

# School Education Plan and Results Report

## 2018-22

### Year 2



**Our Motto: A Place Where We Belong**

**Our Vision:** Davidson Creek Elementary is an inclusive community where strong character is nurtured, learning is exciting, meaningful, and where all aspire to reach their dreams.

**Our Mission:** Our purpose is to prepare and inspire students in a diverse global community by encouraging creativity and growth.

**Principal:** Kaye Schindeler

**Assistant Principals:** Marlis Marler and Murray Howell

**Counsellor:** Marlis Marler



## **SECTION ONE: School and Division Goals**

### **School Goals:**

**GOAL 1:** Create a culture of Literacy at Davidson Creek.

(EIPS priority 1, Goal 2)

**GOAL 2:** To create a culture of understanding and celebration of diversity, with respect to First Nations,

Métis and Inuit cultures.

(EIPS priority 2, goal 1)

**GOAL 3:** Continue to develop a safe, caring, welcoming school community and culture.

(EIPS priority 2, goal 1; EIPS priority 3, goals 1 & 2)

### **Elk Island Public Schools Goals:**

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

##### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

#### **Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

##### **GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

##### **GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

**SECTION TWO: School Profile and Foundation Statements**

**Quick Facts:**

- For the 2019-20 school year, Davidson Creek Elementary (DCE) has a student population of 596 students.
- Davidson Creek is served by 40 certificated and classified staff.

**Programming Highlights:**

**SECTION THREE: School Education Results Report (2018-19)**

**What were the greatest successes/challenges faced in 2018-2019?**

Successes: The culture at DCE is a positive, active, and vibrant culture. Staff genuinely like each other and have developed friendships that go beyond the school walls. Students are excelling in all areas. Our STAR results indicate 1 year's growth for students in reading. One particular success involved our students in LLI, with whom many achieved more than 1 year's growth. The PAT results were well beyond provincial results. As a school that opened in September 2018, we established many extracurricular teams and clubs for students including cross country, running club, drama club, choir, basketball, volleyball, badminton, milk club and student council.

We have an active Wellness Committee who initiated the purchase of a Buddy Bench for the School.

The first year for School Council and our Fundraising Society was a great success. Fundraising exceeded our expectations, with teacher allotment for classroom incidentals, rental of SPAC for our Christmas Concert, wave benches for the halls, as well as a successful hot lunch and milk program.

- Staff, students and community came together to provide a quality school environment and a collective identity as Mustangs.
- Mission Monday has brought the school together with collective goal in enhancing a culture of kindness, respect and inclusive environment.
- Our staff are amazing. They support each other, work hard together and have fun together. Staff have welcomed new staff this year with open arms.
- And by the way, our PAT and Accountability results were fantastic.
- Last year, there were very few student misconducts, on the bus or in the school.

**Challenges:**

As new school we did not have all the resources needed at the beginning of the year, however, this was rectified in a timely manner.

We needed to work around the deficiencies that were being addressed.

We needed to add bike racks as we did not have enough for a neighborhood school.

All in all, it was a smooth year without a lot of challenges.

**How, and to what degree, did those successes/challenges impact planning for 2019-2020?**

We started with a solid foundation that we will continue to build on.

We will continue to strive to maintain literacy successes, although the LLI program is being offered within the classroom rather than small group pull outs without a dedicated LLI instructor.

Larger class sizes will possibly impact our high achievements.

Continue positive rapport with School Council/Fundraising.

Teams and clubs will continue as they were so successful.

**SECTION FOUR: School Goals, Strategies and Performance Measures**

**School Goal 1:** To create a culture of literacy at Davidson Creek

**Division Outcomes:**

- More students achieve a minimum of one year's growth in literacy and numeracy.
- The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.

**Strategies:**

- Continuation of Reader's Workshop curriculum across all grades
- Introduce Lucy Calkin's Phonics program from K-2
- Continue to support implementation through training in Reader's Workshop with Heather Balog
- Support implementation through district professional development (PD) (grade level Professional Learning Communities (PLC) planning sessions)
- Participate in Battle of the Books between DCE and MHV
- Continue to build up a professional resource library for staff to grow in their practice
- Purchase Lesson Pix to develop emergent literacy skills in younger students or those with special needs
- Track student Fountas and Pinnell reading levels on school-wide spreadsheet throughout the year (share in Staff Shared)
- Continue developing Writer's Workshop
- Teacher will co-create criteria for what great writing looks like at each grade level
- Carry out whole school narrative quick writes using a common prompt at the beginning and end of the year
- Use Levelled Literacy Intervention (LLI) to give targeted support to at-risk readers across grade levels
- English /language Learners (ELL)

**Performance Measures:**

- STAR reading benchmarking during the year to track growth
- Student's achieve one year's growth

- Increase in students' independent reading levels
- Fountas and Pinnell benchmarks

**School Goal 2:** To create a culture of understanding and celebration of diversity with respect to First Nations, Métis and Inuit cultures.

**Division Outcome:**

- Our learning and working environments are welcoming, caring, respectful, and safe.

**Strategies:**

Bring awareness of Canadian history from First Nations, Metis, Inuit perspective and discuss reconciliation:

- Blanket Exercise: taught to Grade 5 students to bring awareness of the effects colonialism had on First Nations, Metis and Inuit people, and to begin the conversation about reconciliation
- Orange Shirt Day: School Wide  
Share resources with teachers so they can teach students about residential schools and hold conversations about reconciliation in their classrooms.
- Provide Resources for classroom teachers: Share Edu-crates amongst teachers to supplement classroom teachings, Under One Sun classroom kits are shared in our school in our book room with lesson plans and books for each grade.

Teach First Nations, Metis, Inuit traditions and culture:

- Classroom Visits: School -Wide  
First Nations, Metis, Inuit Lead to teach lessons to each class about Metis culture, symbols, famous Metis people of Canada today and history to build an understanding and appreciation for Metis Culture.
- National Aboriginal Day: School-Wide
- Share resources for teachers to celebrate National Aboriginal Day with their classes.
- Jigging Lessons: School-Wide  
Invite community member, Aurora Leddy, to give each class a demonstration of her jigging and then teach students a few dances to jig.

Build Relationships between the school and our First Nations, Metis, Inuit Elders and consultants:

- Elder Wilson Visits: School-wide  
Book Elder Wilson visits throughout the year for teachings with individual classes or with individual students
- Consultant Visits: Classroom Visits  
Invite First Nations, Metis, Inuit consultants to share their expertise during classroom visits (e.g.: Cheryl Devlin taught about the Métis sash and how to finger weave).

**Performance Measures:**

- Accountability Pillar (AP) results reflect growth in this area
- More children self-identify as First Nations, Métis, or Inuit
- Survey students regarding First Nations, Métis and Inuit understanding

**School Goal 3:** Continue to develop a safe, caring, welcoming school community and culture.

**Division Outcome:**

- Our learning and working environments are welcoming, caring, respectful, and safe.
- Student learning is supported and enhanced through parent engagement.
- Community partnerships support the needs of our students.

**Strategies:**

- Using the Seven Sacred Teachings to develop a strong and healthy sense of community, promote mental health and build strong relationships
- Implement buddy reading program across grades
- Encourage families to volunteer in the school and in classrooms
- Linking Generations program with 3 teachers
- Active School Transportation Initiative
- Parent lunch Read-in activity throughout the year
- Participate in community service projects to deliver cards to the homes surrounding the school
- AMA Patrollers established
- Gay Straight Alliance (GSA) if needed as well as resources to support students

**Performance Measures:**

- Accountability Pillar results reflect growth in this area
- Student surveys will be given to assess growth in this area

**School Goal 4:** Improved number sense for all students

**Division Outcome:**

- More students achieve a minimum of one year's growth in Numeracy.
- The achievement gap between First Nations, Métis and Inuit students and all other students is reduced.

**Strategies:**

- Instructional Approach includes a balance of guided/direct teaching, collaborative learning, independent learning, and differentiation
- Practice is purposeful; it is modelled, shared, guided, and independent
- Fact fluency 2-3 times a week including games, talks, media, paper/pencil
  - Dice and card games
  - Mathletics
  - XtraMath
  - Oral games
- A variety of resources are implemented, including manipulatives, technology, literature, Mathology, Mathletics, and math games
- Implementation of Math Warm-Up into instruction
  - Number Talks
  - Splat Math
  - Estimation Clipboards
  - WODB (Which One Doesn't Belong)
  - Always, Sometimes, Never

- MashUp Math
- Between 2 Numbers
- Math Mistakes
- Convince Me That
- Would You Rather
- Estimation 180
- Accessing EIPS Numeracy consultants for instructional coaching
- Connecting number sense across all subject areas

**Performance Measures:**

- EIPS Numeracy Benchmarking during the year to track growth
- Student’s achieve one year’s growth
- More students achieving above 60% on the MIPI
  - Students achieving below 60% will complete the math benchmarking in February and June.
- Increase in PAT achievement Part A and B
- Math fact ongoing assessments that are consistent through the grades.
  - Math facts will have pre and post-fact assessments
- Accountability Pillar Results

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	DCE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93.3	22.2	100	25
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	92.2	19.7	83.2	17.8		
Mathematics 6	DCE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95.6	24.4	100	25
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	76.2	13.7		
Science 6	DCE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.1	33.3	100	40
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	74.4	32.1	77.4	29.2		
Social Studies 6	DCE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.1	28.9	100	30
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	36.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7	76.1	25.1		

**Student Engagement Measures**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2013	2014	2015	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	91.5	88.0	87.7	88.1	88.1	88.2	89.0	89.1	89.2	89.0	89.0
<b>Teacher</b>	N/A	N/A	N/A	N/A	91.8	95.6	94.8	95.1	95.8	94.6	95.0	95.3	95.4	95.4	95.1
<b>Parent</b>	N/A	N/A	N/A	N/A	82.6	87.7	87.4	87.3	86.9	87.1	87.8	88.9	89.3	89.4	89.7

<b>Student</b>	N/A	N/A	N/A	N/A	100.0	80.7	81.0	81.8	81.6	82.9	84.2	83.1	83.0	82.5	82.3
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Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	84.7	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
<b>Teacher</b>	N/A	N/A	N/A	N/A	84.5	94.1	94.1	94.1	94.1	93	94.2	94.5	94.0	93.4	93.2
<b>Parent</b>	N/A	N/A	N/A	N/A	70.6	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
<b>Student</b>	N/A	N/A	N/A	N/A	99.1	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2013	2014	2015	2018	2019	2013	2014	2015	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	80.0	78.0	76.4	79.0	77.8	80.7	80.3	81.2	82.0	82.4	83.0
<b>Teacher</b>	N/A	N/A	N/A	N/A	100.0	89.4	86.3	89.8	89.4	89.4	89.4	89.3	89.7	90.3	90.8
<b>Parent</b>	N/A	N/A	N/A	N/A	60.0	66.7	66.4	68.1	66.2	72.1	71.1	73.1	74.2	74.6	75.2

### Overall School Culture Performance Measure

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	91.4	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
<b>Teacher</b>	N/A	N/A	N/A	N/A	98.5	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
<b>Parent</b>	N/A	N/A	N/A	N/A	84.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
<b>Student</b>	N/A	N/A	N/A	N/A	91.8	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	88.8	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	N/A	N/A	N/A	N/A	94.9	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	N/A	N/A	N/A	N/A	82.8	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	N/A	N/A	N/A	N/A	77.6	78.3	79.5	79.2	79.6	79.6	76.9	77.5	77.7	77.2	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	N/A	N/A	N/A	N/A	76.1	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	N/A	N/A	N/A	N/A	66.7	83.1	82.9	84.3	81.9	80.8	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	N/A	N/A	N/A	N/A	71.4	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	N/A	N/A	N/A	N/A	90.1	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4



### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	DCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2017	2018
<b>Overall</b>	N/A	N/A	N/A	N/A	86.2	77.1	78.1	78.1	78.1	78.1	80.7	80.9	81.2	80.9	81.2
<b>Teacher</b>	N/A	N/A	N/A	N/A	98.2	88.0	88.2	89.2	88.2	89.2	88.1	88.4	88.5	88.4	88.5
<b>Parent</b>	N/A	N/A	N/A	N/A	74.3	66.2	67.9	67.0	67.9	67.0	73.4	73.5	73.9	73.5	73.9

### SECTION SIX: Additional Information

This School Education Plan (SEP) is in its second year of a four-year term. During the October Davidson Creek School Council meeting the principal reported on the School Education Plan, Accountability Pillar Results and the Provincial Achievement Results. School Council was pleased with the results, were given an opportunity for input, and agreed that the plan was a solid plan for the 2019-20 school year. Once approved, we will publish a goal per week in our DCE Weekly Update. A completed copy of the SEP will be posted on our website. At the end of the school year, the principal will present a summary of the year and comment on the goals and the progress made toward the accomplishment of the goals to the School Council.

Davidson Creek has an active School Council and Fundraising Society. They are key stakeholders in creating a positive culture and are supportive of staff and students. We are so fortunate to work with such an amazing group of volunteers!

Our doors are always open at Davidson Creek. Whether parents need to stop in to talk someone in the office or to volunteer in the school. We communicate to our families through many different mediums: DCE Weekly Update, our website, twitter, phone calls, email and communication through the student's teacher. Our School Council supports our communication through their widely followed Facebook page.