

School Education Plan and Results Report
2015-2018
Year 1



Mission Statement:

We are a diverse French Immersion learning community that inspires a love of learning, encourages student individuality and promotes global citizenship in a safe, caring and enriched environment.

Vision:

We value the importance of strong learning partnerships between students, teachers, parents and the community, while each student to be successful to his/her greatest capacity. We value the development of a positive attitude toward learning while celebrating and enhancing personal strengths.

Mascot:

Our mascot (the Grizzly), exhibits patience, intelligence, independence and bravery.



SECTION ONE – School and Division Goals

School Goals:

GOAL 1: More students actively use French throughout all of their school day and this leads to increased proficiency and excellence in all subject areas.

GOAL 2: More students demonstrate a desire to learn, grow and be actively involved in their learning.

GOAL 3: More parents are involved in their child's education and decisions regarding it.

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.

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

Principal: Nancy Luyckfassel

Assistant Principal: Micha Flynn

Counsellor: Karen Gay

École Parc Quick Facts:

- École Parc is a single track French Immersion school with a student enrollment of 173 students in Grades K-6 and 16 students in PALS
- EPE students are served by 13 teachers and 8 support staff.
- EPE opened in 2013 in the school which was formerly Fort Saskatchewan Junior High.
- The total school budget: \$1,571,552.00 which includes 97% of total budget dedicated to staffing.

Programming highlights:

- French is the only language of instruction in grades K-2, English Language Arts are included in Grades 3-6, but all other curricular instruction is in French.
- EIPS system special education program – PALS is offered in English.
- Opportunities such as Multicultural days, talent show, Speech Contest, Young Author’s Conference, and WISEST allow students to pursue their individual passions and demonstrate their skills/talents.
- Extra-Curricular activities include: Hand bells, Hand chimes, Art Club, Student Leadership, student council, Basketball, Track, Badminton, Go Girls, Minecraft Club and Boys Club
- École Parc prides itself on being a school that embraces Innovation and, as such, the school has an annual Innovation Week, a Maker Space and an abundance of technological tools (iPads, Chromebooks, laptops, desktops) available to students.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

- We were challenged in ways to get parents involved in the school. School Council had minimal representation at most meetings, and parents’ other involvement mainly occurred only at events like the Christmas Concert and PST interviews.
- We have a diverse group of learners in each grade and meeting the needs of all students was difficult, especially in the areas of literacy and numeracy.
- Staff and students were not using French consistently throughout the day as the primary language of communication.

How, and to what degree, did those challenges impact planning for 2015-2018?

- Increased EA time
- Increased lead teacher time in the areas of numeracy and literacy
- Smaller class sizes
- Eliminating English instruction in K-2, so that only French is spoken and used in those formative years.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: More students actively use French throughout all of their school day and this leads to increased proficiency and excellence in all subject areas.

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

Strategies:

- use GB+ results to guide classroom literacy instruction
- use Daily 5, Daily 3 and CAFE (differentiated small group work, student-led selection of strategy work)
- use of small group support to target interventions for students with greater need

Performance Measures:

- 5% increase in average student growth on GB+
- 5% increase in achievement results on FLA and Math PAT results.

School Goal 2: More students demonstrate a desire to learn, grow and be actively involved in their learning.

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

Strategies

- create a Flex period, during which time students are introduced to a variety of art, FNMI, technology, and fitness options
- use project based learning activities which provide real world applications
- provide choice of technology tools, applications and resources to complete tasks and activities

Performance Measures

- 5% increase in student satisfaction with Overall Quality of Education on Accountability Pillar Survey
- 5% increase in student belief that their school has improved over the last three years (as indicated on Accountability Pillar Survey)

School Goal 3 More parents are involved in their child's education and decisions regarding it.

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

Strategies

- Eliminate barriers to parent engagement that may prevent some parents from fully participating in their child's learning.
- Targeted professional learning in providing feedback and communicating with parents
- Provide parents with the knowledge, skills and tools they need to support student learning at home and at school.

Performance Measures

- 5% increase in parents satisfied in Parental Involvement Accountability Pillar Measures
- 5% increase in attendance at School Council Meetings
- 5% increase in number of parent volunteers active in the school

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	EPE	n/a	n/a	n/a	n/a	n/a	n/a	83.3	20.8	100	25	100	30
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	EPE	n/a	n/a	n/a	n/a	n/a	n/a	75.0	4.2	75.0	0.0	80	5.0
	EIPS	95.8	25.0	89.3	14.3	85.5	13.3	84.6	12.5	92.8	14.4		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Mathematics 6 (French)	EPE	n/a	n/a	n/a	n/a	n/a	n/a	66.7	0.0	70.0	0.0	75.0	5.0
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	77.9	10.6	84.0	12.0		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	83.9	16.6	82.4	17.9		
Science 6 (French)	EPE	n/a	n/a	n/a	n/a	n/a	n/a	70.8	8.3	70.0	0.0	75.0	5.0
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	78.8	15.4	86.0	16.0		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	82.7	19.3	80.3	18.4		
Social Studies 6 (French)	EPE	n/a	n/a	n/a	n/a	n/a	n/a	54.2	0.0	55.0	0.0	60.0	5.0
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	66.3	3.8	76.0	4.0		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	73.9	10.9	72.1	9.9		

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.

	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	83.9	90.5	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	n/a	n/a	n/a	100.0	98.4	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	n/a	n/a	n/a	81.0	90.6	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	n/a	n/a	n/a	70.7	82.3	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	70.7	78.3	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	n/a	n/a	n/a	97.3	92.3	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	n/a	n/a	n/a	56.6	77.6	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	n/a	n/a	n/a	58.2	64.8	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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.

	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	70.4	80.5	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	n/a	n/a	n/a	84.6	84.6	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	n/a	n/a	n/a	56.3	76.5	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	80.1	89.7	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	n/a	n/a	n/a	95.5	97.4	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	n/a	n/a	n/a	57.6	79.8	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	n/a	n/a	n/a	87.3	91.9	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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.															
	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	85.8	84.0	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	n/a	n/a	n/a	92.4	85.4	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	n/a	n/a	n/a	79.2	82.6	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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.															
	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	76.0	79.2	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	n/a	n/a	n/a	100.0	69.2	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	n/a	n/a	n/a	55.0	88.2	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	n/a	n/a	n/a	73.0	80.0	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	EPE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	85.9	86.4	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	n/a	n/a	n/a	97.3	100.0	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	n/a	n/a	n/a	74.5	72.8	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

Parental input on the School Education Plan was sought in the month of October through direct email to School Council members. They were given the opportunity to review the goals and offer suggestions and comments.

The SEP will be communicated via our Grizzly Gazette (which is emailed to each parent/guardian) and our school website. We will be highlighting school goals and strategies throughout the year in the weekly Gazette.

The Grizzly Gazette is the primary form of communication with parents and it used weekly as a tool to share updated information about school policies, and directions. As such, parents are always encouraged and

welcomed to make suggestions and ask questions by meeting with school staff, attending school council meetings or contacting the school administration through email, phone or in –person meetings.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.