.	• WIG data • Local TLIM survey • Accountability pillar • Number of referals to the office • Number of students involved in leadership opportunities.	Embed Leader in Me into timetable to ensure explicit teaching of the 7 Habits.	
		Create classroom projects that reflect a mature understanding of 7 Habits. (ex. community charitable acts)	
		Establish and commit to a school-wide "WIG" (Wildly Important Goal) to move forward with our commitment to being a Leader in Me school. This WIG will be to improve the number of home reading forms returned each month.	

		Implement "Vulcan Volunteers" to provide charitable acts in our community.	
		Establish more consistent assembly times that will include a safe and caring focus, in particular, Leader in Me review.	
		Deeply embed Leader in Me throughout curriculum. Include Leader in Me connections in Long range/unit plans.	
		Each class will develop a mission statement	
	● Leader in Me student reflections	Be involved in a Palliser wide, grade 4-6 Leadership day	
		Use the 7 Habits language when dealing with discipline problems.	
		Provide greater leadership opportunities for students. Lighthouse committee will generate list of school wide leadership opportunities and share with staff/students.	
		Develop a 7 Habits library for parents to borrow resources.	
		Engage Parents by offering Leader in Me training night led by students, adding information to the newsletter, posting leadership information on Facebook, submitted to the "Advocate" and offering video and print material at parent council meetings.	

LEGEND OF FONT COLOURS:
BLUE are strategies for administration.
GREEN are strategies for teachers and support staff.
BLACK are strategies for administration and staff.

Professional Development Plan 2016-2017

August 30, 2016

Opening staff meeting during the morning of this day. In the afternoon, we worked on setting our direction for the Leader in Me for the year.

August 31, 2016

Working on our writing goals and discussing/planning our writers' workshop/Calkins units. Watched Calkins' videos where she spoke about her units.

Sept. 2, 2016

PAT analysis/school goals

Jan. 31, 2016

Moving forward with our writing goal: working on our writing benchmarks data, continuing our work with our Calkins' units.

May 23, 2016

Accountability pillar analysis; school goals.

Accountability Pillar Summary

Measure Category	Measure Category Evaluation	Measure	Vulcan Prairieview Elementary			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	Excellent	Safe and Caring	96.4	94.7	93.1	89.5	89.2	89.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	94.8	91.5	87.0	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	97.1	96.6	93.8	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	96.7	99.0	94.1	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	51.3	43.0	35.7	19.4	18.8	18.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	88.3	87.5	79.7	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	95.0	94.4	90.4	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	91.9	90.3	86.1	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	95.6	92.8	90.7	81.2	79.6	80.0	Very High	Improved	Excellent

Provincial Achievement Test Results Measure Details

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2012		**2013**		**2014**		**2015**		**2016**	
		A	**E**	**A**	**E**	**A**	**E**	**A**	**E**	**A**	**E**
English Language Arts 6	School	94.6	13.5	97.4	20.5	93.3	33.3	100.0	16.0	97.4	42.1
	Authority	91.5	27.8	91.9	27.4	93.5	28.7	92.2	36.0	92.2	34.8
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4
Mathematics 6	School	73.0	10.8	84.6	33.3	90.0	33.3	96.0	28.0	97.4	50.0
	Authority	86.4	26.2	85.1	24.4	86.6	23.4	83.8	26.9	82.9	25.4
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0
Science 6	School	83.8	16.2	87.2	28.2	93.3	33.3	100.0	64.0	97.4	65.8
	Authority	89.5	40.2	86.7	38.4	85.6	33.8	87.1	38.6	86.6	38.3
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1
Social Studies 6	School	73.0	18.9	97.4	30.8	90.0	43.3	100.0	64.0	94.7	47.4
	Authority	82.3	35.2	82.6	34.9	82.8	25.6	78.7	33.4	78.0	34.7
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	38	97.4	31	96.9	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Improved	Excellent	38	42.1	31	23.3	47,606	20.4	45,843	17.8
Mathematics 6	Acceptable Standard	Very High	Improved	Excellent	38	97.4	31	90.2	47,512	72.2	45,774	73.2
	Standard of Excellence	Very High	Improved	Excellent	38	50.0	31	31.6	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	38	97.4	31	93.5	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	38	65.8	31	41.8	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	38	94.7	31	95.8	47,522	71.4	45,710	71.0
	Standard of Excellence	Very High	Maintained	Excellent	38	47.4	31	46.0	47,522	22.0	45,710	17.9

Column groups: Vulcan Prairieview Elementary (Achievement, Improvement, Overall, 2016, Prev 3 Year Average); Alberta (2016, Prev 3 Year Average)