

**Combined 3-Year Education Plan  
&  
Annual Education Results Report (AERR)  
for  
Leslieville School**

**November 30, 2016**



# School Vision

We, the staff of Leslieville Elementary, will strive to create a cooperative, caring, learning environment, which will offer the student an opportunity to reach their potential academically, physically, socially and emotionally while experiencing Dignity, Purpose and Hope.

## School Values

Honesty & integrity

Fairness & empathy

Respect

Responsibility & accountability

Continuous improvement

## School Beliefs

- ❖ Education must be a hopeful activity
- ❖ All students can be passionate, successful learners
- ❖ Our primary purpose is facilitating student development in the academic, social and personal realms
- ❖ The teacher at the front of the class is a powerful model and the most influential variable in student learning
- ❖ Learning best occurs in a positive, safe and supportive environment that enhances well-being, resilience and a respect for diversity
- ❖ Positive relationships are at the foundation of good learning
- ❖ Students will respond positively to quality programs and high expectations
- ❖ Student learning should be active, interactive, and appropriate to the individual
- ❖ Technology must be used appropriately and innovatively to enhance learning
- ❖ Students must be prepared for life in a rapidly changing civil democratic society
- ❖ The school must function seamlessly as part of the larger social fabric

## **School Profile**

Leslieville School is a small, rural school in the Hamlet of Leslieville, Alberta in the Clearwater County. The school serves as a central gathering location for the community that consists of people that farm, work in the oil and gas industry and commute to the larger areas such as Rocky Mountain House and Red Deer.

Located within Wild Rose Public School Division, the school provides education to 128 students, including students ranging from Kindergarten to grade 7.

We have incredible community support for all events that happen throughout the year. Our school council works very closely with school staff to provide direction in a many areas. Technology is becoming more of a tool for learning in all classrooms. A variety of extracurricular activities and special events occur throughout the year. In addition, students participate in daily physical education and weekly music classes. Physical activity throughout each day is a high priority for all grade levels.

## **School Issues, Trends & Future Directions**

Being a small school will always be an issue in terms of budget as our student enrolment drives the budget. Over the last 6 years the student enrolment has dropped from 180 to as low of 130. This lower enrolment definitely makes budgeting for staffing a real challenge. This is the first year that any core subjects had to be doubled up. Grade 3 & 4 Language Arts is being taught together as is Grade 5 & 6. Many PE, Music and Art classes are also doubled up.

Chromebooks are provided to all classes on a one-to-one basis and their use continues to improve throughout all grade levels.

Measure Category	Measure Category Evaluation	Measure	Leslieville 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
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	94.4	93.2	90.7	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	81.6	72.9	75.4	81.9	81.3	81.4	High	Maintained	Good
		<a href="#">Education Quality</a>	97.2	96.6	94.2	90.1	89.5	89.5	Very High	Improved	Excellent
		<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		<a href="#">High School Completion Rate (3 yr)</a>	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	<a href="#">PAT: Acceptable</a>	91.0	95.0	84.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		<a href="#">PAT: Excellence</a>	22.0	21.7	20.6	19.4	18.8	18.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	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	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		<a href="#">Work Preparation</a>	95.2	90.5	84.2	82.6	82.0	81.1	Very High	Improved	Excellent
		<a href="#">Citizenship</a>	93.5	90.7	88.3	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	98.2	83.5	85.2	80.9	80.7	80.5	Very High	Improved	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	93.0	87.1	81.8	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## 2015-16 Results Report

Two main areas of work was in the areas of student resilience and student leadership which ultimately will have a positive impact on mental health. Both of these areas work hand in hand to help create confident students that are prepared for the many challenges that they will face in education and life.

Resilience - staff spoke to the students and staff about our focus of making sure that students are challenged with age appropriate tasks that will create skills and confidence. The greatest

concern had been the trend of parents letting students miss field trips that the child was not comfortable with. Phone calls and face to face communication were made to discuss the importance of attending all field trips. The response by the parents has been supportive and they are now sending their children even when there is discomfort shown by the child. There are now just a handful of students that attempt to persuade their parents to let them stay at home during field trip days. This will continue to be a work in progress.

Student leadership - All grade 6 and 7 students have opportunities to take on school jobs such as classroom helpers in kindergarten and grade 1. Noon hour sports referee/organizer, office admin support, sign builders, teacher helpers, milk monitors, etc. Almost all students take advantage of this opportunity. WE Day club organized a number of events during the year such as We Scare Hunger, Bake Sales and student spirit days throughout the year. Grade 2 students were involved in composting and recycling paper and bottles. The highlight of the year in terms of student leadership was the completion of the new skating rink which was a class project that was started 2 years ago by the students in the grade 6 class. This class raised over \$150 000 to complete the building of the new rink.

Grade 6 Provincial Achievement results continue to be very strong with a result of over 90% of students achieving the acceptable standard. Standard of excellence results are now right at the provincial level at 2-%

#### 2016-2019 Three Year Education Plan

Priority 1: Implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.

- Key Strategy: All staff meet at least twice per year to consider where every student in the school fits into this support.
  - Staff training- 2 sessions with Dr. Jody Carrington in the November PD days
  - New SSF will monitor with the help with all staff that each student has an adult that they are connecting with
  - All students will be placed on the RTI grid regarding their wellness. This will occur during at least 2 staff meetings during school PD days

Priority 2: Implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.

- Key Strategy: Teachers will state intended curricular learning outcomes for classroom projects and activities when appropriate.
  - Time spent during PD days to work on child friendly curricular statements

Priority 3: Establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.

- Key Strategy: Staff will work on creating a plan that works for a small school that has no common prep or planning time for teachers.

Priority 4: Implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.

- Key Strategy: Staff will attend the division cultural awareness day.
  - Supports:
  - Add FNMI resources to the library and classrooms
  - Allow teachers to use PD time to research resources
  - Field trip for all students to Rocky Mountain House National Historic Site
  - Look at possible invitations to attend cultural events for our students or invite groups into our school

Priority 5: Implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

- Key Strategy: Have 3 teachers working with Kim Wedman on literacy intervention
  - Use of the Read, Write, Google app for appropriate students
  - Access division support to help with implementation of technology into all classrooms
  - Continue expecting each teacher to do at least one project in their classroom that connects multiple subject areas

## 2016-17 Professional Development Plan

August 30	Power Teacher Pro	
September 19	FNMI Cultural Divisional Day	CAAMSE
October 21	First Aid re-certification	
November 4	Dr. Jody Carrington	CAAMSE

February 3	½ School Based- Winning Strategies for Inclusive Classrooms - ATA session ½ Division Day - PowerTeacher Pro	
February 23 & 24	South Teachers' Convention (ATA)	
March 10	Teacher Growth Plan Day (ATA)	
April 24	Understanding Histories, Cultures and Worldviews of Alberta's First Nations, Metis and Inuit Peoples - ATA session  Collaborative Response Model	
June 2	Teacher Collaboration/Transition Planning	CAAMSE

A. [Signature Page](#)