***SCHOOL*: Davidson Creek Elementary *PRINCIPAL*: Kaye Schindeler**

***ELK ISLAND PUBLIC SCHOOLS* MISSION STATEMENT: 2019-2020 School Year**

To teach students how to learn, to prepare each student to achieve his/her best and to assist

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| **STAFF FTE** |  | **BUDGET** |  |
| Certificated | *24.56* | Salaries | $2,548,886 |
| Classified | *12* | SES | $590,867 |
|  |  | Total | $3,397,746 |
|  |  | End of Year Surplus/deficit | $ 81,546 |

students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS*’* PRIORITIES:**

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

***SCHOOL* PROFILE AND CONTEXT**

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| Davidson Creek Elementary opened its doors in the fall of 2018.  591 students called DCE their home along with the 40 dedicated staff.  The 2019/20 school year was both rewarding and challenging.  DCE has an excellent staff who were committed to their students. Teachers continued implementing Readers and Writers workshop with excellent results. Students were engaged in learning each time administration visited classes. Teachers worked collaboratively throughout all grades, which supported student learning.  The late budget adjustment in the fall of 2019 had significant effects for students at Davidson Creek.  We had budgeted for 569 students and by September 30 had close to 600 students. We did not receive funding for the additional 30 students.  This resulted in having a ¾ combined class.  Of the five classes in grades 3 and 4, three classes had 30 students, one class of 29 and one class (the combined class) of 28.  In general, class sizes were larger, most significantly in grade 6 with classes of 32 students.  We also did not have enough teacher time to cover prep coverage; this fell largely on the assistant principals resulting in less than 2.0 FTE equivalent administration time in a school of close to 600.  This meant that there was no small group counselling pull out programs that offered social/emotional support for at-risk students.  Previous years we were able to support struggling readers with the Levelled Literacy Intervention (LLI) program.  We were unable to provide this opportunity this year.  In March 2020, many of our plans were halted due to the worldwide pandemic, Covid 19. However, teachers quickly adapted to teaching online and most students participated in this online emergency approach to education. We met with all the staff twice a week and then in grade groups once a week. This support was vital in maintaining our Mustang family, albeit through Google Meet and not in person. To maintain our connection with families, we reached out weekly with encouraging messages from staff and information that help families remain connected. |

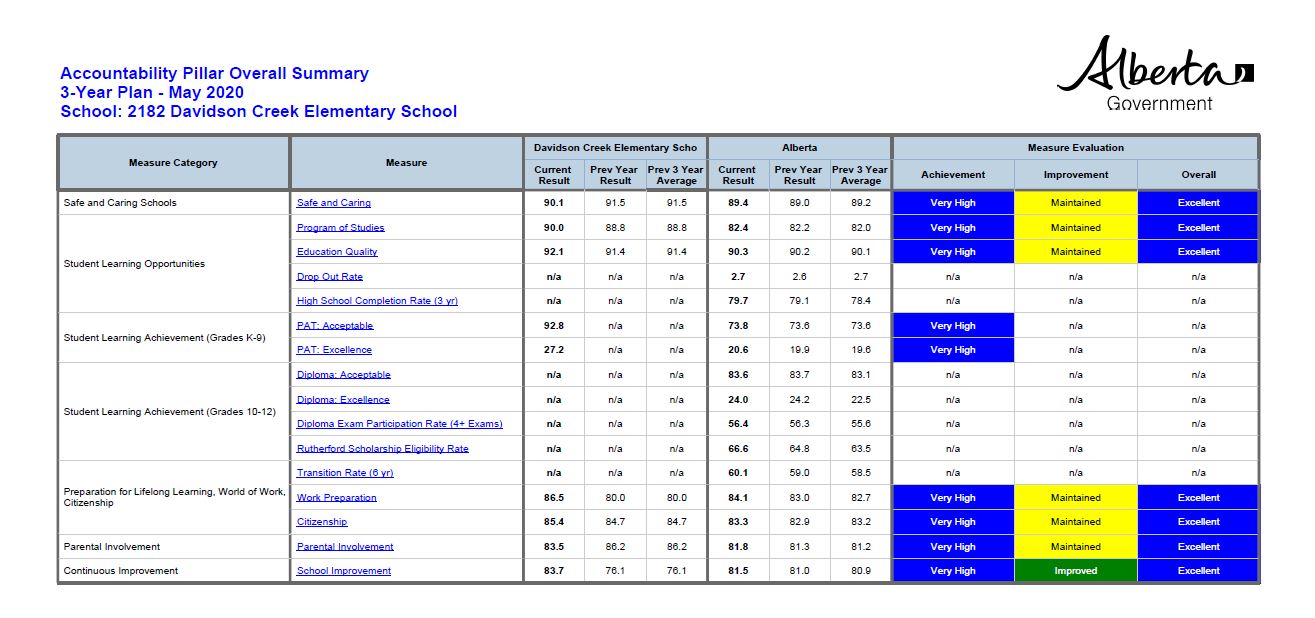
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| **EIPS PRIORITY:** Promote growth and success for all students **SCHOOL GOAL:** To create a culture of literacy at Davidson Creek |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * Continuation of Reader’s Workshop curriculum across all grades * Introduce 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) support |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**  Our school community, including parents, students, and teachers, indicated their satisfaction with the overall quality of basic education according to the Accountability Pillar Survey. The survey also indicates that we have improved our results in the following two areas:   1. students demonstrating the knowledge skills and attitudes necessary for lifelong learning 2. are taught attitudes and behaviours that will make them successful at work when they finish school   The qualitative measures include:   * Six teachers attended the Teachers College Reading and Writing Project. These teachers are the lead teachers in our school to support Readers and Writers Workshop. * All students had the enriched experience of learning through Readers and Writers Workshop. Our Grade 1 and 2 teachers also incorporated Lucy Calkins’ Phonics program. * STAR results were tracked on a *Google Document* by each teacher. Overall, the results showed at least 1 year’s growth in reading. * Students requiring additional literacy assessment were assessed with Fountas and Pinnell. * Staff supported at risks readers and writers with Leveled Literacy Intervention (LLI), both in the class and with EAs in a pull-out environment. * Our Lead Literacy teacher worked with classroom teachers on best practices supporting English Language Learner (ELL) students. |
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| **EIPS PRIORITY:** Enhance high-quality learning and working environments  **SCHOOL GOAL:** To create a culture of understanding and celebration of diversity with respect to First Nations, Métis, and Inuit cultures. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**  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, Métis, 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). |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**  The Accountability Pillar that indicates that students are safe at school, are learning about the importance of caring about others, are learning respect for others and are treated fairly in school demonstrates that this goal was not only achieved but exceeded our expectations.  Students experienced the Métis culture school wide.   * Some activities were cancelled due to the interrupted end of the school year; however, students still had an enriched experience. Not only did we participate in Orange Shirt Day, but our lead teacher also worked with classes on sash weaving, learning about Métis artists and then painted in the style of Christi Belcourt. Classes learned about Regalia, the colours and symbols. To learn about Métis history. Students learned about the Red River Cart and then made mini Carts. Some classes learned about beading and then made beaded flower key chains. Younger students made bannock after reading about Métis language and food. The highlight was that all students had Jigging lessons, a very popular event! * Elder Wilson taught the grade 1 students about seasonal changes and then taught them the potato dance. He also met with the grade 4s about the 7 sacred teachings. Elder Wilson had the opportunity to work with grade 6 classes teaching about the importance of the buffalo and talking sticks |

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| **EIPS PRIORITY:** Enhance high-quality learning and working environments  **SCHOOL GOAL:** Continue to develop a safe, caring, welcoming school community and culture. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * 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 |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**  The Accountability Pillar states 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” demonstrates that we are achieving excellence in this area.   * Through our Mission Monday, each of the Seven Sacred Teaching were taught and staff followed up on the teaching throughout the week. These teachings were additionally reinforced when students were making poor choices to help them learn and understand, respect, honesty, and truthfulness. * Reading buddies between grades and divisions were successful with classes meeting up weekly. * Three of our community seniors were assigned to three classes through Linking Generations. The seniors indicated how much they enjoyed coming in and meeting with the students.   + They read with struggling readers   + Read to the classes and often brought them healthy snacks * Parents were welcomed into the school at lunch to read with their children while enjoying lunch together. Although we would have liked to do this again, we were unable to. * Being a community school, we encourage students to come to school using non-vehicle transportation, when possible. We are fortunate that we have a Wellness Committee, which is a sub-committee of our School Council.   + This committee helps provide us with feedback, ideas, and help increase engagement, especially through advertising on their social media channels for our events.   + We partnered with Ever Active Schools to bring Active School Travel to our school. This unique opportunity helped enable us to promote a culture of being active and safe on the way to and from school.   + To help encourage active school travel, we held numerous Walk or Wheel Wednesdays. During these days, more than 50% of our students walk, run, rollerblade, skateboard, scooter, or ride their bikes. Through this initiative, many more students walk or wheel to school even on regular school days.   + We have been able to increase our engagement with other community members to meet the increasing demands of proper bike and scooter storage. Strathcona County funded the purchase and installation of an additional bike rack. As demand further increased, our School Council also provided more scooter and bike racks for the students to use.   + To help keep students safe, we regularly show short videos on our announcements that demonstrate ways of being active and safe while traveling to and from school. In addition, we held two 30-minute school-wide assemblies; the first on demonstrating proper safety techniques, including tips on how to use crosswalks, sidewalks, and parking lots. The RCMP came in for a different presentation that focused on proper bike safety.   + Before the move to online learning, in co-ordination with Ever Active Schools, we had been planning to hold a ‘Bike Rodeo’ that would have given all students the chance to borrow or bring their bikes to school and go through various activities focusing on safety, skills, and mechanics. * We were unable to follow through with all strategies, but once school life resembles some form of normalcy, we likely will continue to focus on these. |

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| **EIPS PRIORITY:** Promote growth and success for all students **SCHOOL GOAL:** Improved number sense for all students |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * 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, MathUP 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 |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**  Our school community, including parents, students, and teachers, indicated their satisfaction with the overall quality of basic education according the Accountability Pillar Survey. The survey also indicates that we have improved our results in the following two areas:   1. students demonstrating the knowledge skills and attitudes necessary for lifelong learning 2. are taught attitudes and behaviours that will make them successful at work when they finish school.   School wide, we promoted numeracy through Thinking Thursday 5 minutes math warm up activities in the announcements, through math based literature, through shared half day math activities that all students participated in, through games during gym and at recess and through parent involvement during Halloween, Christmas, STEM activities and other classroom or themed events throughout the year.  Our school encourages and expects numeracy to be embedded into many lessons involving language arts, gym, art, math, music, and science. |

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| **Reflecting on your data, what was your greatest success?**  Our staff and students worked diligently on the goals we co-created. Prior to the school transitioning to online learning, students were thriving in learning and as contributing members of our school community.  We are very proud with the results in the accountability pillar survey. It takes a team of parents, staff, and students to achieve these results. |
| **Reflecting on your data, what was your greatest opportunity for growth?**  We continually strive for increased involvement with our parents. This can be challenging as parents are often working and sometimes teachers are so involved in their work with their students, that we must be cognizant of creating opportunities for parents to be meaningfully engaged. We are fortunate to have a partnership with an amazing School Council and Fundraising Society who think outside of the box when supporting our school community.  The other area of growth relates to the Accountability Pillar Survey dealing with workplace preparedness. This is very challenging as an elementary school, but we strive to find ways to relate what we do at school to what the students will need to succeed in their future workplace. |



**Ministry Performance Measures 2019-20**

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

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| **Performance Measure** | **Results (in percentages)** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). |  |  |  |  | 92.8 |
| Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). |  |  |  |  | 27.2 |
| **Performance Measure** | **Results (in percentages)** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | \* | \* | \* |  | n/a |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | \* | \* | \* |  | n/a |

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|  | | **Results (in percentages)** | | | | | | | | | |
|  | | **2015** | | **2016** | | **2017** | | **2018** | | **2019** | |
| **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 |
| 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 |
| 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 |
| 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 |
| 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 |
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| **Performance Measure** | **Results (in percentages)** | | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | N/A | N/A | N/A | N/A | 84.7 | 85.4 |
| 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. | N/A | N/A | N/A | N/A | 80.0 | 86.5 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. | N/A | N/A | N/A | N/A | 67.2 | 77.2 |
| 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. | N/A | N/A | N/A | N/A | 88.8 | 90.0 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | N/A | N/A | N/A | N/A | 86.2 | 83.5 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | N/A | N/A | N/A | N/A | 91.4 | 92.1 |
| 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. | N/A | N/A | N/A | N/A | 91.5 | 90.1 |
| 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. | N/A | N/A | N/A | N/A | 76.1 | 83.7 |