



# Stavely Elementary School School Improvement Plan 2016-2017



## Stavely Elementary Foundation Statements:

### *Stavely Elementary Mission Statement:*

Together with the community, we strive to provide students a safe, positive, and caring environment to promote individual life-long learning.

### *Stavely Elementary Values Statement:*

It is important to educate students in their own community. We can achieve more, when we all work together. We value and respect individual differences. We want our children to receive a 21<sup>st</sup> century education that prepares them to be responsible global citizens. School must be a warm inviting learning environment where the whole child is nurtured to be the best that they can be. The school is a focal point in the community. We value integrity and honest-open communication. Parents are an integral component to education. We believe that celebration of success is important.

### *Stavely Historical Background*

The Town of Stavely is a thriving town of approximately 500 residents and growing. Located between Lethbridge and Calgary, an hours drive from either on Hwy 2, Stavely is surrounded by ideal ranching and farming areas. Rolling prairies to the east and foothills to the west include camping areas, fishing and hiking trails. Newcomers to the town and area will welcome the openness, friendliness and community spirit that the residents of Stavely pride themselves on



The Town was named for Alexander Stavely Hill, Managing Director of the Oxley Ranching Company which was formed in 1882. With the influx of settlers, the box-car stop and tent-town progressed to the status of a village in 1903 and to a town in 1912.

### *Currently at Stavely Elementary School – 2016-2017*

Our current student population consists of 84 students in the following classrooms:

|                  |                 |                                   |
|------------------|-----------------|-----------------------------------|
| Kindergarten/1/2 | 21 students     | Ms. Vander Linden, Mrs. Berger    |
| Grade 1/2        | 21 students     | Mrs. Fairs, Ms. Dutton, Ms. Pineo |
| Grade 3/4        | 24 students     | Mrs. Martin, Mrs. Biever          |
| Grade 5/6        | 19 students     | Mrs. Guitton, Mrs. Biever         |
| Office           | Principal       | Mrs. Charchun                     |
|                  | Admin Assistant | Mrs. Cyr                          |
|                  | FSLC            | Ms. Maya Ichikawa                 |

Our staff population includes 5.0 teacher FTE and 3.5 support staff FTE as well as our Family School Liaison Counsellor one day a week. These 10 people work very hard to provide the variety of programming and opportunities that larger schools provide.

Some of the programs we celebrate and are proud of include:

- our strong Daily 5 Language Arts program
- school wide passion projects and cross-graded activities
- Math Fair
- Norgard Family Fun Day
- 4 Schools-One Book
- Breakfast program
- We Team (student leadership)
- Hatching & release of pheasants
- Extra-curricular sports teams
- Joint school trackmeet with Granum
- Strong athletic program including skating, full set of swimming lessons for all children, skiing, skating, kayak lessons
- School wide field trips to enhance whole school community relations
- active parent/community participation
- Fundraising for Terry Fox Foundation & The Heart and Stroke Foundation
- Student Art Gala & Sale with the Claresholm Society for the Arts
- strong academic program working very hard to meet the needs of all students through an inquiry based model.
- Detailed data walk and analysis of data with parents and staff to identify school celebrations and priorities.



2 days of

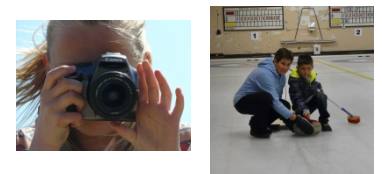
Daily 5 Language Arts Program [\(Click here for a video presentation\)](#)

- Students work independently at their instructional level allowing the teaching team to meet with individual students or groups of students for instruction, support, or assessment.



Passion Projects [\(Click here for a video presentation\)](#)

- Students brainstorm what they are excited about and interested in learning more about. They reflect on who they are, what they are interested in, what they are good at. Then parents, staff and community members are invited to share their passions and talents with our students.
- Students learn to “dig deep”— give more detail and explain what they are thinking and feeling. (metacognition)
- Students learn to think critically, solve problems, work cooperatively, be innovative and creative, how to learn, communicate effectively, understand and manage information, have a global understanding, career skills and much more.
- The project culminates with an assembly where students showcase their learning in a manner most conducive to their project – display or demonstration.
- Some of our projects include: lego, roping, cake decorating, hair styling, fort building, animal care, cooking, dancing, woodwork, nail esthetics, curling, photography, painting, drawing, crocheting, archery, rodeo, magic, robotics, etc...



## Joint School Activities

- Celebrating the visual arts by co-hosting an annual Student Art Gala & Sale with the Claresholm Society for the Arts and 2 other schools. This event is held in conjunction with the Alberta Culture Days. Our school had 81 pieces of art on display. We would like to thank our local adult artists who came into the classrooms to support our students create their 'masterpiece'.
- *Four Schools-One Book* family reading project with West Meadow Elementary, A.B. Daley and Granum Schools.
- Annual joint trackmeet with Granum where students participate for individual success and school record setting as well as competing their school.
  - The ubiquitously beneficial nature of reading and physical fitness while developing a sense of community, collaboration and sharing is evident in the school.



for

## Breakfast Program

- All students deserve the opportunity to start the day with proper nutrition and we do not want to discriminate between the students with and without the availability of food so our breakfast program is available to all students every day. It is funded through a grant from *Breakfast for Learning* as well as donations from community members and organizations.



## Student Transition - Classroom and Feeder Schools

- Incoming and outgoing teachers and support staff meet in June to ensure a smooth transition from one classroom to another within our school.
- Our Grade 6 students transition to junior high school to either J.T. Foster School in Nanton or Willow Creek Composite High School in Claresholm. In May or June, both schools host our students at an orientation day at their respective school.
- Students requiring further transitioning are escorted by our school staff, often including our Family School Liaison Counsellor to the school multiple times until both the students and the incoming teachers are comfortable with student needs. Our Grade 6 teachers, students and parents meet with the incoming junior high school's Learning Support teacher and Grade 7 teachers to further plan for effective transitioning.

## Extra-curricular Sports Programs

- Grade 5/6 students are provided the opportunity to play non-competitive Triple-ball volleyball, Junior basketball and badminton. This gives our elementary students the opportunity to play these club sports before transitioning to our larger junior high feeder schools, giving them more confidence to try out for the junior high teams.

## Student Leadership

- For the last few years, our Grade 5/6 students have attended We Day in Calgary followed by organizing both global and local fundraisers including penny drives, food drives, sponsoring local families, etc.
- They organize dances, Halloween activities and dress-up days to build school moral and foster a sense of belonging for students.



## Looking At Our Data

With a small student population it is imperative to look carefully at trend data. Most often we have less than 10 children in one grade so one student could represent a rise/fall of 10 – 20+%. Our analysis provides the number of students as well as the percentage to make this data more meaningful.

Since our classrooms are combined grades, it is also important to note that Social Studies and Science curriculum is cycled from year to year. One year we will teach Grade 1, 3 and 5 curriculum and the following year we teach Grade 2, 4 and 6 curriculums. The curriculum taught each year will be indicated below in the Provincial Achievement Test data.

### Combined 2015 Accountability Pillar Overall

School: 6311 Stavelly Elementary School

| Measure Category  | Measure Category Evaluation | Measure   | Stavelly Elementary School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|---|-----------------------------|---|----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|   |                             |   | Current Result             | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| 7   | Excellent                   | Safe and Caring                                   | 93.9                       | 78.5             | 87.2                | 89.5           | 89.2             | 89.1                | Very High          | Maintained  | Excellent  |
| Student Learning Opportunities                                | n/a                         | Program of Studies                                | 67.2                       | n/a              | 79.0                | 81.9           | 81.3             | 81.4                | Low                | Maintained  | Issue      |
|   |                             | Education Quality                                 | 94.3                       | 90.0             | 93.2                | 90.1           | 89.5             | 89.5                | Very High          | Maintained  | 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)                     | Issue                       | PAT: Acceptable                                   | 75.0                       | 65.9             | 77.5                | 73.6           | 72.9             | 73.4                | Intermediate       | Maintained  | Acceptable |
|   |                             | PAT: Excellence                                   | 9.4                        | 2.3              | 14.6                | 19.4           | 18.8             | 18.6                | Very Low           | Maintained  | Concern    |
| 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 (Revised) | 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                                  | 62.5                       | n/a              | 100.0               | 82.6           | 82.0             | 81.1                | Very Low           | Declined    | Concern    |
|   |                             | Citizenship                                       | 91.3                       | 80.8             | 86.7                | 83.9           | 83.5             | 83.4                | Very High          | Maintained  | Excellent  |
| Parental Involvement  | Acceptable                  | Parental Involvement                              | 80.0                       | n/a              | 94.8                | 80.9           | 80.7             | 80.5                | High               | Declined    | Acceptable |
| Continuous Improvement  | Excellent                   | School Improvement                                | 92.5                       | 84.6             | 82.5                | 81.2           | 79.6             | 80.0                | Very High          | Improved    | Excellent  |

## Accountability Pillar Survey Summary Comments:

### ✓ Celebrations:

- 100 % of students feel safe at school and on the way to school
- 100% of students feel their teachers care about them
- 100% of parents feel students follow rules, care for each other, respect each other and are involved in school
- 92.5% of parents are satisfied with the continuous improvement
- 96% of students are proud of their school

### ✓ Areas of concern:

- The number of parents that complete the survey is low. The completions for the last 5 years are: 4, 4, 6, 3, 9
- Student Learning Opportunities – Program of Studies: We maintained the low average to become an issue – The following numbers indicate parent dissatisfaction with: Art 2/7, Drama 3/8, Music 4/9
  - Potential of specialized music program?
  - Music is integrated in a cross-curricular manner – find a way to share this with parents. Parent Comment at Data Walk: Do parents know what you do for music?
  - Increase music opportunities in our Passion Projects
- Student Learning Achievement – PAT Excellence: We maintained the very low average to become a concern – data and response is outlined below.
- Preparation for Lifelong Learning, World of Work, Citizenship – Work Preparation: We declined from the very low average to become a concern – 2/8 parents express dissatisfaction that their child is taught to be successful at work (behaviours & attitudes).
  - Discussion at Data Walk – Grade 6 Health Program has a big focus on this area. Our cycled program means that it was not taught in its entirety last year. Character education is a critical component of preparing elementary aged children for the work world. This includes: respect, citizenship, responsibility collaboration, integrity, self discipline, etc. Parent Comment at Data Walk – do parents consider this when answering the survey? **January 2017 update: We have started the Jr. ATB program, sponsored by Stavely ATB in our Grade 5/6 classroom, teachers reviewed Career Pathways (Spark K-5, Career Cruising Gr. 6) and will implement as appropriate for their grade levels, Gr 3 – 6 have started a Career Counselling unit in ELA where they complete an interest inventory with their passions and interests. From there they narrow it down to 2 possible careers that they research education requirements from high school to post secondary and any ongoing education.**

### Graph of Provincial Achievement Test Results by Course (All students registered)

Provincial Achievement Test data values have been suppressed by Alberta Education where the number of students is less than 6.

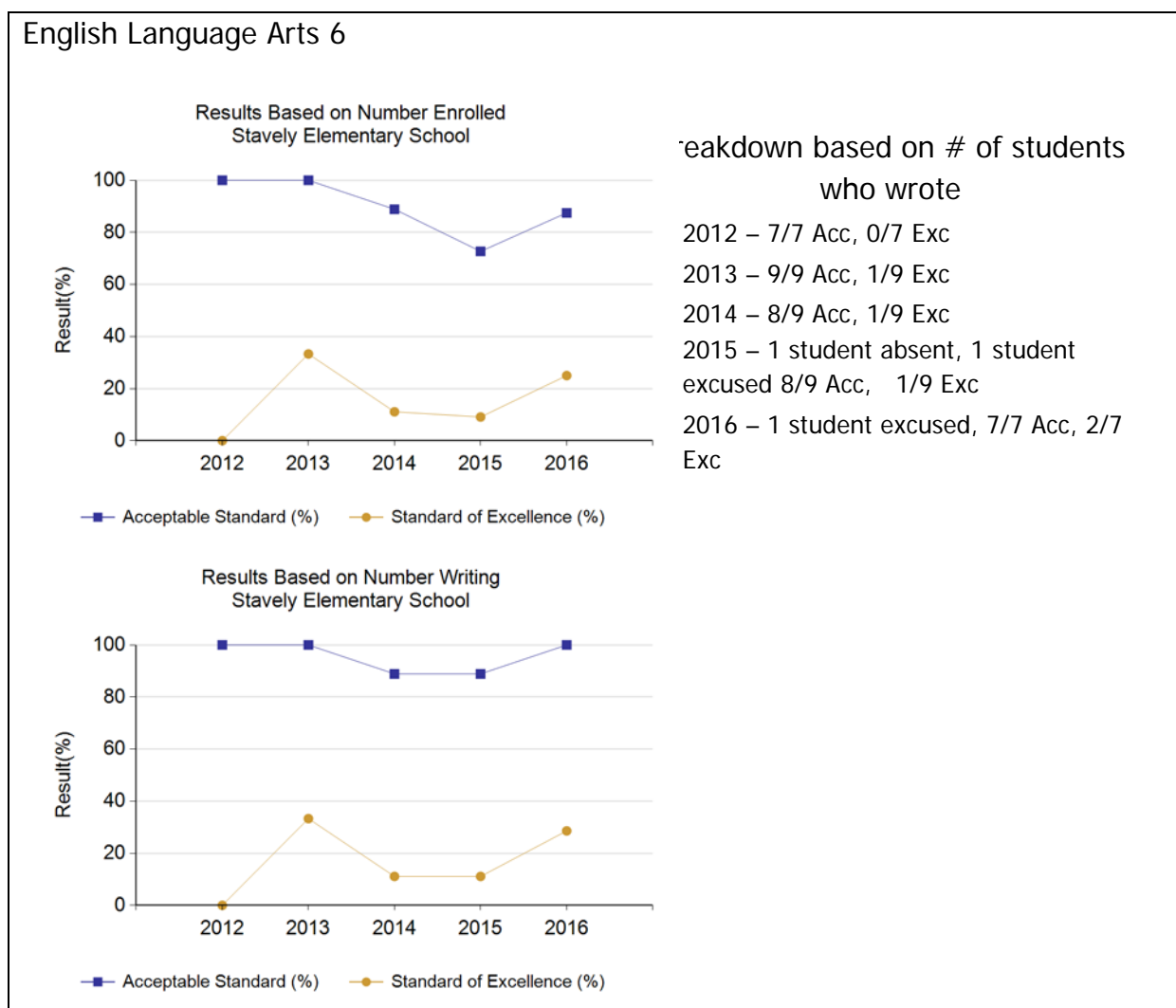
2013-2014 – Grade 6 class had 4 different teachers throughout the year. A focus on literacy and numeracy was emphasized in the last third of the year.

As mentioned above, when analyzing our data it's critical to look at trend data as well as numbers of students since each student can represent a high/low percentage.

- The following outlines the results when considering the actual number of students that wrote the Grade 6 PAT's in the last 5 years.
  - 137/161 (85%) students reached the acceptable level on all PAT's written
  - 71/81 (88%) students reached the acceptable level in Language Arts and Math
  - 66/80 (83%) students reached the acceptable level in Social Studies & Science

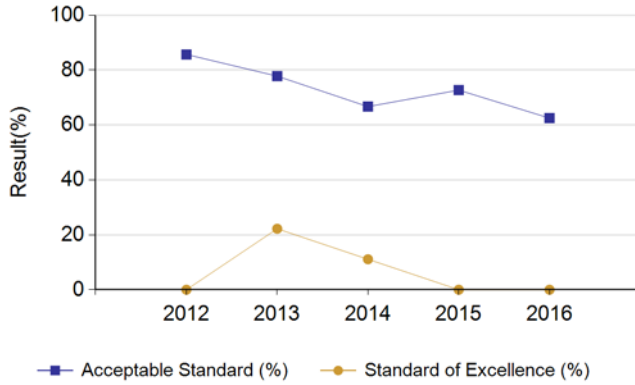
Acceptable Level of Achievement (Acc)

Level of Excellence (Exc)



# Mathematics 6

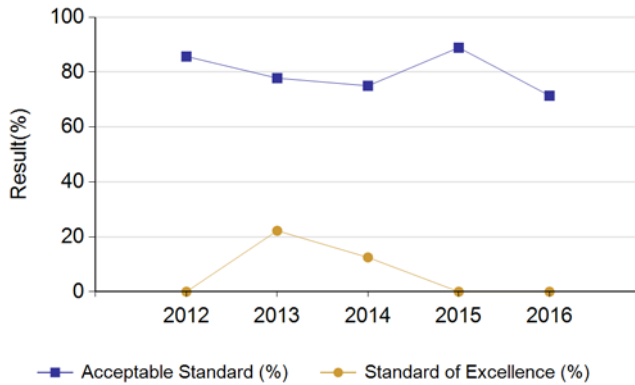
Results Based on Number Enrolled  
Stavely Elementary School



## Breakdown based on # of students who wrote

- 2012 – 6/7 Acc, 0/7 Exc
- 2013 – 7/9 Acc, 2/9 Exc
- 2014 – 1 student absent, 6/8 Acc, 1/8 Exc
- 2015 – 1 student absent, 1 student excused, 8/9 Acc, 0/9 Exc
- 2016 – 1 student excused, 5/7 Acc, 0/7 Exc

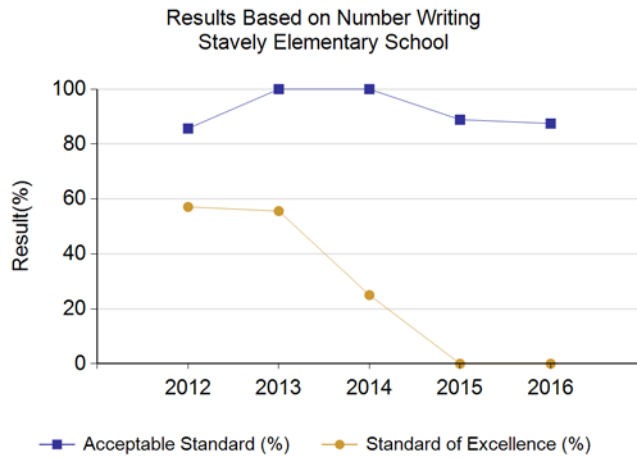
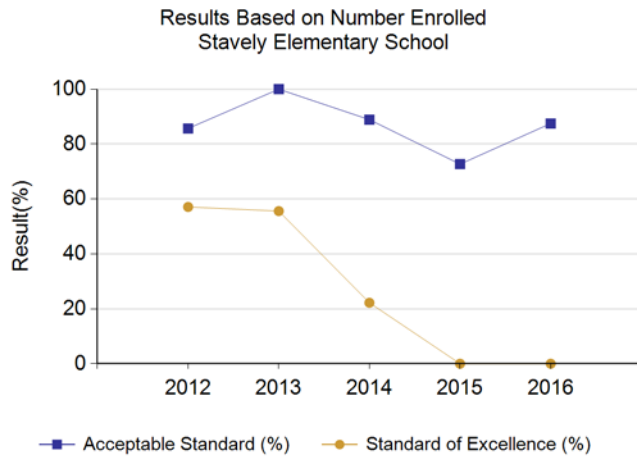
Results Based on Number Writing  
Stavely Elementary School



# Science 6

## Breakdown based on # of students who wrote

- 2012 – 6/7 Acc, 4/7 Exc
- 2013 – 9/9 Acc, 5/9 Exc
- 2014 – 1 student absent, 8/8 Acc, 0/8 Exc
- 2015 – 1 student absent, 1 student excused, 8/9 Acc, 0/9 Exc
- 2016 – 7/8 Acc, 0/7 Exc



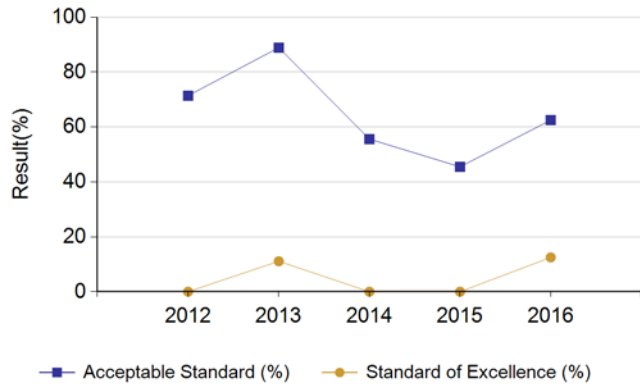
2011, 2013, 2015 – Grade 5 Curriculum

2012, 2014, 2016 – Grade 6 Curriculum



## Social Studies 6

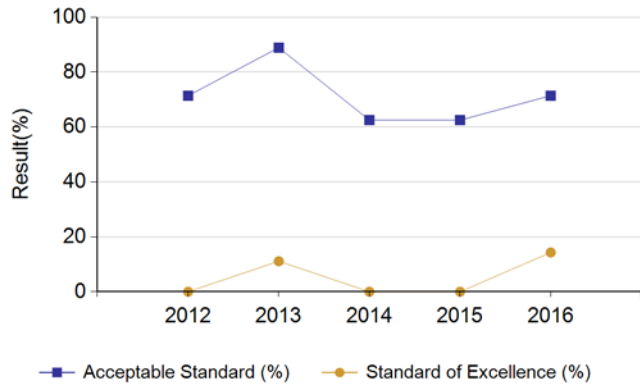
Results Based on Number Enrolled  
Stavely Elementary School



### Breakdown based on # of students who wrote

- 2012 – 5/7 Acc, 0/7 Exc
- 2013 – 8/9 Acc, 1/9 Exc
- 2014 – 1 student absent, 5/8 Acc, 0/8 Exc
- 2015 – 2 students absent, 1 student excused, 5/8 Acc, 0/8 Exc
- 2016 – 1 student excused, 5/7 Acc, 1/7 Exc

Results Based on Number Writing  
Stavely Elementary School



2011, 2013, 2015 – Grade 5 Curriculum

2012, 2014, 2016 – Grade 6 Curriculum

## *Tell Them From Me Survey*



- 
- 26 students in Grade 4 – 6 completed the survey in January 2016
- Grade Four – 2 males, 7 females
- Grade Five – 4 male, 5 females
- Grade Six – 3 males, 5 females
- 17 indicators based on the most recent research on school and classroom effectiveness

## Social Emotional Outcomes

### Celebrations and Highlights:

- 92% of students had a high rate of participation in clubs
- 96% of students had positive relationships
- 96% of students valued school outcomes
- 92% of students had positive homework behaviours
- 100% of students had positive behavior
- 96% of students were interested and motivated in their learning
- 100% of students in this school tried hard to succeed
- 8.9 out of 10 students rated effective classroom learning time
- 9.3 out of 10 students find classroom instruction relevant to their everyday lives
- 9.1 out of 10 students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn
- 7.5 out of 10 students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- 9.1 out of 10 students feel teachers are responsive to their needs, and encourage independence with a democratic approach
- 9.3 out of 10 students say that school staff emphasizes academic skills and hold high expectations for all students to succeed

### Areas to Watch:

- Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. feel accepted and valued by their peers and by others at their school - 29% of students had moderate to high levels of anxiety, particularly Grade 4 girls. (Cdn norm 16%)
  - Response: We administered a journal activity with all Grade 4 – 6 students with the following questions:
    - What does anxiety mean to you?
    - Describe what at school gives you anxiety (huge feelings of fear or big worry about events or social situations). *Note: if you don't experience anxiety at school, describe what anxiety Runaway Ralph in our story might have experienced so far.*
  - Most students didn't know what anxiety was. The responses to the second part included: test marks, hurt feelings, sibling worries, hockey game cancelled, parents outside doing chores, Halloween, disagreements, friendships, not being the best you can be.
  - We will continue to monitor this area.

## Our 2015 – 2016 Goals

*To increase the number of students who reach the level of excellence in Language Arts.*

Grade 6 Provincial Achievement Test – Level of Excellence in Language Arts

Target 25%                      Actual 22.6%

School Based Language Arts Marks in Outcome 2.1 and 2.4

Target 20%                      Actual 21%

When reviewing our data for 2015-2016, we were satisfied with our strategies and success with this reading goal and will move forward with a writing goal.

## Our 2016 – 2017 Goals

### Provincial Goal Two: Success for Every Student

*Outcome: Students achieve student learning outcomes*

*Outcome: Students demonstrate proficiency in literacy and numeracy*

### LRSD Goal One: Literacy and Numeracy

*Outcome: Students will be proficient readers and writers across the curriculum*

### School Goal One: Literacy

*Outcome: To increase the number of students who improve by one report card indicator on Outcome 2.4 (Create Original Text - Writing) by the final report card of the year*

### School Based Report Card Marks (Using the following outcome based rubric)

Livingstone Range School Division Academic Rubric  
Kindergarten to Grade 9



| Indicator              | Criteria   |
|------------------------|--|
| <b>E</b><br>Excellent  | <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of learner outcomes</li> <li>• Consistently applies concepts and skills with accuracy</li> <li>• Consistently applies concepts and skills independently</li> </ul>   |
| <b>P</b><br>Proficient | <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of learner outcomes</li> <li>• Usually applies concepts and skills with accuracy</li> <li>• Usually applies concepts and skills independently</li> </ul>  |
| <b>B</b><br>Basic      | <ul style="list-style-type: none"> <li>• Demonstrates an understanding of learner outcomes at grade level with some support</li> <li>• May require some supports to apply concepts and skills with accuracy</li> <li>• May require some supports to apply concepts and skills independently</li> </ul> |
| <b>NY</b><br>Not Yet   | <ul style="list-style-type: none"> <li>• Is not demonstrating an understanding of learner outcomes at grade level</li> </ul>   |
| <b>I</b><br>Incomplete | <ul style="list-style-type: none"> <li>• There is not enough evidence to provide a grade on the learner outcome</li> </ul>   |

### Measures:

- School Based Marks for Language Arts Outcome 2.4 – end of year report card

|    | 2014-2015 | #  | 2015-2016 | #  | Target |
|----|-----------|----|-----------|----|--------|
| E  | 9%        | 5  | 10%       | 6  | 20%    |
| P  | 56%       | 32 | 53%       | 31 | 45%    |
| B  | 19%       | 11 | 31%       | 18 | 35%    |
| NY | 16%       | 9  | 5%        | 3  | 0%     |

### Target Students:

- All Grades 1-6 students enrolled as of September 2016

### Strategies & Resources:

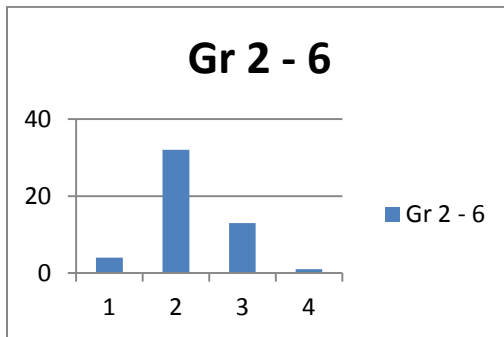
- Create a vertical analysis of Language Arts outcomes 2.4 and assessment exemplars (Grades 1 - 6) – **Scheduled for April 5, 2017**
- Include the writing component of Fountas & Pinnell Levelled Literacy Intervention Program in flexible groupings
- Intentional teaching of persuasive and expository writing strategies; vocabulary development, writing letters, lists, instructions, recipes, newspaper articles, essays, etc. **(January 2017 update: Stylistic Techniques including a metacognition piece, 9 different story starters (Gr 3/4/5/6), focus on descriptive words, using body movement to write sentences, adding action words to writing focus (Gr ½)**
- Oral Story telling – stories in a box, picture starters, shared story telling **(January 2017 update: 9 boxes have been created (safari, rodeo, under the sea, fairy tale, super hero themes, etc). Students write a story from the items in the story ensuring a beginning, middle, end, problem and resolution – Gr 2/3/5/6. Kindergarten have *small world* tubs where they manipulate the characters and create a story as they play.**

## School Goal Two: Numeracy

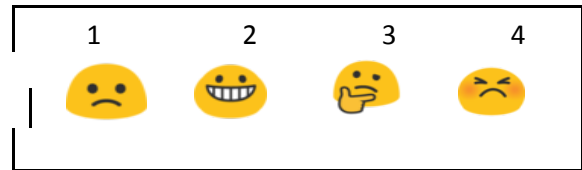
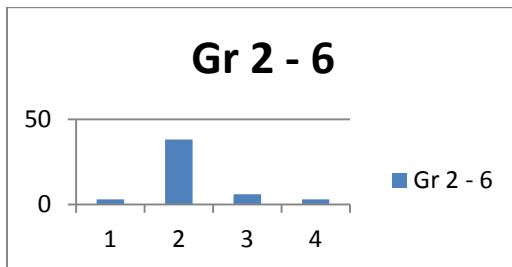
*Outcome: To increase student and parent comfort in developing number sense within the Number Strand of the Mathematics curriculum.*

### Measures:

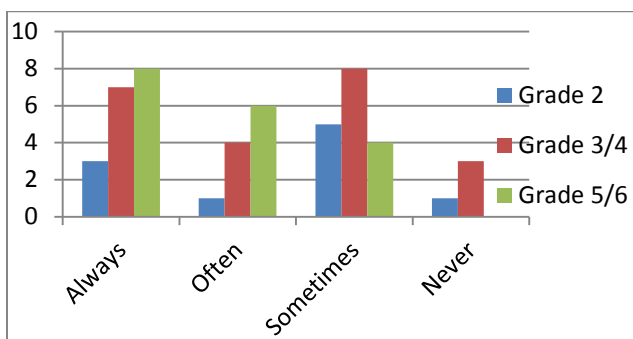
- Tell Them From Me survey school questions for Grade 4 – 6 and school based survey for Grade 2 - 3: (Administered January 2017)
  - How do you feel when you do math at school?



- How do you feel when you do math at home?



- Do your parents help you with math homework?



### Target Students:

- Grade 2 – 6 students (2016-17)

### Strategies & Resources:

- Parent information evening – calculation strategies (Geri Loroway SAPDC, Chris Chambers)  
(January 2017 update: awaiting word from Geri to set up a parent information evening – possibly invite A.B. Daley, Granum or West Meadow if they are interested.)
- Sharing of strategies through:
  - Newsletter updates
  - Restructuring of 3 Way Conferences to have students teach parents various strategies
  - Send home examples of strategies when a new strategy is being taught so parents have exemplars to work from when supporting their child(ren) (January 2017 – demonstrating variety of strategies to parents during 3 Ways and other meetings and with the use of Educreations App, strategies are being added to teacher webpage.
- Research best practices on number sense pedagogy & strategies

### *Emerging Trends:*

- Currently we have 9 Kindergarten, 21 Grade 1 and 11 Grade 2 students potentially resulting in 41 students in the Grade K/1/2 combined classrooms next year. We will continue discussions and planning to provide an optimum learning environment for these young learners.