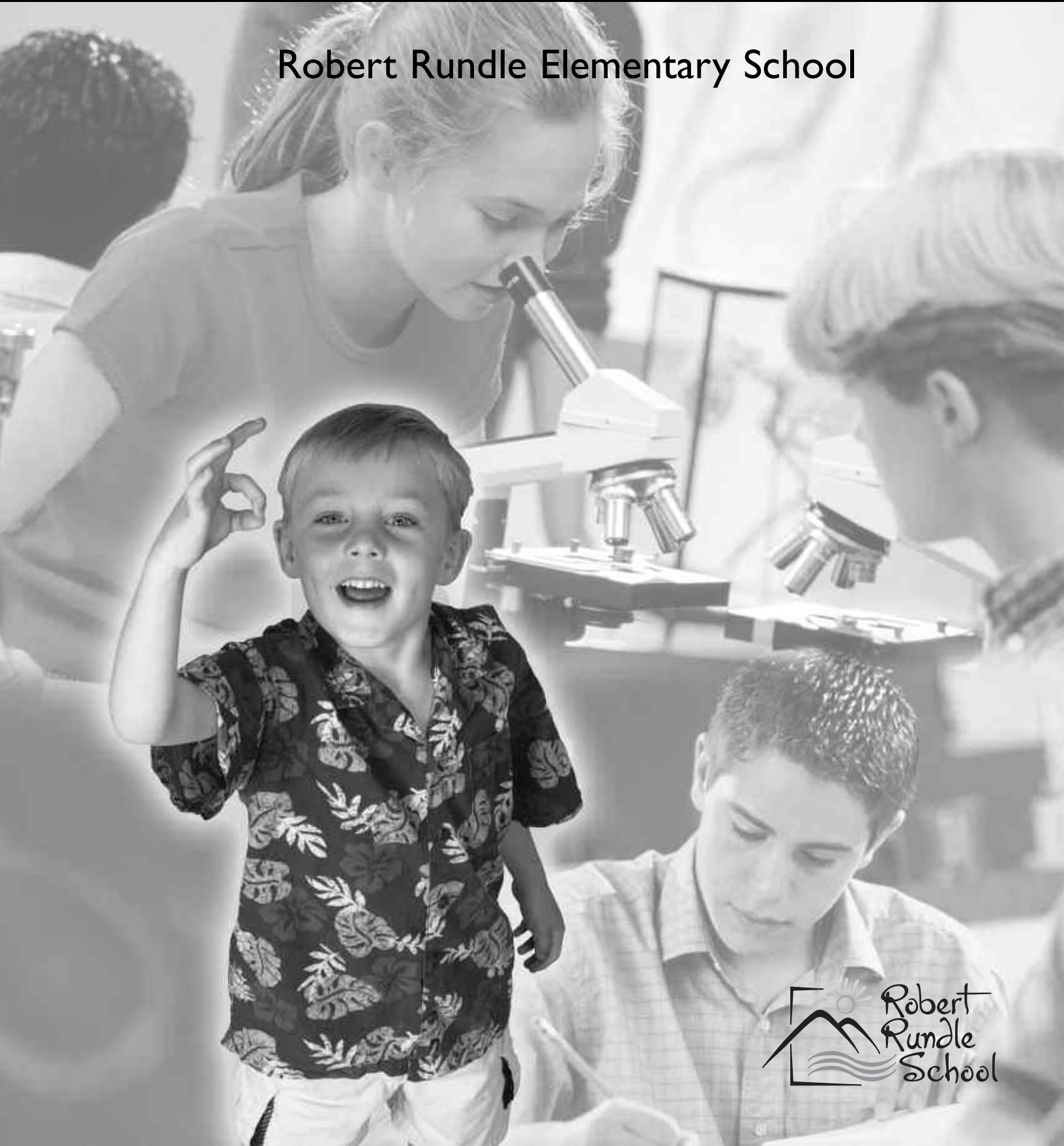




ST. ALBERT
PROTESTANT
SCHOOLS

EDUCATION PLAN 2009

Robert Rundle Elementary School



ROBERT RUNDLE ELEMENTARY SCHOOL EDUCATION PLAN 2009

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Overview of the Planning Cycle

Accountability in education focuses on continuous improvement and the link between results and strategic planning. In order to reinforce the importance of this ongoing cycle, the *Alberta Government Accountability Act* requires school boards and schools to report on results achieved and to prepare plans for Alberta Education and the general public.

All schools and sites within St. Albert Protestant Schools follow this continuous improvement cycle and prepare a comprehensive plan. A copy of this plan is available by contacting our school office.

This Education Plan incorporates jurisdictional priorities for education and district and provincial goals. It also focuses clearly on the unique needs of our students and reflects the input obtained from teachers, students, parents, school councils and other stakeholder groups.

In this plan, you will find specific measures that have been established for each outcome and are designed to assist the school in determining the progress we are making in achieving district goals and school priorities.

In addition to an analysis of these results you will find a comprehensive report outlining progress, accomplishments, trends and areas targeted for further improvement. This ongoing cycle enables us to provide the best possible education for all our students.

St. Albert Protestant Schools' Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, WE BELIEVE THAT...

- our students' learning is central to everything we do,
- it is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance,
- by setting high expectations students are challenged to achieve to their full potential,
- schools must be safe and caring environments where students, staff and parents feel connected, valued and respected,
- public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all,
- the classroom is central to student learning,
- members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment.

St. Albert Protestant Schools' Vision

In three to five years we will know we are continuing to achieve our Mission, if:

Students

- know they are safe and secure within an environment that respects their diversity
- are confident in their ability to learn, eager to come to school and proud to achieve at their highest level
- understand what they are expected to learn
- believe their diverse learning needs are being met
- demonstrate critical and creative thinking skills
- demonstrate cooperative and collaborative learning skills
- are motivated, proud, active and responsible citizens
- demonstrate self discipline and respect for themselves, others and the environment
- are prepared to meet the challenges of today and tomorrow

Staff

- are committed to providing a safe, caring and nurturing learning environment that respects diversity
- are teaching the knowledge, skills and attributes that enable our students to be successful learners
- work collaboratively to facilitate student learning and increase the number of students who complete a high school diploma
- are committed to ongoing professional development and the implementation of professional growth plans
- work collaboratively with students, colleagues, parents, the schools, the district and the community
- have opportunities to be involved in the decision-making process at the school/district level
- have high levels of satisfaction with their work in the district
- are proud advocates of the district and public education

Parents

- support schools in providing a safe, caring and nurturing learning environment which respects diversity
- feel encouraged to participate actively in their child's education
- are effective partners in their child's education
- know the district has responsible and flexible programming to meet the needs of students
- have the opportunity to be involved in the work of the school councils and to volunteer in the school and the district
- understand and agree that the district demonstrates effective and efficient use of resources
- advocate for public education, our schools and our district
- support the District Mission, Beliefs and expectations of students and staff

Community

- views schools as an integral part of the community
- reinforces and encourages the values and beliefs of our district
- is confident that the district is preparing students for responsible citizenship and personal success
- understands and agrees that the district demonstrates effective and efficient use of resources
- supports, advocates for and values learning and public education

Robert Rundle Elementary School Mission, Mandate and Beliefs

Mission

Empower all students for the choices and challenges of the twenty first century. We are committed to providing students opportunities to grow and succeed while developing lifelong learning skills and positive attitudes.


Mandate

Robert Rundle School makes a difference for children by:

- Preparing students for future roles as citizens in an interdependent, ever changing world.
- Establishing partnerships that advance teaching and learning with a mutual commitment to success.
- Promoting a spirit of sharing, belonging and acceptance.
- Building a community of learners within a caring and challenging environment.
- Living our beliefs through our actions.
- Advocating for excellence and equity in education.

Beliefs

- All students are unique, valued, and nurtured with shared responsibility for behaviour and learning.
- We are partners with parents in a child's educational journey in the pursuit of excellence.
- Students have the opportunity to learn and develop their unique talents.
- A positive school community builds from a positive school climate.
- Students will acquire the knowledge, skills and attributes for success and growth.
- Students are entitled to a safe and caring school environment.
- To integrate academic, social and emotional learning.
- To create socially responsible learning communities.
- That caring relationships form the foundation for learning.
- Academic achievement and student behaviour improve in schools with good social, emotional and character building learning programs.



REACHING NEW HEIGHTS TOGETHER

Robert Rundle Elementary School Vision

In school, a child's potential...that unique bundle of intelligence, talent, curiosity and desire to learn...takes him/her to a place at the end of each year - a final mark or even a celebration. But where each child goes after he or she leaves school is ultimately more important. That destination is determined by a child's experience from a young age, the opportunities he/she is given, the learning environment of the school and the journey along the way. This is precisely why, at Robert Rundle School, we begin with the end in mind.

At Robert Rundle School we believe in a program that rests on a foundation of community, curriculum, climate and character. Along with teaching the basics in education, we try to ensure that learning thrives beyond the school and classroom walls and give the students the gift of lifelong learning. We believe that a well-rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

Beyond the classroom, activities contribute to a healthy school climate, which becomes a positive influence in the life of a school. The interactions of school activities create a fabric of support that enables all the school community to become a community of learners.

Students who are involved persist despite challenges and obstacles. They are engaged in their learning, accomplish their goals and build satisfying relationships. At Robert Rundle we encourage students to be the best they can be and make a difference in everyone's lives. We are motivated to help each student build a life that engages him/her in, and promotes lifelong learning in our school, community and society. When students begin this pursuit they can believe that learning is a reward, not just a goal. When this realization begins to happen, every student has the potential and opportunity to make a difference.



REACHING NEW HEIGHTS TOGETHER

Robert Rundle Elementary School Profile

2008-2009 as of September 30, 2008

Certificated Staff

Teaching	13.05	FTE
Administration	1.0	FTE
Counselling	0.5	FTE
Total	14.55	FTE

Support Staff

Clerical	1.50	FTE
Teacher Aides	10.50	FTE
Library Technicians	0.30	FTE
Technical Support	0.70	FTE
Total	13.0	FTE

Students

English	159
Special Needs	60
Total	219

2009-2010 as of September 30, 2009

12.86	FTE
1.00	FTE
0.20	FTE
14.06	FTE

1.50	FTE
10.50	FTE
0.30	FTE
0.70	FTE
13.0	FTE

English	176
Special Needs	50
Total	226

Classroom Configuration

	2008-2009
Grade	English
Kindergarten	15 + 15
Grade 1	23
Grade 2	24
Grade 3	19
Grade 4	18
Grade 4/5	20
Grade 5	17
Grade 6	22
Opp. 1-2	9
Opp 4-5	11
Opp 3/4/5	11
Opp 5-6	15
Adaptation	
Total	219
# of Classes	13

	2009-2010
Grade	English
Kindergarten	20+18
Grade 1	17+16
Grade 2	22
Grade 3	24
Grade 4	23
Grade 5	20
Grade 6	27
Opp. 1-2-3	11
Opp 4-5-6	14
Opp 4-5-6	14
Total	226
# of Classes	12

Robert Rundle Elementary School Profile

Robert Rundle is located on a hill overlooking a large park, nestled behind Sir George Simpson Junior High School. The two schools share the same grounds and work effectively together in educational activities for our neighbourhood. Our students have access to natural forested areas, bicycle paths, soccer fields, baseball diamonds, outdoor rinks, two large well-equipped community playgrounds and Grosvenor Pool – St. Albert's only outdoor pool. We are also within a short walking distance to downtown St. Albert, including the Library, Theatre and Art Studios.

While serving student educational needs from kindergarten to grade 6, including three district special needs classes, (primary and junior opportunity), we believe in a program that rests on a foundation of community, curriculum, climate and character. Along with teaching the basics in education, we try to ensure that learning thrives beyond the school walls and gives the students the gift of lifelong learning. We believe that a well rounded education builds a strong sense of self and personal commitment that enhances student achievement as well as identifies and nurtures student strengths.

With parents as partners in our school, we are a community of learners who welcome students into our school to begin their educational journey. We are proud of our accomplishments and the collaborative spirit throughout the school. The learning experiences shared in a warm and friendly environment makes our school a great place to be for staff, parents and students.

Issues and Trends

As we prepare our education plan we need to envision what we value in our school. What do we want for our students?

- Our students should learn to think clearly, critically and with an inquiring mind.
- Our students need to know their culture, history and citizenship in our global setting.
- Our students need to believe they can make a difference and we need to help them become equipped with the means to do so.
- Our students come to understand how to turn facts into tools.
- Our students catch the joy and excitement of learning, which may be the greatest gift of a teacher.
- Our students understand that facts may change and details fade, but the infectious enthusiasm of a school and great teachers live forever.
- Our students are encouraged and supported to become independent problem solvers.
- Our students are challenged on a daily basis to perform at their highest level.

We are entering a new era in education. The focus on learning will be about the individual and creating an intrinsic sense of what it means to learn. What is education for? In the end it is all about learning. In our world filled with abundant information and rapid changes, the ability to learn is what will matter most.

Focus

Assessment For Learning

- The assessments that drive academic learning are those used by teachers in the classroom
- It is assessment that distinguishes teaching and learning.
- Student involvement in their own assessment and learning.
- Web-based report card.

Moving Our Teaching Practice Ahead To Improve Student Learning.

- Address critical areas with our program over the next three years.

- Social Studies Curriculum – in-services, resources, strategies, K-6 implementation
- IPP in-service and support
- Responsive Classroom Approach
- Mathematics Pilot Projects: 2008-2009 Grades 3 and 6
- Literacy
 - Daily 5 and Café in the Classroom
 - Early Literacy Support
 - Accelerated Reader
- Moving Up Grades 4 - 6
- Library collection
- French as a Second Language
- Individual student support through differentiated instructional activities.
- Small class sizes
- Precision Reading
- Assistive Technology
- In-school Mentorship
- Reading Intervention
- Special Needs Coordinator
- Guided reading support

Professional Learning Communities

- The professional learning community is a powerful staff development approach and a vehicle for school change and improvement.
- Increased support for Professional Development needed to meet current/new initiatives and programs.
- Special Needs – An increase in students' needs and services which requires time, support, financial resources and coordination of services.
- Modernization – Continue our modernization and upgrading efforts, within the school, school playground and exterior.
- Increasing enrolment – Continues to be an issue. We need to continue to promote our school within the community.
- Technology – Keep up with both hardware and software needs, e.g. assistive technology, classroom initiative etc.
- Affective education initiatives including the Roots of Empathy program, Safe and Caring Schools, Responsive Classroom, DARE, etc.
- Improve student learning with small class configurations.
- Collaborative focus.

Highlights and Challenges from 2008-2009

Highlights:

- Flexible programming to meet the needs of individual learners and learner groups.
- Changes in schedule to allow for greater collaboration.
- Weekly AISI and Collaborative Team Meeting.
- Professional development strategies and teaching practices to expand the scope of instructional practices.
- Mentorship of teachers new to teaching by experienced teachers.
- Our AISI project – Assessment for Learning.
- Successful implementation of Math program in our special needs classes which include Touch Math.
- Assessment for Learning practices with an emphasis on self assessment and peer assessment.
- Responsive Classroom Approach
- Class sizes that help meet all student needs.
- Resources are available to meet diverse learning needs.
- Utilize staff expertise to foster growth in staff development activities such as computer skills and writing activities.
- More support for Special Needs teachers for resources.
- Time available to meet in collaborative teams.
- Staff and Professional Development focus with increased funds and opportunities.
- Expansion of nutrition initiative and Breakfast For Learning items throughout the day.
- Roots of Empathy program.
- Small class sizes.
- Opportunities for extra and co-curricular activities.
- Communication with all stakeholders in a timely fashion.

Challenges:

- Staff commitment to strategies that involve more student choice.
- Emphasis on special needs students writing achievement tests – ensure that required accommodations are in place.
- Development of a report card which is outcomes-based and incorporates Assessment for Learning principles that meets the diverse population in the school.
- Our small size makes it difficult to configure straight grade classes.
- Focus on the reading needs of our students by implementing the Moving Up program to Division 2 students.
- Time for teacher collaboration and student support.
- Special needs population size impacts on total school achievement and programming in a shrinking school population.
- Continue emphasis on a common language for listening skills and student conduct.
- Addressing student needs year-to-year and in a timely fashion.
- Continue to look for ways to be responsive and responsible to all school needs.
- Continue to demonstrate fiscal responsibility and manage our financial resources effectively.
- Encourage and utilize effective learning strategies throughout the school.
- Coordination and scheduling of various agencies.
- Time for all activities, programs and initiatives that are available in the community.
- Continue to provide support systems to students and staff.
- Ensure that all students have adequate access to specialized programs and services that help them succeed, e.g. speech, occupational therapy, and counselling services with appropriate follow-up.
- Responsive classroom plan that maintains focus on school initiatives in a safe and caring environment and philosophy.
- Maintain all achievements and standards with our specialized enrolment and small population.

St. Albert Protestant Schools

District Priority Areas:

St. Albert Protestant Separate School District No. 6 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- ensure high quality teaching that recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students
- promote a broad view of student success that honours individual differences and a variety of career paths
- prepare all students for active citizenship and for participation in the global community
- promote healthy, safe, and vibrant learning communities in our schools
- foster collegial relationships and collaborative working environments

District Goals 2009-2012

- Goal 1: High Quality Learning Opportunities for All
- Goal 2: Excellence in Student Learning Outcomes
- Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students
- Goal 4: Highly Responsive and Responsible Jurisdiction

School Objectives 2009-2012

- Objective 1: Provide direction for social and emotional learning by establishing the Responsive Classroom Approach as a priority at Robert Rundle School.
- Objective 2: Literacy enhancement to diversify and modify teaching strategies and resources in the literacy block.
- Objective 3: Assessment for Learning
- Objective 4: Robert Rundle School will become a Bucket filling School, a staff/student recognition program.

Robert Rundle Elementary School

School Priority Areas

Robert Rundle Elementary School has identified priority areas for consideration in the Education Plan. They are:

- To function as a professional learning community.
- Move our teaching practice ahead to improve student learning.
- AISI Project – Responsive Classroom, Literacy, Assessment for Learning
- Continue to improve support services to meet student learning needs.
- Embrace the development of the educating the “Whole Child” philosophy and practice.
- Continue implementation of new curricula.
- Responsive Classroom Approach.

Comments:

At Rundle we are cultivating an environment which fosters a culture of improvement and an environment which has improvement embedded in its daily practices. The Professional Learning Community will influence the impact of any improvement and impact all of our initiatives. Our learning community members:

- Share a common vision and goals that have student learning as the focus.
- Improve individual and collective performance by coming together regularly for learning, decision-making, problem-solving and celebration.
- Enhance individual effectiveness through inquiry, practice and peer reflection.
- Support a culture of collegiality, collaboration, respect and trust.

At Rundle we have embarked on a school plan that embraces the philosophy that we are all called to teach the whole child.

This comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in arts and ready for the world beyond.

Elements critical to student success include strong academics, athletics, social and emotional development, the arts and community involvement.

The benefits of an holistic perspective extend beyond the academic curriculum and permeate school climate, security and safety and are embedded in school culture.

Specific school priorities include:

- Developing skills teachers need to help all students actively participate in classroom activities, especially those students who have social, emotional or behavioural problems. The goal is to improve student participation, reduce disruptive behaviour and promote achievement of students who often struggle.
- Support students’ development of fundamental skills to promote an active, healthy lifestyle while enhancing student learning.
- Develop and expand teachers’ understanding of Math and how children learn Math.
- Enable teachers to successfully diagnose, plan, implement and assess their students’ learning experience.
- Help teachers address current literacy challenges in reading, writing and listening skills.
- In addition, assessment, Provincial Achievement Tests, both achievement and participation, and high quality learning opportunities continue to be priorities.
- Fine Arts address the needs of the whole child – social, emotional and intellectual.
- Implement reading resources in Grades K - 6.
- Change bell schedule and timetable to include time for Responsive Classroom program.

THE WHOLE CHILD

WHAT WE KNOW

- When schools and adults generate a school culture that supports the development of the students, student achievement improves and behaviour problems decrease.
- Learning environments that focus on caring student – teacher relationships, student social and emotional needs and high expectations result in students who perform better academically and have lower rates of emotional and social problems.

In our school we want to nurture and foster the following:

- Students drive and own their learning and get to make choices about it. Student teacher relationships are nurtured.
- Robert Rundle is safe and student-centered; responding to community with a sense of belonging, satisfaction and student engagement.
- Curriculum is engaging, is developmentally appropriate and provides multiple opportunities for learning.
- Assessment for learning is formative, acknowledges the whole child and is designed for student success.
- We believe that the research supports what children need: supportive environments that nurture their social, emotional, physical, civic and cognitive development.

Key Strategies

Whole Child Approach

1. **Provide approaches and the methods for achieving them based on a clearly articulated conceptual framework in social and emotional learning.**
2. **Provide programs or approaches that are based on sound theories of child development, incorporating concepts that demonstrate beneficial effects on children's attitudes, academic process and behaviour.**
3. **Provide programs or approaches that include detailed instructions to assist all staff in using a variety of student-centered teaching strategies.**

OBJECTIVE ONE: Provide direction for social and emotional learning by establishing the Responsive Classroom Approach as a priority at Robert Rundle School.

Relationship with District Goals: 1, 2, 4

Key Strategies 2009-2010:

1. Teach children to apply social emotional learning skills and values in daily life.
2. Through systematic instruction and application of learning to everyday situations, it enhances children's social, emotional and ethical behaviour.
3. Build connections to school through caring, engaging classroom and school practices.
4. Provide developmentally appropriate instruction.
5. Teach students social and emotional competencies that encourage classroom participation, positive interactions with teachers and peers, and good study skills and habits.
6. Introduce engaging teaching and learning methods such as problem solving approaches and cooperative learning that motivate students to learn and succeed academically.
7. Involve school staff, parents and students in applying and modeling social-emotional skills and attitudes at school, home and in the community.
8. Ensure high quality program implementation by addressing factors that determine long-term success of our approach: Leadership, active participation in program by everyone involved, adequate time and resources and alignment with school policy and practices.
9. Provide high quality staff development and support.
10. Incorporate continuing evaluation and improvement.

Overview of the Responsive Classroom Approach.

The Goal: Optimal Student Learning

The goal of the Responsive Classroom Approach is to enable optimal student learning. Developed by classroom teachers and continually refined to meet schools' needs, the Responsive Classroom Approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies day in and day out, year in and year out.

The Responsive Classroom Approach is a way of teaching that emphasizes social, emotional and academic growth in a strong and safe school community.

Benefits to schools that implement the Responsive Classroom Approach consistently experience higher teaching quality, increased student engagement, academic gains and fewer discipline problems.

Evidence Based. A study by the University of Virginia's Curry School of Education found a link between the Responsive Classroom Approach and:

- Increases in math and reading test scores
- Improved social skills
- High quality instruction and greater teacher efficacy

Elements of a Responsive Classroom School

- Aligned policies, practices and procedures
- Resource allocation
- Whole school activities
- Family and community involvement
- Physical environment

School wide Practices

- Strong, focused leadership
- Shared vision and planning
- Common beliefs and behaviours
- Shared professional development
- Adult community building

Classroom Practices

- Morning meeting
- Rule creation
- Interactive modeling
- Positive teacher language
- Logical consequences
- Guided discovery
- Academic choice
- Classroom organization
- Working with families
- Collaborative problem solving

Six key findings about children and teachers at schools using the Responsive Classroom Approach:

1. Children showed greater increases in reading and math test scores.
2. Teachers felt more effective and more positive about teaching.
3. Children had better social skills.
4. Teachers offered more high-quality instruction.
5. Children felt more positive about school.
6. Teachers collaborated with each other more.

1. IMPLEMENTATION SUPPORTS:

- A week-long on-site workshop
- Alignment of school practices, policies and procedures
- Allocation of resources
 - Time, money, personnel
- Organize the physical environment
 - Agreements (rules) creation in each classroom
 - All school spaces clean, welcoming, orderly
- Staff and Professional Development
 - Weekly meetings
 - Purchase Responsive Classroom resources
- Teach social skills embedded in program
- Responsive Classroom membership
- Program provides extensive guidelines called “Keys to Success” for implementing each of the approaches components. Worksheets for strategizing solutions to behaviour problems; guidance on setting up the materials and furniture in a classroom and observation techniques to evaluate program success.
- Student self-evaluations and performance-based assessments by teachers used to evaluate students’ work in academic subjects and approach teachings.
- Children practice all the competencies:
 - They practice self-awareness, self-management (especially control of emotions), relationship management (cooperation and negotiation), decision-making (respecting others and problem-solving), and social awareness (appreciating others differences).
 - Decision making is central to academic choice and guided discovery.
 - Relationship management (listening and assertiveness) is central to rules and logical consequences.
 - Guided practice emphasizes peer-to-peer communication and problem solving while introducing students to new materials, working areas or learning processes.
 - The approach emphasizes the use of “Empowering Language.” and “Language of Encouragement” to guide students in appropriate behaviours and affirms their use of these skills.

2. **PROMOTION OF ACADEMIC ACHIEVEMENT IS PROMOTED THROUGH INTERCONNECTED AND CARING LEARNING ENVIRONMENTS IN WHICH STUDENTS ARE GIVEN ACADEMIC CHOICE AND LEARN THROUGH GUIDED DISCOVERY AND COOPERATIVE LEARNING.**
3. **STUDENTS LEARN SKILLS TO FUNCTION EFFECTIVELY IN THE CLASSROOM IE: SELF-MONITORING, PEER COACHING, LISTENING SKILLS, COOPERATION, EMPATHY AND SELF-CONTROL.**

Responsive Classroom is an approach which leads to greater student responsibility and self-control both of which are essential for independent learning to take place.

Specifically, the teacher will create an environment that is safe and caring and conducive to independent student learning, while placing an emphasis on student responsibility and accountability.

Through observation, the staff will assess increased student engagement of learning and increase positive social interactions.

Through whole staff professional development (Responsive Classroom workshop), continued daily dialogue, weekly AISI meetings and teacher implementation of the Responsive Classroom Approach, we will attain our goal of greater student responsibility and self-control.

The project will support teachers in developing and responding to the social-emotional and academic needs of all students.

- Develop self-awareness and self-management skills to achieve school and life success
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviours in personal, school and community contexts.

How Do You Promote Social and Emotional Competency?

- Skill Development – Providing explicit skills instruction for all students
- Learning Environment – Creating safe, caring, highly engaging learning environments

Responsive Classroom Approach

1. Social – Emotional Learning is:
 - A process.
 - A set of skills.
 - A safe and caring learning environment.
 - Application of approach – must be taught.
2. What is the approach?
 - A way of teaching.
 - Merges academic and social learning.
 - Develops responsible independence.
 - Creating safe, challenging and joyful classrooms.
3. Skill Sets.
 - A. Self awareness
Social awareness
Self management
Developing relationships
 - B. Social skills embedded in program
Cooperation
Assertion
Responsibility
Empathy
Self-control
 - C. Basic skills emphasis
Thinking skills
Personal qualities

4. Why teach Social-Emotional learning?
 - Emotional impact on learning.
 - Schools are social places – we learn with others.
 - Classroom management – provides more learning time.
 - Reduces barriers
 - Background impacts learning.
 - Levels the playing field.
 - Positive impact on academic performance.
 - Support for each other – students, staff, parents and community.
 - Touches all children.
 - Proactive not reactive.
 - Safe and caring learning environment.
 - Sustainable.
 - Empowers students.
5. Effect on academic performance.
 - Students engaged in school.
 - Behaviours that interfere with learning addressed.
 - Learn well with others.
 - Pro-social skills, assertiveness.
 - Involves: schools, community, peers and teachers.
6. Effect on teachers: More effective in:
 - Teaching discipline.
 - Increased collaboration.
 - Creating a positive school climate.
 - Instructional and emotional support for learning.
7. Outcomes of Responsive Classroom Approach:
 - Greater attachment, engagement and school commitment.
 - Less risky behaviour, more assets and positive development.
 - Better academic performance and success in school and life.
 - Improved social skills.
 - Increased academic engagement.
 - Positive classroom climate.
 - Fewer disruptive behaviours.
 - Greater learning investment and independence.
 - Teachers feel more effective.
 - Teachers are more positive about teaching.
 - Instructional practices aligned and improved.
 - Empowers students.
8. The day is shaped by predictable rituals and routines:
 - Arrival time.
 - Morning meetings.
 - Agreements.
 - Use of signals.
 - Use of energizers.
 - Middle of day rearranged.
 - End of day
 - Dismissal
 - Bus students
 - Closing activities

OBJECTIVE TWO: Literacy enhancement to diversify and modify teaching strategies and resources in the literacy block.

Relationship with District Goals: 1, 2, 4

Key Strategies 2009-2010:

1. **Provide teachers with a literacy framework with which to guide and plan their reading instruction.**
2. **Develop, monitor and implement a balanced literacy program in grades four to six.**
3. **Provide programming that differentiates instruction and meets the diverse literacy needs of all students.**
4. **Implement a comprehensive spelling and writing program to complement the Balanced Literacy materials. The materials are designed to provide structure and consistency within a classroom and between all grade levels.**
5. **Provision of opportunities for students to use a variety of reading strategies in many contexts in order to master and efficiently transfer skills from one area to another. Students show that literacy is best developed in a variety of content areas.**
6. **Resources chosen need to align with the Program of Studies and the stated goals of the literacy project.**
7. **Professional Development to help develop a deeper understanding of the approaches, programs and the process of Literacy is crucial.**
8. **Collaborative Planning on instructional strategies helps teachers put the elements together to use in their classroom practice.**
9. **Ongoing practical assessment informs instruction.**
10. **All classrooms will be involved in the Accelerated Reading program, a computer-assisted instructional strategy, to supplement their reading program.**
11. **The Daily 5 and Café in the Classroom is not a prescription for reading success but rather it is about developing shared awareness and instructional routines with students, through specific, focused teaching, while balancing students' needs for choice and independence. It is a structure that supports learning in any classroom and leads to children who are independent lifelong readers.**

Robert Rundle sees increased literacy skills as one of the best ways to improve student learning. We have begun to modify and diversify teaching strategies and resources to better meet students' needs and improve instruction. This goal focuses on the depth and quality of teachers' understanding of these strategies. The Literacy Plan is multi-faceted and involves many components.

Research conclusively indicates that the ability to master reading skills is paramount to overall student success. Reading is defined as the ability to construct meaning from written text. The goals of an effective reading instruction is that all students become fluent readers, comprehend what they read, can apply, be accurate and communicate their skills and knowledge in new contexts and have a strong motivation to learn new words and finally, to read.

We are developing and implementing a Balanced Literacy Program at Grades 4-6.

This program provides teachers with a literacy framework upon which to guide and plan their reading instruction. We are using the Scholastic Moving Up program which is the Grades 4-6 program that accompanies Literacy Place, a program in place in our K-3 classrooms. Moving Up is a resource designed to help teachers differentiate instruction and meet the diverse literacy needs of all students through Guided Reading, Focused Comprehension Strategy Units and Book Clubs. The components are relevant because they connect how students are learning and accessing information in the classroom and the functions outside the classroom. We hope to effect an improvement in reading through teacher knowledge and skills in the components of a Balanced Literacy Program. Included will be ongoing student reading performance tracking, including student assessment data. Frequent teacher collaboration and meetings will help determine program materials, structure and monitor student performance and share resources and support. A process to communicate with parents on how they can support their child in reading and writing.

The Daily 5/Café in the Classroom is the integration of common core routines and framework. It is the explicit teaching and practicing of behaviours that is the core of the management system in the literacy classroom.

Our belief is that the way teachers structure their learning environment and the way students spend their time influences the level of reading proficiency the student can attain by the end of the academic year. The structure of the learning environment is developing a plan for how students would spend their time working independently while teachers work with small groups or hold conferences with individual students.

The learning environment in the classroom and the teacher role changes from one where they try to “manage” students and putting out fires to creating routines and procedures that foster independent literacy behaviours that are ingrained to the point of being habits. The goal for all students is to internalize these expectations and shared experiences in a way that allows for every child to become engrossed in their own reading and writing. The classroom community is an environment where reading, writing and self-monitoring are closely tied together for each child.

THE DAILY 5 MANAGEMENT MODEL

- Relies on the teaching of independence.
- Manages the entire literacy block.
- Allows for three to five focus lessons and more intentional teaching.
- Provides students substantial time to read and write.
- Allows for the integration of reading and writing.
- Incorporates a variety of clearly defined instructional routines that accelerate learning.
- Builds stamina to ensure longer periods of time students successfully read and write.
- Articulates student behaviours that culminate in highly engaged learners.
- Teaches students to understand and monitor their literacy goals.

CORE FOUNDATIONS

- **Trusting Students.** Trusting children is the underpinning of what makes the Daily Five work. When trust is combined with explicit instruction, students acquire the skills necessary to become independent learners. Students will continue their learning even when they are not being “managed” by the teacher, thus shifting the management of behaviour from the teacher to the individual students.
- **Choice.** Choice returns responsibility for learning to the student. The choice is in the order in which they’ll participate in Daily Five activities. During the Literacy block, five tasks are taking place simultaneously:
 - Read to self
 - Read to someone
 - Listen to reading
 - Working on Writing
 - Spelling/Word WorkThe order the students choose varies from day-to-day, depending on their goals, motivation and mood.
- **Community.** Creating a community starts with getting to know each other the first day of school and is embedded in the schedules designed together, the Hopes and Dreams developed, the rules/agreements that are constructed together and the stories/books read. A sense of community provides members with ownership to hold others accountable for behaviours of effort, learning, order and kindness.
- **Sense of Urgency.** Creating urgency in learning establishes a culture where every moment of learning and practicing counts for students and teachers. It is a responsibility to take ownership for their own teaching and learning. When students understand the reason for a task, it establishes motivation and becomes a force that keeps them persevering.
- **Stamina.** Teaching children how to read on their own for extended periods of time each day creates the self-motivated learner that we want in a literacy program. Students are actively engaged in the reading process when they have the stamina to read on their own.
- **Stay out of the way.** Once children understand what is expected of them, have practiced strategies and have built their stamina, it is time to stay out of the way and let them read. We want students to make decisions on their own and monitor themselves regarding their progress. What better place to try it in a safe, caring environment such as our classrooms.

CAFÉ IN THE CLASSROOM

Café is a menu and a system to guide instruction. Daily Five is the management system, Café is the map. It is a mechanism to help students learn how to elicit text. It is a system to organize and keep track of our teaching and student learning, an assessment system that will help form our instruction. Assessment informs us of students' strengths and areas of need. The Café menu picks up where the assessment leaves off, scaffolding us as we plan for the very next strategies our students need to become more efficient readers.

The Café system works within the framework of the Daily 5 and is an acronym for Comprehension, Accuracy, Fluency and Expand Vocabulary. It provides a structure for conferring, a language for talking about reading development and a system for tracking growth and fostering student independence. The instruction and support that students are given help them improve as readers and to become self reflective about their work. Teachers work with students individually to be assessed, receive focused, explicit instruction, set goals and follow up on progress. Teachers also work with flexible small groups which are grouped together depending on similar needs and with whole groups based on needs that emerge for many children.

This wide array of literacy strategies can be readily adopted and adapted by teachers to provide students with meaningful literacy experiences that will strengthen their ability to succeed in all subject areas. The opportunity to use common literacy strategies in varied contexts will allow students to internalize those skills that will empower them throughout their learning journey.

The Literacy CAFÉ Menu.

<p>Comprehension I understand what I read</p>	<p>Accuracy I can read the words</p>	<p>Fluency I can read accurately, with expression and understand what I read</p>	<p>Expand Vocabulary I know, find and use interesting words</p>
<p><i>Strategies</i></p> <p>Check for understanding Back up and reread Monitor and fix up Retell the story Use prior knowledge to connect the text Make a Picture or mental image Ask questions throughout the reading process Predict what will happen; use text to confirm Infer and support with evidence Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literacy elements(genre, plot, character, setting, problems/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text</p>	<p><i>Strategies</i></p> <p>Cross checking...Do the pictures and/or words look right? Do they sound right? Do they make sense? Use the pictures... Do the words and pictures match? Use beginning and ending sounds Blend sounds: stretch and reread Flip the sound Chunk letters and sounds together Skip the work, then come back Trade a word/guess a word that makes sense</p>	<p><i>Strategies</i></p> <p>Voracious reading Read appropriate-level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.)</p>	<p><i>Strategies</i></p> <p>Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffices, origins, abbreviations, etc.) Use prior knowledge and context to predict and confirm meaning Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools.</p>

Behaviours That Support Reading

Get started right away. Stay in one place. Work quietly. Read the whole time. Increase stamina. Select and read good-fit books

OBJECTIVE THREE: ASSESSMENT FOR LEARNING

Assessment for Learning will assist the evaluation, review and development of assessment practices in our school, with the intention of improving and promoting student achievement. It aims to encourage practice which supports learning and teaching and address the various processes associated with assessment, recording, data and reporting.

Promoting students' learning is the principal aim of schools. Assessment lies at the heart of this process. It should provide a framework in which our outcomes can be set and student progress identified. It can be the basis for planning the next step in response to students' needs. It should be an integral part of a school's process, continually providing "feedback" and instructional planning. It needs to be incorporated systematically into teaching strategies and practices.

Relationship with District Goals: 1, 2, 4

Key Strategies 2009-2010:

1. **Assessment for learning provides a formative assessment model to help students learn and achieve. It is a sustainable teaching and learning model and strategy that focuses on learner outcomes and achievement.**
2. **Descriptive feedback helps teachers choose instructional groupings, strategies outcomes and resources.**
3. **Self-assessment is a strategy for students where all learn and develop in the learning process.**
4. **The project will help teachers expand their assessment techniques and strategies to identify and support students at-risk as early as possible.**
5. **To develop an extensive base and variety of assessments to meet all students needs.**
 - **To help teachers plan for instruction.**
 - **To increase student achievement in reading and writing through the use of a variety of effective formative assessment strategies.**
 - **To broaden the assessment practices used in the classroom.**
 - **To inform and involve students in assessment for learning and self-assessment practice.**
 - **To create accurate classroom assessments.**
 - **To continue development of our rubric base in reading and writing.**
6. **Involve students as partners in the assessment process. Get students to:**
 - **Set and use criteria.**
 - **Self-Assess.**
 - **Seek feedback for learning.**
 - **Set goals.**
7. **Show proof of good learning by**
 - **Collecting evidence.**
 - **Selecting and reflecting on evidence.**
 - **Presenting evidence of learning.**
8. **Creating Useable Classroom Assessment Plans. Teachers will follow a step-by-step process that includes identifying what students need to learn, considering specific evidence that will show the learning, and looking at ways to help students understand what success looks like**

We offer the following acronym as a reminder of how to strategically apply assessment strategies.

A nalyze individual strengths and needs.
S trategically plan for each learner to improve and excel.
S et new objectives.
E xplore abilities.
S upply assistance and appropriate materials.
S tress growth.
M onitor for immediate intervention.
E mpower with self-directed assessment strategies.
N uture and support efforts.
T ranslate needs and strengths into active learning.

The teacher's role as an assessment for learning practitioner can be summarized as:

- monitoring students' actions on an ongoing basis to determine and respond to their learning needs.
- helping students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.
- using assessment to modify teaching practices and students' learning activities.

Attributes of a classroom that includes assessment for learning

- Assessment is ongoing and continuous.
- Assessment is part of instruction.
- Information about all aspects of assessments is shared and discussed.
- Displays describe assessment strategies (e.g. how to peer assess) and tools (e.g. rubrics)
- Learner outcomes are displayed and referred to during instruction.
- Classroom displays, visual prompts and resources support learner outcomes.
- The teacher frames formative questions.
- Key questions are displayed and used during instruction.
- Summaries of key learning are displayed and used during instruction.
- Feedback is descriptive, relates to learner outcomes and suggests next steps.
- Students reflect on their own learning and learning styles.
- Students discuss their learning.
- Students are involved in peer assessment.
- Students are involved in self-assessment.
- Students make choices and share decision making.
- The teacher is involved in self-reflection.
- The teacher varies instructional strategies in light of information about students' learning.
- The physical environment supports interactive and collaborative learning.
- The teacher provides time for assessment for learning.

OBJECTIVE FOUR: Robert Rundle School will become a Bucket filling School. A staff/student recognition program.

Relationship with District Goals: 1, 2, 4

Key Strategies 2009-2010:

1. **Involve staff in bucket filler framework, program, philosophy and core foundations of the program.**
2. **Resources to support the program implementation will be purchased and developed to enhance program delivery.**
3. **Support monthly themes with prizes and examples at monthly assemblies.**
4. **Encourage staff to model and support bucket filling initiatives.**
5. **Extend program from classroom to playground, whole school, home and community.**

Bucket Filling

Bucket filling was first introduced in the 1990's for parents and caregivers involved in early childhood care and education. Babies are born with an invisible bucket say experts in infant brain research. The bucket represents a child's mental and emotional health. You can't see the bucket, but it's there.

It is the parents and caregivers' responsibility to fill a child's bucket. When you hold, caress, nurture, touch, sing, play and provide loving attention, safety and care, you fill your child's bucket. Giving love fills buckets.

In addition to being loved, children must also be taught to love others. Children who learn how to express kindness and love lead happier lives. When you love and care about others and show that love with what you say and do, you feel good and you fill your own bucket too.

The power of affirming words and actions to strengthen families, children and schools is captured in the simple and enduring concept of bucket filling.

Bucket filling encourages positive behaviour as children (and adults) see how very easy and rewarding it is to express kindness and appreciation on a daily basis.

The Theory of the Dipper and the Bucket

Each of us has an invisible bucket. It is constantly emptied or filled, depending on what others say or do to us. When our bucket is full, we feel great. When it's empty, we feel awful.

Each of us also has an invisible dipper. When we use that dipper to fill other people's buckets – by saying or doing things to increase their positive emotions – we also fill our own bucket. But when we use that dipper to dip from others' buckets – by saying or doing things that decrease their positive emotions – we diminish ourselves.

Like the cup that runneth over, a full bucket gives us a positive outlook and renewed energy. Every drop in that bucket makes us stronger and more optimistic.

But an empty bucket poisons our outlook, saps our energy and undermines our will. That's why every time someone dips from our bucket, it hurts us.

So we face a choice every moment of every day: We can fill one another's buckets, or we can dip from them. It's an important choice – one that profoundly influences our relationships, productivity, health and happiness.

Everyone has an invisible bucket. We are at our best when our buckets are overflowing and at our worst when they are empty.

**Everyone also has an invisible dipper.
In each interaction, we can use our dipper either to fill or to dip from others' buckets.**

Whenever we choose to fill others' buckets, we in turn fill our own.

There is plenty of scientific and anecdotal evidence to demonstrate the importance of bucket filling in our lives. Take every opportunity to increase the positive emotions of those around you. It will make a big difference. It may even change the world!

Don't waste another moment. A bucket, somewhere, is waiting for you to fill i

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2009
School: 2544 Robert Rundle Elementary

Goal	Measure Category	Measure Category Evaluation	Measure	Robert Rundle Elementary			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	89.9	94.2	92.2	86.9	85.1	84.6	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	99.2	99.3	94.9	80.3	79.4	78.7	Very High	Maintained	Excellent
			Education Quality	97.3	100.0	96.4	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	68.4	79.1	74.9	76.8	75.3	75.6	Low	Maintained	Issue
			PAT: Excellence	16.4	25.0	24.1	19.2	18.3	18.3	Intermediate	Declined	Issue
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	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	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	100.0	88.9	84.0	79.6	80.1	78.1	Very High	Improved	Excellent
			Citizenship	86.0	92.8	87.9	80.3	77.9	77.1	Very High	Maintained	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	93.7	98.9	90.1	80.1	78.2	77.9	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	89.3	87.3	87.0	79.4	77.0	76.7	Very High	Maintained	Excellent

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Financial Performance 2008-2009

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year end balance for the school.

Year End Balance: \$128,697.00

Explanation:

- The year end balance is the result of our school and community being fiscally responsible, proactive and innovative. Parent Society efforts to assist our school with fundraising are appreciated.
- The balance contains an accumulated amount carried over from the previous years.
- The balance allows us to plan for:
 - Increased human resources to better meet classroom/school needs.
 - Provides assistance for future technology expenditures.
 - Extra and co-curricular program funding.
 - Assistance for families who have difficulty meeting commitments for school programs.
 - Move enhancement projects to outside school and grounds.
 - Extra resource money for Social Studies, Language Arts, Math and Science.
 - Classroom budgets increased.

SETTING THE PATHWAY FOR LIFE LONG LEARNING

Robert Rundle Elementary School's Education Plan continues to provide the framework that sets the direction for our school. With parents as partners, we are a community of learners who welcome students into our school to begin their educational journey. We are proud of our accomplishments and the collaborative spirit throughout the school. The learning experiences and atmosphere makes our school a great place to be.

"Thrifty people manage their time, money and resources wisely"

John Osgood

*The absolute first reason to be in Education is to care and love the children.
You cannot teach a thing unless you do.*

RESOURCE AND DISTRIBUTION

ROBERT RUNDLE SCHOOL

REVENUES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Basic Program Allocation	\$ 1,589,446	\$ 1,468,082	\$ 1,559,752
2. Remitted School Generated Funds			
2.1 Learning Resource Fees	\$ 9,000	\$ 9,000	\$ 9,000
2.2 Cafeteria/Lunch Program	\$ 9,000	\$ 9,000	\$ 9,000
2.3 Donations			
2.4 International Students			
2.5 Other Remitted SGF	\$ 25,000	\$ 25,000	\$ 25,000
3. Surplus / Deficit Allocation	\$ 128,697	\$ 101,142	\$ 138,846
TOTAL REVENUES	\$ 1,761,143	\$ 1,612,224	\$ 1,741,598

EXPENDITURES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
1. Certificated Staff	\$ 1,322,997	\$ 1,169,662	\$ 1,301,142
2. Support Staff	\$ 267,594	\$ 281,471	\$ 253,520
3. Services	\$ 78,564	\$ 78,564	\$ 78,564
4. Supplies	\$ 56,422	\$ 61,475	\$ 63,761
5. Furniture, Equipment & Capital	\$ 15,013	\$ 15,013	\$ 15,013
6. Technology	\$ 20,553	\$ 4,481	\$ 29,481
7. Future Emergent Initiatives		\$ 1,558	\$ 117
TOTAL EXPENDITURES	\$ 1,761,143	\$ 1,612,224	\$ 1,741,598

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
FTE Enrolment (ECS @ .5)	207.50	185.00	205.00

STAFFING PERCENTAGES	2009-2010 Fall Budget	2009-2010 Spring Budget	2008-2009 Fall Budget
Certificated Staff FTE	13.96	12.30	14.55
Support Staff FTE	6.31	6.44	6.30
Certificated Staff Percentage	76.60%	74.11%	76.20%
Support Staff Percentage	15.49%	17.83%	14.85%
TOTAL STAFFING PERCENTAGE (with surplus)	92.09%	91.95%	91.04%
TOTAL STAFFING PERCENTAGE (without surplus)	99.51%	98.24%	99.10%

Revenues for percentage purposes includes the basic program allocation, cafeteria and lunchroom revenues, international students, and the surplus/deficit from the previous year. The total staffing percentage (without surplus) includes the basic program allocation, cafeteria and lunchroom, and international students revenues only.

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following tables provide the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

Grade 3 English Language Arts

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	80.6%	81.3%	25%	18.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	96.7%	89.8%	30%	20%

Participation	
School	Province
83.3%	90.6%

Interpretation of Results

Strengths:

- Writing continues to show an improvement.
- Participation rates improved.

Concerns:

- Special Needs students – negative experience

Initiatives:

- Continue updating Balanced Literacy materials at all levels.
- Literacy initiatives – Daily 5/Café in Classroom.
- Enhanced opportunities for students in cross-aging, Precision Reading and mentors.
- Use permitted accommodations for students throughout the year.

Grade 3 English Mathematics

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	63.9%	79.2%	38.1%	27.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	76.7%	87.5%	43.3%	30%

Participation	
School	Province
83.3%	90.6%

Interpretation of Results

Strengths:

- Students who wrote the test had high excellence results.

Concerns:

- Participation rate needs improving.

- Curriculum change implementation and coordination of programs at K-3 level.

Initiatives:

- Pilot new Math programs.
- Use permitted accommodations for students throughout the year.
- Computer assisted instruction and software programs utilized.
- Acquire math manipulatives for each classroom.
- Align outcomes with new curriculum and report card.

Grade 6 English Language Arts

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	79.1%	87.8%	5.7%	18.9%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	84.4%	90.9%	6.3%	21.0%

Participation	
School	Province
91.4%	90%

Interpretation of Results

Strengths:

- Participation rate.
- Narrative writing was a stronger area.

Concerns:

- Decline in acceptable standard.
- Over 40% of reading questions were answered below standards.
- Excellence rate.

Initiatives:

- Use permitted accommodations throughout the year.
- Integrate more functional writing throughout curriculum.
- Develop a focus on reading in all content areas.
- Implement Moving Up – Balanced Literacy reading resource.

Grade 6 English Mathematics

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	62.9%	75.8%	2.9%	16.5%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	66.7%	84.2%	3.0%	18.3%

Participation	
School	Province
94.3%	90.1%

Interpretation of Results

Strengths:

- Participation rate.

Concerns:

- New Math curriculum implications.
- Impact of reading ability on problem solving questions.

Initiatives:

- Use permitted accommodations throughout school year.
- Identify and utilize math concepts and skills in other content areas.
- Work with other Math teachers in curriculum implementation.
- Share ideas with Math teachers.
- Workshops for Math teachers.
- Math lead teacher to coordinate resources and in-servicing.
- Pilot Math resources at Grades 3 and 6.

Grade 6 English Science

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	57.1%	76.1%	11.4%	25.2%

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	95.2%	85.4%	19.0%	28.3%

Participation	
School	Province
60%	89%

Interpretation of Results

Strengths:

- Students who wrote test did well.

Concerns:

- Misinterpretation of test questions.
- Inquiry and problem solving.

Initiatives:

- Year end review format.

Grade 6 English Social Studies *

Table 2.1	Acceptable Level		Excellence Level	
	School	Province	School	Province
All Students	N/A	N/A	N/A	N/A

Table 2.2	Acceptable Level		Excellence Level	
	School	Province	School	Province
Students Writing Test	N/A	N/A	N/A	N/A

Participation	
School	Province
57.1%	93.0%

*This year our students wrote the social studies pilot test for the 2007 Program of Studies. The provincial standards for this test will not be set until after the June 2010 administration of the test. Therefore, any references to student achievement in relation to standards are reported as N/A for 2008-2009. Individual student results for the Social Studies test were made available to the schools.

Summary Comments Regarding Provincial Achievement Test Results

- Rundle's school population is the most diverse in St. Albert. Additionally, we have experienced significant growth in our special needs population which presents different and difficult challenges for our school community.
- Our Grade 3 and Grade 6 populations are relatively small so a small group of students can have a dramatic effect on results.
- Participation rates are impacted when housing district Opportunity Programs.
- Trends from year to year are noted when deciding what to do next.
- Continue to place an emphasis on resource acquisition and professional development to meet curricular needs.
- Promote opportunity students to write the achievement test.
- Engagement of all students – development of tasks and activities that motivate the students and holds their interest; develop content that is meaningful to the learner, use manipulatives and hands-on activities when appropriate; use advanced organizers such as models, pictures or rubrics to add meaning.
- Use technology lessons to support learning and test writing.
- Time on task – time adjusted to meet student needs, timetabling considerations, homework completion, differentiated instructional strategies (re-teaching, storytelling) peer mentors, volunteers, homework club, in-school mentoring, etc.
- More emphasis will be placed on Computer Assistive Technology such as: Read and Write Gold and Accelerated Reader.
- Pilot new curricula.

Appendix II – Other Indicators of Student Performance

- Collaborative team focus on student learning and staff growth.
- Individual Program Plans for over 25 per cent of school student population.
- Focus on small learning groups.
- Hard work and staff talents.
- Student leadership – Grade 6 emphasis.
- Safe and caring school environment.
- Continue to collect and maintain up to date learning resources and materials.
- Focus on co-curricular programs that enhance school program.
 - Outdoor Education Program.
 - Curriculum emphasis for field trips.
- Maintain a strong staff who teach children at levels appropriate to their skills.
- Focus on discovery learning, hands on activities, problem solving and critical thinking.
- Professional Development that meets staff needs and is tied to Professional Growth Plans.
- Continue to modify assessment practices reviewed and aligned with report card outcomes.
- Use of writing rubrics created by grade level AISI teams.
- Focus on curricular alignment through AISI in writing components – common language.
- Coordination of student services through school counsellor.
- Portfolios used as an assessment component.
- Coordination of school activities to minimize disruption at times when review is needed.
- Direction of co-curricular areas to enhance curricular outcomes, e.g. science review.
- Strong parental involvement which assists us in meeting student needs.
- Professional Learning Community culture within our school.
- Emphasis on celebrating student curricular and extra curricular success.
- Differentiated instruction practices.
 - Reading - Accelerated Reader.
 - Early Literacy Support.
 - Precision Reading.
 - Touch Math.
 - Piloting new Math, Social Studies and Language Arts materials.
 - Daily 5/Café In The Classroom.

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	% Satisfied
	2007-2008	2008-2009
1. Overall, I am happy with my school.	100	100
2. I can talk to a teacher, counselor, or other school staff about problems I am having.	97	97
3. I am encouraged to do my best.	100	100
4. I can get extra help with my school work when I need it.	99	98
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	100	97
6. The school helps me become a good, caring citizen.	100	99
7. I am satisfied with opportunities to help other people in my school or community.	98	98
8. My teachers tell me how I am doing in school.	98	98
9. My teachers care about me.	100	100
10. I feel safe in my school building.	100	100
11. I feel safe on the playground during school time.	97	96
12. My school is a positive and welcoming place.	100	100
13. Expectations for student behaviour are clear.	100	99
14. There are consequences when the school rules are not followed.	100	100
15. Have you been bullied by another student on a repeated basis this year?	9	12
16. My school promotes physical activity, health and wellness.	100	98

Participation Rates

Year	Respondents	Rate
2008-2009	118	96%
2007-2008	121	97%
2006-2007	137	99%

Parent Survey Questions (Grades 1, 3-6)	% Satisfied		% Satisfied	
	2007-2008		2008-2009	
How satisfied are you...				
1. with the quality of education that your child is receiving?	100		95	
2. with the choice of courses and programs available in your school?	100		97	
3. with the choice of courses and programs available in your school district?	98		100	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	98		97	
5. that your child is encouraged by his or her teachers to achieve high standards?	96		95	
6. that your child's learning needs are being met?	98		87	
7. with the extra help available, if your child requires it?	96		100	
8. that teachers help your child to achieve learner outcomes?	98		95	
9. that your child is developing the skills and attitudes to become a lifelong learner?	96		87	
10. that the school helps your child become a good, caring citizen?	96		97	
11. that the school provides your child with activities that promote volunteerism and community contribution?	98		90	
12. that the school provides students opportunities to assume leadership roles?	98		95	
13. with the leadership provided by district office?	92		94	
14. with the leadership within your child's school?	100		87	
15. with the Board's resource allocation, policies, priorities and processes?	94		92	
16. with how the district manages financial resources?	94		95	
17. with how the school manages its financial resources?	96		92	
18. that your input is considered, respected, and valued by the St. Albert Protestant School Board?	94		84	
19. that your input is considered, respected, and valued by your school?	100		87	
20. that the School Council plays a meaningful role in your school?	92		92	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	96		85	
22. with the school's partnerships with community agencies and organizations?	100		92	
23. with the communications you receive from the school?	100		92	
24. with how the school keeps you informed about your child's progress and achievement?	100		89	
25. that there is a caring environment at the school?	96		97	
26. that the school is safe?	98		97	
27. that your child's school is a positive and welcoming place?	100		92	
28. that expectations for student behaviour are clear?	96		97	
29. with the way discipline matters are dealt with by school staff?	87		97	
30. with the bus service?	90		100	
31. with the image of the school in the community?	94		92	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	100		91	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 8	No 92	Yes 10	No 90

Participation Rates

Year	Respondents	Rate
2008-2009	39	25%
2007-2008	55	37%
2006-2007	55	32%

Special Education Parent Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
How satisfied are you...		
1. with the quality of education your child is receiving at this school?	94	100
2. that the special education programs and services provided by the school are meeting your child's needs?	100	100
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	94	100
4. with the communication you receive about your child's educational progress?	94	100
5. with your child's educational achievement?	94	100
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	94	94
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	86	93
8. with the school district funding for special education services?	87	88

Participation Rates

Year	Respondents	Rate
2008-2009	17	Telephone int.
2007-2008	16	Telephone int.
2006-2007	18	Telephone int.

School Staff Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
1. I am satisfied with the quality of education that students are receiving in this school.	100	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	100
3. I am satisfied with how the school assigns support to special education programs.	100	100
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	100	100
5. The professional development opportunities are useful in helping me meet the needs of my job.	100	100
6. There is sufficient computer-related training available.	91	84
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	93	100
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100	100
9. Students are developing the skills and attitudes to become lifelong learners.	100	100
10. The school helps students become good, caring citizens.	100	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	100
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	88	88
14. I am satisfied with the leadership within my school.	100	97
15. I am satisfied with the opportunities to assume leadership roles.	100	97
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	94	97
17. I am satisfied with how the district manages financial resources.	85	97
18. I am satisfied with how the school manages its financial resources.	100	100
19. (Teaching staff only) I am able to meet individual student needs.	100	94
20. The district provides adequate support / resources to meet diverse student needs.	91	97
21. My input is considered, respected, and valued by Alberta Education.	79	84
22. I have the opportunity to be involved in decision-making at the district level.	91	83
23. My input is considered, respected, and valued by the St. Albert Protestant School Board.	94	87
24. I have the opportunity to be involved in decision making at my school.	100	100
25. My input is considered, respected, and valued by my school.	100	100
26. Overall, staff morale is positive.	100	94
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	100	100
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100	100
29. I have the support necessary to be effective and successful in my job.	100	100
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	100
31. My work or teaching assignment matches my knowledge and skills.	100	100
32. There is a caring environment at the school.	100	100
33. I feel safe in the school.	100	100
34. The school is a positive and welcoming place.	100	100
35. The facilities are satisfactory.	97	100
36. Expectations for student behaviour are clear.	100	97
37. I am satisfied with how discipline is dealt with within the school.	100	100

School Staff Survey Questions	% Satisfied 2007-2008	% Satisfied 2008-2009
38. My school is free from verbal harassment and other forms of workplace bullying.	100	100
39. The image of the school in the community is positive.	100	100
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates

Year	Respondents	Rate
2008-2009	32	97%
2007-2008	33	100%
2006-2007	35	100%

School Evaluation of Satisfaction Surveys

Results:

According to the results, our school's strengths are:

- Values and citizenship through our Responsive Classroom Approach.
- Strong satisfaction results from all stakeholder groups in school community.
- Appropriate use of technology for teaching and learning.
- Strong satisfaction and support for administration and staff.
- High staff morale with emphasis on teamwork throughout the school.
- Communication links between home and school.
- A climate of mutual support.
- Staff willingness to improve teaching skills.
- High expectations of all – students, parents, staff and particularly oneself.
- Students are encouraged to take responsibility for their own behaviour.
- Community has confidence in staff to do their best for their children and our students.
- A safe and caring environment is evident throughout the school.
- A staff philosophy that ensures students' needs come first.

According to the results, areas in need of attention are:

Bullying

Students	12%
Goal is	0%

Computer-Related Professional Development

Staff	84%
Goal is	100%

General Comments

- Parent, student and staff satisfaction results indicate philosophy, values and vision are met with great enthusiasm and support.
- Our School Council and parent community are true partners in their children's education and are willing to assist us in every way possible.
- As issues arise, it will be important to maintain an open dialogue with all stakeholder groups, including our Board of Trustees to be as responsive to educational needs as possible.
- A true team effort and philosophy has built a strong rapport within our school community.
- Success for every child is promoted, encouraged and fostered throughout the school program.
- Focus of our school plan is on improving student learning.
- Students are encouraged to demonstrate their knowledge and skills, to think critically and express their thoughts in an open and caring environment.
- We are very proud of our results and will celebrate our successes.
- Establish more avenues for parent input into school policies, practices and operation. Use newsletter surveys and School Council as ways to seek input.
- Special Needs Coordinator helps staff access student support services and special education services.
- Overall, we seem to be pleasing our stakeholders.
- Our small school leads to many positives in all stakeholder groups.
- Playground Pals Program helps in bullying initiatives.
- All focus groups agree that within the school the quality of education and kids first philosophy is excellent.

Next Steps for Continuing Progress

- Search for high quality learning opportunities.
- Maintain high student learning.
 - Assessment For Learning
 - Meeting the needs of all students.
 - Look for strategies/resources that meet our diverse learning community needs.
- Promote an active volunteer program to assist us in our classrooms.
- Continue to explore fine arts options at all grade levels.
- Continue Professional Learning Community with focus on student learning and continuous improvement in student achievement.
- Review and improve current cost structures and financial implications:
 - Ensure that our programs and costs are viable and affordable by our school community.
- Purchase new software for specific curricular areas – Language Arts, Math and Special Education.
- Increase Professional Development funds for all staff.
- Newsletter parent input section highlighted.
- Emphasis on increasing participation rates.
- Responsive Classroom Approach.
- Literacy Initiatives – Grades 4-6 Balanced Literacy, Daily 5/Café in Classroom.

Participation Rates:

According to the results, our school’s strengths with regards to participation rates are:

Student and staff participation rates are excellent.

According to the results, areas in need of attention with regards to participation rates are:

Encourage all parents to participate.

General Comments

If participation rates are to increase we need to communicate importance of surveys.

Next Steps for Continuing Progress

Communication through our newsletter will focus on survey purpose.

School Council will address ways to help in encouraging parents to complete and return surveys