

2016- 2019

Annual Education Results Report & Three-Year Education Plan



Developing Our Most Valuable Resource:

Our Children

Principal: Donald Teplyske

Box 390 Winfield, AB

www.WinfieldSchool.ca

Revised December, 2016

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Message from the Principal

The Winfield Elementary School Combined Annual Education Results Report & Three-Year Education Plan for 2016-2019 establishes the goals and priorities for the school year and sets the course we follow into the future. This plan is seen as a working document, subject to additions, revisions, and improvements as we progress through the year. It provides the opportunity to examine our practices, consider the needs of our students, and revise our teaching to make improvements. Some sections of this report remain from previous years, while other sections are new or significantly revised. The purpose of this plan is to establish priorities for the school, and provide staff, students, parents, and administration with objectives to work toward while also establishing our common, accepted beliefs and practices.

These stakeholders in education play an important role in the focus of our school and must be cognizant of the direction we are heading. Positive communication with and between all stakeholders is vital. Winfield Elementary School has long been recognized for providing quality education with an emphasis on community involvement, and we intend to continue this practice. We look forward to dialogue, feedback, and continued work with our many stakeholders in public education.

At Winfield Elementary School our motto is *Developing Our Most Valuable Resource: Our Children*. We recognize the importance of establishing a safe and caring school environment that empowers students to do their best. As we move forward throughout this school year, we acknowledge our past successes while keeping in mind our school motto as we strive toward excellence in education.

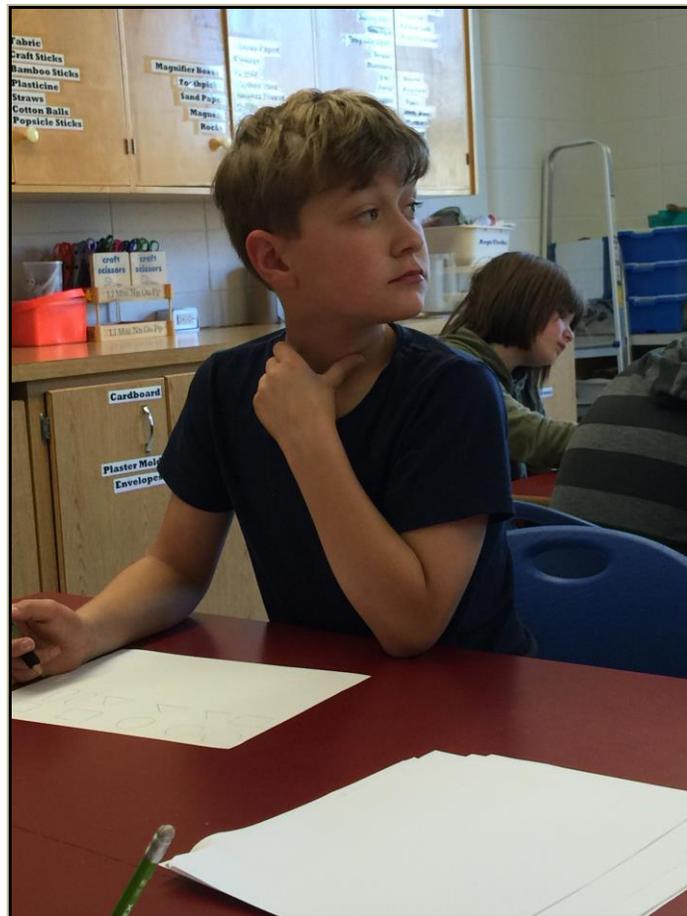


Accountability Statement

The Winfield Elementary School Combined Annual Education Results Report & Three-Year Education Plan for 2016-2019 for the three years commencing late August, 2016, was prepared in consultation, through formal and informal discussions, with parents, school staff, and other stakeholders.

This document was developed in the context of jurisdictional reports and plans. Input into this plan was solicited from members of the School Council and from the staff of Winfield Elementary School. Analysis of provincial testing initiatives, discussions with parents, and formal satisfaction surveys of students, parents, and staff have also been inherent aspects of this planning process.

This is a working document designed to be continually improved upon. Our school is committed to achieving the results laid out in the Three-Year Education Plan.



At Winfield Elementary School we envision a school where all students are successful in all aspects of their school experience.

As a school community, we concentrate on maintaining the mission and vision of the School Division. WRPS's mission is "Inspiring Students to Become the Best They Can Be" while its priorities remain a) improving academic success for all students, and b) enhancing the successes of First Nations students by encouraging the active involvement of their families.

The school staff has adopted the following as a statement of Common Purpose: "We serve the families of the Winfield community by educating, guiding, supporting, and nurturing their children to help develop the attitudes and skills necessary to achieve their child's fullest potential, today and into the future."

These complementary statements frame our decision-making as a school staff and community.



Profile of Winfield Elementary School

Winfield Elementary School is situated 75 km west of Wetaskiwin at the junction of Highway 13 and Highway 20. Winfield School has been a pillar of the community for well over seventy years. While the community and configuration of the school have changed over time, for more than twenty-five years our school has focused on providing excellent educational opportunities for students in Grade 1 to Grade 6, with kindergarten coming into the Wetaskiwin Regional fold more recently. Upon completion of Grade 6, students are bussed to Buck Mountain for their Junior and High School years. Currently, the student population consists of 88 students, with about 80% being bussed each day. We are on a modified school year calendar, with our last day of school being in mid-June.



Our staffing for the 2016 -2017 school year provides 5.5 full time equivalent (f.t.e.) teachers and principal and a 1 f.t.e. administrative assistant and librarian. For this school year, we have reconfigured our homerooms to meet the constraints of the approved staffing complement. Our classrooms are ECS, Grade 1 & 2, Grade 3 & 4, and Grades 5 & 6. Our teaching staff is enhanced by a part-time Family School Liaison, present each Wednesday.

Teachers are committed to delivering superior classroom experiences to their students, and are consistently striving to develop their skills. Annually, teachers select an area of focus for their own professional growth, and implement new methods and strategies within their already strong planning. For example, in the current year, teachers have made a commitment to continue to implement reading instruction in their classrooms that is focused on individual student needs. This commitment to improving their instructional skills are an important focus of our school's ongoing planning and development.

There is a high degree of parental involvement in our school. At Winfield Elementary, we feel parents need to be actively involved in the student's education. We encourage our parents to participate in school activities at every opportunity. Classroom teachers invite parents of students receiving recognition at monthly celebration assemblies to attend. We continue to make attempts to increase the number of parents attending formal Parent-Teacher Interview evenings, have seen the participation numbers rise over the past several years to 43% of students represented, and are pleased that many are comfortable contacting us at any time, not feeling the need to wait for these evenings.

We do want to be proactive in encouraging parental engagement with the school. To this end, we hold a kindergarten registration evening each spring, kindergarten orientation meetings at the start of school, and make contact with all kindergarten parents to ensure they meet with the teacher at fall interviews. By making positive, initial contacts with parents new to the school, we hope parents will feel a community connection and will want to remain actively involved in their child's education.

The School Council plays an important role in the school. This council is a very supportive group of parents who enhance student opportunities by advising school administration on school operations, collaborating with staff at every opportunity, and volunteering to complete projects of interest.

Additionally, the Winfield School Fundraising Committee has been established to fundraise to maintain and improve the culture of the school and enhance the educational experiences of students by:

- Supporting our school-wide reading program
- Supporting field trip costs
- Supporting school arts and cultural presentations and activities
- Providing water for hallway coolers
- Supporting school spirit days including an annual pancake breakfast
- Supporting our annual charity fundraiser, which for the current school year is in support of the area food banks and Santa's Anonymous.

Members of the School Council and the Winfield School Fundraising Committee also coordinate and deliver hot lunches for students on a weekly basis, hold Family Movie Nights, and support activities associated with the Christmas concert (costumes, sets), as well as a fundraising bake sale and auction.



Parent volunteers serving at our annual Halloween pancake breakfast

Additionally, the school is utilized for community events and services that greatly benefit our students. Alberta Health Services personnel deliver programming through our school, including Speech-Language assessments and supports, dental screening, and vaccinations. The local community gymnastics club uses the school weekly to deliver programming to children from five years of age. For many years, the community public library has been housed in our building as has the local pre-school (Winfield Pre-Kindergarten) program.

This cooperative use of our building enhances the climate of our school, and makes Winfield Elementary an important part of the hamlet and district.

We are always on the lookout for community members and organizations including the County of Wetaskiwin who may want to use the school for their events.

Recently, senior administration of the School Division and Mr. Teplyske, as part of regularly scheduled maintenance plan determinations, toured the school and identified several areas of need around facility improvements. Considering the entire school division and the many needs around its aging infrastructure, we are pleased that WRPS has committed \$594 500 to Winfield School improvements over the next three years.

Working with School Division personnel, we will make improvements that will directly enhance the students' school experience, and will also make our school that much more appealing and even healthy. Timelines are general (i.e. 2016-2017; 2017-2018; and 2018-2019,) but within the next year we are looking toward tremendous improvements in the following areas:

Playground fencing along the west edge of the playground; replacement of all windows of the school; student washroom upgrades; removal of school library carpeting and replacement flooring; painting of the gym; gym ceiling upgrades; and a roof conditions assessment.

In the following years, additional improvements involve the exterior of the school (likely wrapping it in new siding as was the gym two summers ago,) redesign of the hallway ramp,

painting of the interior areas not improved in 2013, gym ramp installation, boiler review and replacement, flooring replacement in the 1956 (little kids) wing, and improved school signage.

This is wonderful news, and we would expect some if not most of the work will occur during the summer months. We will keep the community posted as more specifics are learned, but are ecstatic that WRPS is investing so significantly in our school.

School Improvement Plan

The stakeholders within the Winfield Elementary School community have identified main priorities for our school. These priorities have arisen through consultation with parents and other individuals within the school community including School Council, the staff, and select student input. In addition, data from the Accountability Pillar survey and Provincial Achievement Test reports were used. These priorities provide focus for our planning as we anticipate moving our school forward in the current school year, as well as future ones.

Priority 1: Maintain and improve student achievement including through the use of differentiation strategies while embracing the Responding to Intervention philosophy.

Priority 2: Support our students in their exploration of educational technologies with an emphasis on using Chromebooks and Google Apps for Education.

These priorities are woven through and around the topics reviewed and discussed in the following pages.

Winfield Elementary School has demonstrated positive results on most measures associated with Provincial Achievement Tests and the Accountability Pillar measures. We will not rest on these laurels. We wish to improve academic success of all students. To do this effectively, we need to encourage and ensure that Winfield Elementary School staff implements the WRPS Model of Intervention with an emphasis on Differentiated Instruction practices within their classrooms while encouraging student engagement at all levels. The importance of Responding to Interventions (RTI) within all three tiers of the Pyramid of Intervention will be increasingly emphasized as our School Division supports staff in their understanding and utilization of these measures.

Priority 1: Maintain and improve student achievement including through the use of differentiation strategies while embracing the Responding to Intervention philosophy:

Alberta Education Goals:

- High-quality learning opportunities
- Excellence in student learning outcomes

- Highly responsive and responsible education system

Outcomes:

- Students demonstrate high standards in learner outcomes.
- All students receive a broad educational program that meets their specific learning needs
- Parental involvement is emphasized along with continuous improvement

Performance Measures:

- Students demonstrate high standards in learner outcomes on provincial achievement measures.
- Parents, teachers, and students indicate satisfaction within Accountability Pillar survey
- Accelerated Reader and Mathletics/IXL Math data
- Review of benchmark reading assessments with all students, and continued review of student reading progress via annual assessment
- Learning Support Teacher interactions with classroom teachers- team planning, team teaching, information and resource gathering, and allocation
- Data gathered from Growth and Supervision conversations and observations

Maintenance and Improvement Strategies:

- Continue regular Learning Team Meetings to discuss student progress in and out of the classroom. The Learning Support Teacher will continually communicate with classroom teachers to analyze classroom data and circumstances, and investigate ways student achievement can improve. Data will include anecdotal observations, PAT results, teacher awarded marks, Accelerated Reader and Mathletics/IXL Math reports, Fountas & Pinnell benchmark data, and other information garnered from parents, students, and staff. Learning Team Meetings will occur as required, at all staff meetings, and regularly between classroom teachers and the LST.
- The school's professional development plan is focused on improving student achievement for all students at Winfield Elementary School by implementing Responding to Interventions philosophy within daily classroom instruction and is connected to the attributes of the WRPS Learning Cycle.
- Maintain focus in Student Writing and Reading Comprehension

- Use data from Accelerated Reader and Mathletics/IXL Math programs to identify areas of strength and challenge, and to provide students with appropriate support and instruction
- Use data gathered from Fountas & Pinnell assessments in reading instruction to monitor student reading development and target specific areas requiring remediation
- Ensure that FNMI students achieve at an optimal level by coordinating one-on-one and staff meeting discussions as required; promoting the involvement of our LST as required; staff will identify, investigate and address any emergent needs with our FNMI population; and the Principal will make positive contacts with FNMI families
- Continue to analyze Provincial Achievement Tests and use this data to facilitate instructional improvement plans
- Teachers will continue to emphasize Differentiated Instructional pedagogy in their lessons, and the presence of this will be emphasized during Growth/Supervision conversations
- LST support in all classrooms, focused on Math and Language Arts
- Utilize information gathered from Fountis & Pinnell assessments (end of year and mid-year) to inform classroom practices and determine areas of focus for individual students.

In addition to all the above, individual teachers, in collaboration with their colleagues, have identified specific areas of focus to address Priority 1: Maintain and improve student achievement including through the use of differentiation strategies while embracing the Responding to Intervention philosophy. These include:

- Across grades, our Learning Support Teacher is collaborating with classroom teachers to guarantee our struggling readers are receiving enough support both through whole group instruction and small group pullouts. Classroom instruction will be based on the five elements of reading: fluency, phonemic awareness, phonics, fluency, and comprehension. Working together with teachers, she will establish an understanding of struggling readers' capabilities in literacy to ensure that proper instruction/intervention is provided and will continue to assess readers' improvements throughout the year.
- In Kindergarten, the teacher will use centres for Daily 5 (literacy.) Through literacy centers, students to be able to recognize and pronounce words, know meanings of different words, and have the ability to understand the meaning of stories. Various resources will be utilized to create meaningful student-based centers that will connect to the outside world and therefore make the learning authentic for students. Additionally, she will integrate literacy behaviors into independent play, by incorporating literacy artifacts such as print materials (i.e. menus to order food at the kitchen, books in the reading corner, and letters and sight words in the sand table) and writing tools (i.e.. clipboards to record orders at the "restaurant" or and naughty or nice list in Santa's

workshop.) Jolly Phonics will be utilized to promote student literacy development, with the teacher receiving training with this method in November.

- Grade 1 and 2 teacher will be focused on developing student literacy by further exploring the use of Dolch word lists with students of all skill levels while emphasizing parent communication about learning and the use of the word lists. Guided reading groups will be emphasized, and the teacher will take a lead role in a reading fair for the younger students.
- In grades 3 and 4, the teacher is focused on increasing the amount of class time allotted for a variety of reading activities. More specifically, we are focused on improving students' reading fluency and comprehension. Students will be allowed more reading time which would include reading-to-self, reading-to-peers and reading-to-teacher. Various strategies will be taught and practiced, as well as incorporating the RAZ kids program where students can read and complete activities on levelled books and record readings independently.
- Based on the Grade 6 PAT analysis for 2015-2016, instruction for Grade 6 Language Arts will target:
 - Provide the class with several reading opportunities that target the reporting categories, both informational and narrative/poetic (engaging lessons centered around novels, informational articles, cartoons, and poems)
 - Review pronoun reference, use of quotation marks, and mood in a novel
 - Target synthesizing ideas in informational articles
 - Plan a March Mini Unit on cartoons and graphic novels
 - Improve student achievement by providing numerous writing opportunities so all students are achieving at the satisfactory, proficient and excellent levels for narrative and functional writing.
 - Use rubrics that are used with the PAT marking so students can monitor their progress throughout the year
 - Show students what good writing looks like (exemplars) for narrative and functional reporting categories
 - Use Empowering Writers materials in the classroom to improve student achievement; focus on getting more students at the proficient and excellent level in narrative and functional writing.
- Based on the Grade 6 PAT analysis for 2015-2016, instruction for Grade 6 Math will target:
 - **Number**
 - Apply knowledge of the place value system to arrange decimal numbers in order from least to greatest (Gr. 5)
 - Solve a given problem involving ratio

- Solve a given problem involving the multiplication, addition, and subtraction of decimal numbers (Gr. 5)
- Determine the total cost of items purchased at a store by multiplying decimals by single digit multipliers (Gr. 5)
- Determine the value of a number that would result in a given percentage

Patterns and Relations

- Identify which mathematical equation in a list of given equations can be used to describe the relationship displayed in a given table of values (Gr. 5)
- Apply knowledge of preservation of equality to solve a given problem
- Identify which math problem in a given set of math problems could be represented by a given equation (Gr. 5)

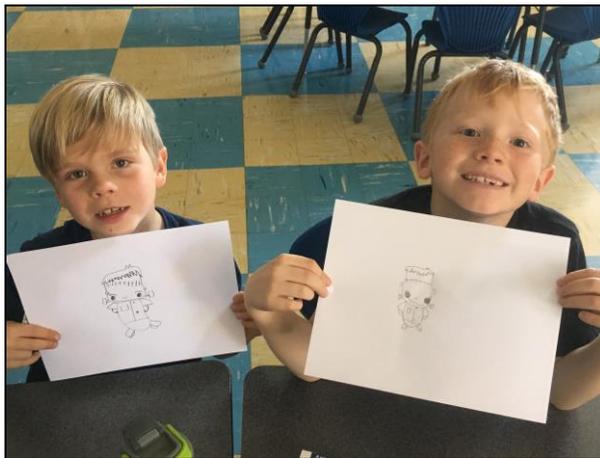
Shape and Space

- Solve a given problem involving the volume of a right rectangular prism

Statistics and Probability

- Determine the theoretical probability of outcome in a probability experiment
- Analyze and interpret data in a graph to solve a problem
- Interpret a pictograph to solve a given problem
- Analyze and interpret data in a graph to draw a conclusion

All teachers are congratulated for their willingness to examine their practices and make changes with the intention of ensuring all students are achieving to the highest level.



Priority 2: Support our students in their exploration of educational technologies with an emphasis on using Chromebooks and Google Apps for Education:

Alberta Education Goals:

- High quality learning opportunities
- Highly responsive and responsible education system

Outcomes:

- Students demonstrate high standards in learner outcomes.
- Students receive a broad educational program
- Continuous Improvement

Performance Measures:

- Teachers will indicate that they will regularly use Chromebooks in their classroom as part of their typical teaching day
- Students will indicate that they are using technology regularly in their typical teaching day

Maintenance and Improvement Strategies:

Staff Professional Development will be at the forefront of school improvement. The school's Professional Development Plan is focused on:

- Collaboration: implementing knowledge and understanding of Chromebooks and Google Apps for Education to meet the needs of students at Winfield Elementary School with individual teachers guiding their Professional Growth plans;
- participating in online training including webinars as provided by WRPS, as well as sessions offered on the ATA PD Day December 2.

PROFESSIONAL DEVELOPMENT PLAN

As WRPS has progressed with the Learning Cycle, so has Winfield Elementary School. Teacher collaboration has become viewed as a necessary tool for professional growth. Teachers have used collaboration time to improve instruction and assessment pedagogy, as well as teacher practices. We continue on our professional development path, focusing on improving student achievement for all students at Winfield Elementary by using Differentiated Instruction strategies and Responding to Intervention philosophy to implement the WRPS Learning Cycle and Increase the use of effective technology in their lessons.

On at least two occasions this school year, all teachers will engage with the principal in growth and supervision conversations and observation cycles, with an emphasis on the KSAs, Differentiated Instruction, and classroom-based best practices, including High Yield Strategies

Teachers are encouraged to seek out and attend professional development opportunities together or alone, including visits to other schools.

PD Timeline for 2016-2017

Design Days- at individual teacher discretion, aligned with TPGP and LCIG: Oct. 7 (0.5 day); Dec. 2; March 23; April 13 (0.5 day); and May 19.

Context Days- Teachers will work collaboratively to improve their delivery of reading programming: Sept. 1; Oct. 7 (0.5 day); April 13 (0.5 day.)

While not PD, teaching staff elected to use Aug. 31, Sept. 2, and June 16 as organizational days.



Strengthening the quality of our school library continues.

Positive School Environment Plan

This document is published as a separate document and incorporates the following elements: character education, discipline, and school culture. It is filed on the school's website.



Accountability Pillar Data

Through the concerted efforts of the past and the continued focus on excellence, our school's 2016 Accountability Results are positive with areas for development apparent. An examination of the data reveals that stakeholders are pleased with the operation of our school and the programming we offer. We will continue to monitor the elements shared through this stream and utilize the feedback provided in our short- and long-term planning.

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Current data (collected spring 2016)

Measure Category	Measure Category Evaluation	Measure	Winfield Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	85.9	97.3	92.3	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities		Program of Studies	72.1	86.9	77.7	81.9	81.3	81.4	Low	Maintained	Issue
		Education Quality	89.3	99.1	95.4	90.1	89.5	89.5	High	Declined	Acceptable
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.9	82.1	86.4	73.6	72.9	73.4	Very High	Improved	Excellent
	Excellent	PAT: Excellence	32.2	28.6	29.8	19.4	18.8	18.6	Very High	Maintained	Excellent
		Work Preparation	66.7	84.5	79.0	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	75.7	90.7	88.1	83.9	83.5	83.4	Intermediate	Declined	Issue
	Concern	Parental Involvement	45.0	92.9	81.3	80.9	80.7	80.5	Very Low	Declined	Concern
	Issue	School Improvement	66.0	76.9	79.8	81.2	79.6	80.0	Low	Declined	Issue

Previous data (collected spring 2015)

Measure Category	Measure Category Evaluation	Measure	Winfield Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	97.3	91.3	92.5	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities		Program of Studies	86.9	75.7	73.3	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	99.1	94.3	94.5	89.5	89.2	89.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	82.1	86.0	90.0	73.0	73.1	73.9	High	Maintained	Good
	Very High	PAT: Excellence	28.6	34.0	29.3	18.8	18.4	18.9	Very High	Maintained	Excellent
		Work Preparation	84.5	66.7	81.3	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	90.7	84.0	88.8	83.5	83.4	83.1	Very High	Maintained	Excellent
	Excellent	Parental Involvement	92.9	68.2	80.9	80.7	80.6	80.2	Very High	Maintained	Excellent
	Good	School Improvement	76.9	78.6	81.3	79.6	79.8	80.1	High	Maintained	Good

As stated elsewhere, this data can swing very markedly based on the responses of the few parents who participate. How did we go from glowing in 2015 to having several troubling areas a year later? We can't say because the information is not rich in that the reasons for the

responses are not provided. Was the negative information collected based on an unresolved grievance? Was someone attempting to promote change by responding negatively? We don't know, but it is concerning.

If we were pleased by the 2015 results, we need to be equally troubled by the 2016 data. All these results have and will continue to be thoroughly discussed at school council and staff meetings, and if there are things we need to do differently we will respond.

Desired Outcome One: Every student is successful

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation			Targets
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.8	90.4	86.0	82.1	94.9	Very High	Improved	Excellent	100
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.1	26.9	34.0	28.6	32.2	Very High	Maintained	Excellent	30

Goal One: Success for every student

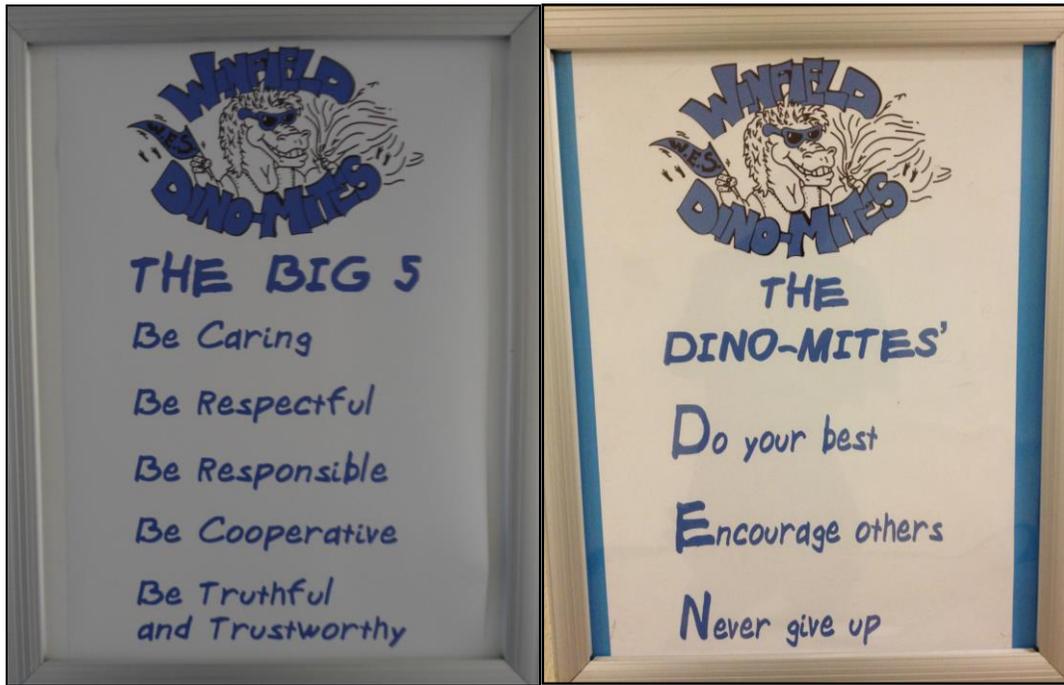
Outcome: Students demonstrate proficiency in literacy and numeracy.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	16.7	100.0	55.6	100.0	40.0	*	*	100.0	31.3	100	40
	Authority	78.4	13.6	77.1	9.3	80.1	12.6	79.2	12.8	--	--		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	17.8		
Mathematics 6	School	91.7	25.0	100.0	0.0	80.0	6.7	*	*	93.8	18.8	100	25
	Authority	76.1	18.2	70.9	9.3	67.8	12.2	65.6	9.2	--	--		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0		
Science 6	School	100.0	50.0	100.0	33.3	80.0**	50.0**	n/a	n/a	92.6**	40.7**	--	--
	Authority	73.9	28.8	71.6	21.4	66.8	25.0	63.0	15.3	--	--		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1		
Social Studies 6	School	83.3	16.7	80.0**	24.0**	n/a	n/a	80.0**	25.0**	n/a	n/a	80	25
	Authority	61.6	12.9	56.2	12.8	54.4	10.0	--	--	--	--		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

*redacted due to small class size

**includes students in both Grade 5 and 6



GRADE SIX

PROVINCIAL ACHIEVEMENT TEST ANALYSIS – ENGLISH LANGUAGE ARTS

The Grade Six class of 2015-2016 consisted of 16 students.

Reading and Writing Results Combined

Subject	School		Province	
	2016	3-yr avg.	2016	3-yr avg.
Language Arts				
Acceptable Standard	100%	100%	82.9%	82.4%
Standard of Excellence	31.3	49.7%	20.4%	17.8%

Detailed analysis of the PAT Language Arts results was completed with areas of strength and areas for improvement identified. Areas for development are listed beginning on page 11.



PROVINCIAL ACHIEVEMENT TEST RESULTS – MATHEMATICS

The Grade Six class of 2015-2016 consisted of 16 students.

Subject	School		Province	
	2016	3-yr avg.	2016	3-yr avg.
Mathematics				
Acceptable Standard	93.8%	90.6%	72.2%	73.2 %
Standard of Excellence	18.8%	data error	14.0%	15.3%

Detailed analysis of the PAT Math results was completed with areas of strength and areas for improvement identified. Areas for development are listed beginning on page 11.

PROVINCIAL ACHIEVEMENT TEST RESULTS – SCIENCE

The Grade Five and Six class of 2015-2016 was comprised of 27 students.

Subject	School		Province	
	2016	3-yr avg.	2016	3-yr avg.
Science				
Acceptable Standard	92.6%	90.5%	78%	76.6%
Standard of Excellence	40.7%	40.5%	27.1%	25.3%

PROVINCIAL ACHIEVEMENT TEST ANALYSIS – SOCIAL STUDIES

The Grade Five and Six class of 2015-2016 did not write the Grade Six Social Studies PAT as they studied the Grade 5 program.

Subject	School		Province	
	2016	3-yr avg.	2016	3-yr avg.
Social Studies				
Acceptable Standard	--	80%	71.4%	71%
Standard of Excellence	--	24.5%	22%	17.9%

Parent Survey Information as Gathered by Alberta Education

Gathering data for each of the performance measures is completed on an annual basis. Depending on the item, up to 8 parents participated. All values are rounded to the nearest whole number.

We experienced some challenges within the measures reported as several revealed parent concern. These concerns will be shared with the School Council, and an effort will be made to better understand the negative parent responses. With only 8 (and as few as 4 for some items) parents responding, one or two negative responses, coupled with some “I Don’t Knows” can swing the results dramatically. We do take all the information received seriously, and will endeavor to understand the results and make appropriate adjustments in our practices.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers and parents an satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. * Teacher information not included for 2013, 2014, and 2016.	73.8	70.4	75.7	86.9	72.1	Low	Declined	Issue	90	95	100

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.6	92.7	94.3	99.1	89.3	High	Declined	Acceptable	100	100	100



Winfield Elementary School AERR/3-Year Plan 22

	A Lot %	Some %	Very Little %	Not At All %	Don't Know %						
To what extent are you involved in decisions at your child's school?	2016: 0 2015: 29 2014: 22	2016: 38 2015: 57 2014: 56	2016: 13 2015: 14 2014: 22	2016: 13 2015: 0 2014: 0	2016: 38 2015: 0 2014: 0	Very Low	Declined	Concern	100 % A Lot	100 % A Lot	100 % A Lot
To what extent are you involved in decisions about your child's education?	2016: 25 2015: 43 2014: 50	2016: 25 2015: 29 2014: 38	2016: 0 2015: 29 2014: 13	2016: 25 2015: 0 2014: 0	2016: 25 2015: 0 2014: 0				100 % A Lot	100 % A Lot	100 % A Lot
	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %				2017	2018	2019
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	2016: 0 2015: 29 2014: 11	2016: 50 2015: 43 2014: 22	2016: 13 2015: 29 2014: 33	2016: 0 2015: 0 2014: 22	2016: 38 2015: 0 2014: 11	Very Low	Declined	Concern	100% Very Satisfied or Satisfied		
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	2016: 0 2015: 29 2014: 11	2016: 38 2015: 71 2014: 67	2016: 25 2015: 0 2014: 0	2016: 13 2015: 0 2014: 11	2016: 25 2015: 0 2014: 11				100% Very Satisfied or Satisfied		
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	2016: 25 2015: 43 2014: 11	2016: 25 2015: 57 2014: 56	2016: 13 2015: 0 2014: 11	2016: 0 2015: 0 2014: 11	2016: 38 2015: 0 2014: 11				100% Very Satisfied or Satisfied		

The above results are not indicative of the way we want our school to be perceived by parents. It needs to be remembered that last year's results were categorized as High and Very High with responses of one or two difference in various categories. While half of respondents indicated Very Satisfied or Satisfied (or A Lot or Some) on individual items, as many answered either mildly negatively or, even more frequently, "Don't Know." How we overcome this challenge will be one area of focus. Perhaps being more proactive—i.e. sending notes home directly to parents/guardians who will receive the surveys, and asking for them to participate, and to provide negative feedback directly to the principal for potential action and at least conversation—will both increase the number of participants and make them feel more involved in the process. As well, we can seek School Council's support in encouraging additional respondents.

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	97.8	88.3	91.3	97.3	85.9	High	Maintained	Good	100	100	100
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.	81.4	84.0	78.6	76.9	66.0	Low	Declined	Issue	85	85	90

This final item is also challenging as the percentage expressing a positive response has been slowly declining for a number of years, with a 10 point drop this year. Without asking the specific reason for the response, we are left guessing as to whether there is something we as a school are doing wrong for our community to have diminished faith in us, or if this is associated with our neighbouring high school, or some other belief about the schools of WRPS. Again, we can discuss with School Council to see if any clarity is provided.

As a proactive step, in January or February of 2017 we will send a ‘head’s up’ invitation letter to all families informing them of the upcoming survey, encouraging them to participate. Additionally, we can make available to them a computer at school for them to use to complete the survey.

The following information is gathered from 2016 surveys of Grade 4, 5, and 6 students attending our school, and is from the 2016 Fall Accountability Pillar data.

Performance Measure- Student Response Yes	Results (in percentages)					
	2012	2013	2014	2015	2016	Target 2017
.Are you treated fairly by adults in your school? 0% replied 'No'	91	90	97	100	92	100
Do other students treat you well?	88	77	81	87	86	100
.Do you feel safe at school? 14% replied 'Don't Know'	97	97	97	94	86	100
Do you feel safe on the way to and from school?	94	80	92	94	89	100
Do your teachers care about you? 0% replied 'No'	97	83	92	100	95	100

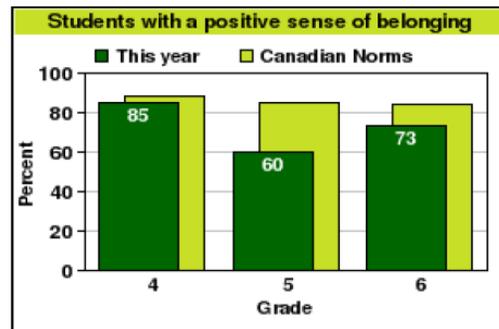
The following information is gathered from October, 2016 surveys of Grade 4, 5, and 6 students attending our school, and is from the Tell Them From Me data; *caution should be used when interpreting this data as students responses may not be fully informed (there is ample evidence some students may not have fully understood the questions they were being asked on this online survey.)* Teachers and staff have thoroughly reviewed the survey results, and have discussed them between themselves and with students.

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

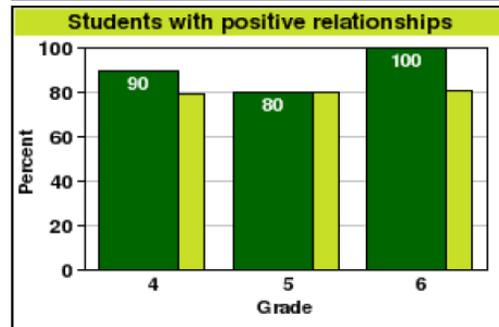
- 74% of students in this school had a high sense of belonging; the Canadian norm for these grades is 86%.
- 75% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 86% and for boys is 85%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

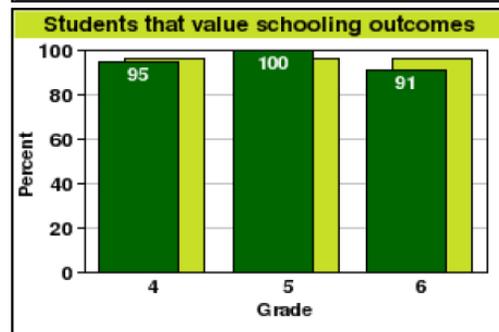
- In this school, 89% of students had positive relationships; the Canadian norm for these grades is 80%.
- 88% of the girls and 91% of the boys in this school had positive relationships. The Canadian norm for girls is 84% and for boys is 77%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 96% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.
- 96% of the girls and 96% of the boys in this school valued school outcomes. The Canadian norm for girls is 97% and for boys is 95%.

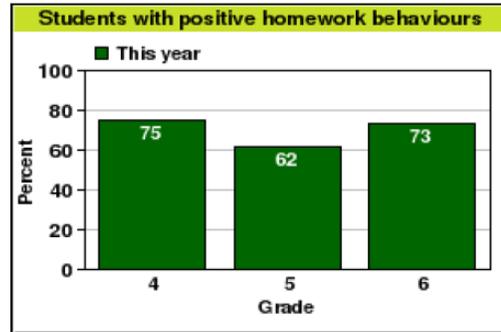


The information received in this section is positive. Where there is a concern is around students' sense of belonging. The questions asked that feed this top item are as follows: I make friends easily at school; I feel accepted for who I am; School is a place where I feel like I belong; and I feel accepted by other kids my age. Given the positive results in other areas, one is left wondering what needs to be done to have students better feel a sense of belonging. Anecdotally, when discussing in student focus groups, students suggested they may have responded negatively to the "school is a place where I feel like I belong" item because they feel more strongly about belonging at home or at the arena. Conversations will continue around this item, as warranted.

Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

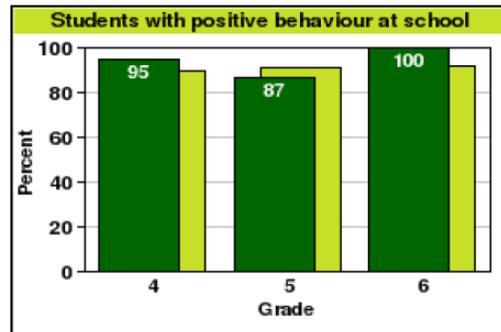
- In this school, 70% of students had positive homework behaviours.
- 88% of the girls and 52% of the boys in this school had positive homework behaviours.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

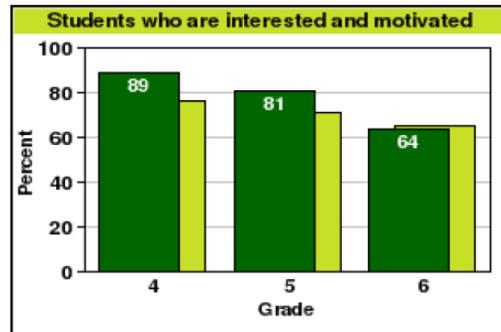
- In this school, 93% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 96% of the girls and 91% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 87%.



Students who are interested and motivated

Students who are interested and motivated in their learning.

- 80% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- 87% of the girls and 74% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.

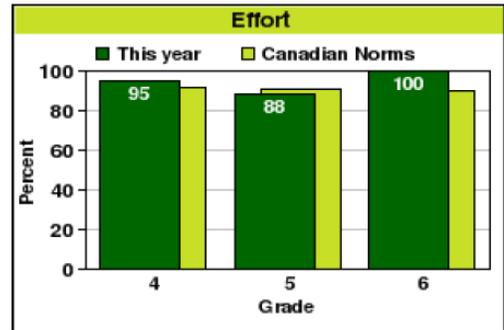


The information received in this section is positive. Where there is concern is in the 'drop-off' of feeling interested and motivated from Grade 4 to Grade 6. The questions asked that feed this top item are as follows: I like learning new things at school; I like working on class projects; I look forward to Language Arts class; and I want to learn more about Math. Surprisingly, the grade 6 Girls responded most negatively to this item with Girls in the other two grades being universally positive, to 100%. Conversely, the Grade 6 boys were much more positive than their Grade 4 and Grade 5 peers. The responses from Grade 4 and Grade 5 boys around positive homework behaviours were lower than the other groups. These two groups—Grade 4 and Grade 5 boys—also responded more negatively to the next item about Homework Behaviours; teachers will need to be aware of this trend and work purposefully to fully engage these cohorts.

Effort

Students who try hard to succeed in their learning.

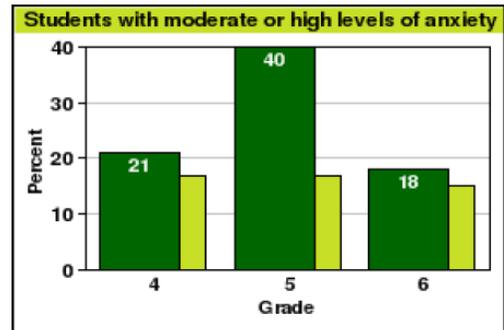
- 93% of students in this school tried hard to succeed; the Canadian norm for these grades is 91%.
- 100% of the girls and 87% of the boys in this school tried hard to succeed. The Canadian norm for girls is 93% and for boys is 89%.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 27% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 16%.
- 30% of the girls and 23% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 20% and for boys is 13%.



The above results indicating higher than typical levels of anxiety in our students are achieved through the following information gathering items:

“We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I worry about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.”

In subsequent focus group and classroom discussions, some students expressed concern around some of these items, including the one about being afraid of people laughing at me. This appeared to be the item Girls worried about the most, and the Boys worried about less. However, it was also revealed in conversation that many students ‘worry’ about their day from the moment they awaken. That students are experiencing elevated anxiety or worry is something we, as a school staff, need to be aware and work toward remedying. At all grade and gender categories anxiety levels were above the norm, excepting Grade 4 girls (just under) and Grade 6 Boys (0%). Grade 5 and 6 girls had the highest levels.

Students are provided with a definition of bullying and are then asked about the frequency with which they were bullied in the past four weeks in any of the following ways: physical, verbal, social, and cyber. “Students are considered to be victims of bullying if they reported experiencing bullying about once a week or more often, for at least one of the four types of bullying. The OurSCHOOL measure of **Bullying** is based on the following questions that ask students:

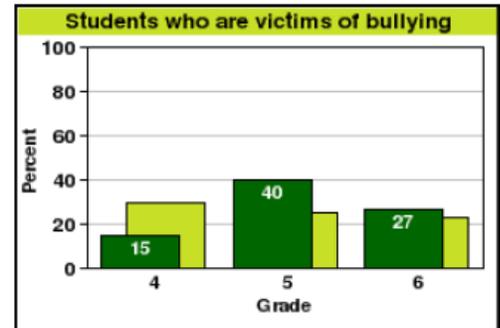
In the past 4 weeks, has the same person:

1. pushed or punched you *more than once*?
2. called you names or teased you *more than once*?
3. told lies about you, or tried to make you look bad *more than once*?
4. used email, text messages, or social media (such as Facebook, Twitter, and Instagram) to tease or threaten you *more than once*?”

Students who are victims of bullying

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 26% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 26%.
- 29% of the girls and 23% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 26%.

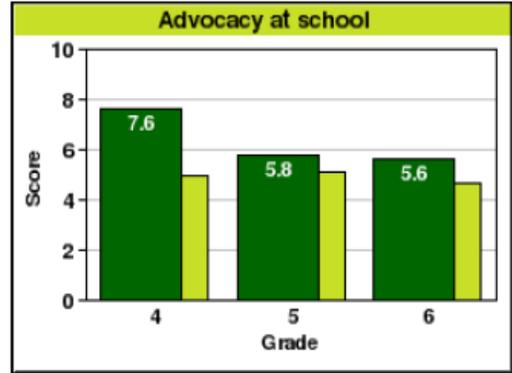


Interestingly, 60% of our Grade 6 Girls and 0% of our Grade 6 Boys reported in the affirmative for the item around Bullying. In Grade 5, both Boys and Girls reported above the replica school level, while at Grade 4 the results were well below. Part of the issue may stem from an individual child’s definition of bullying. In the focus group, the girls were surprised by the results, and suggested that the ‘teasing’ item may be the issue. In Health classes with both genders Grades 4-6, issues around bullying are not typically revealed as significant. All staff will need to be mindful of the issue when observing and interacting with these cohorts. Positively, below, students feel they have people in the school they can turn to for support.

Advocacy at school

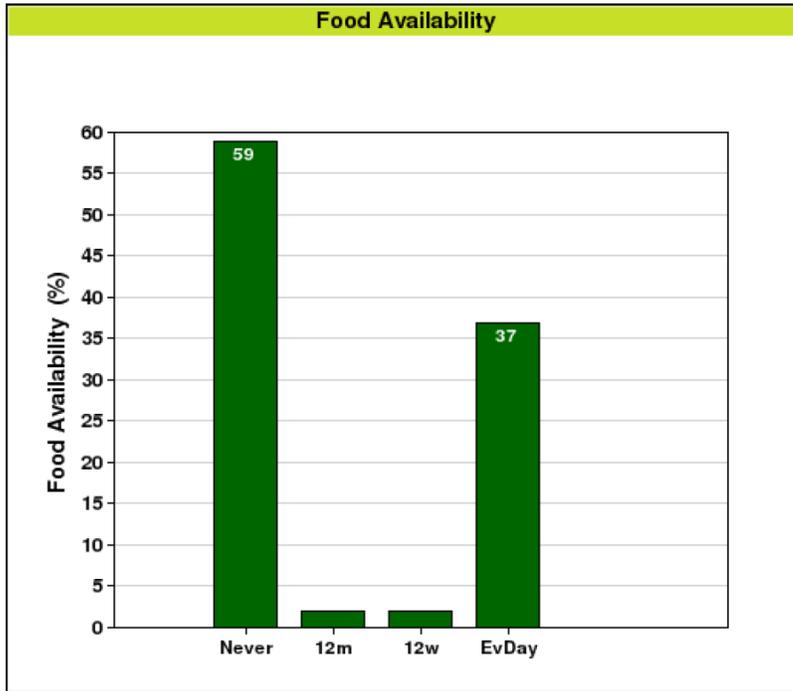
Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 6.5 out of 10; the Canadian norm for these grades is 4.9.
- In this school, advocacy at school was rated 7 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 4.9 and for boys is 5.



Students were asked: "There isn't enough food at home for my breakfast or lunch."

- Never (Never)
- Once or twice a month (12m)
- Once or twice a week (12w)
- Every day (EvDay)



This question, which is stated in the negative, confused many students. *Immediately after completion of the survey, several students expressed that they had responded "Every day" because they always had lots of food.* This was confirmed in follow-up focus group conversations. As a staff we are very mindful of the food needs of our students. We do not have students expressing discomfort around food and hunger issues. We do not believe the above data is accurate, but should circumstances warrant we would respond accordingly.

(An assessment of progress toward achieving the target)

Winfield Elementary offers a strong and varied academic program to all students. Our academic results are outstanding, and we take a measure of pride in the fact that such a high number of our students demonstrate great achievement on provincial measures. At the same time, we consistently and increasingly support students with specialized learning needs to ensure their program is appropriate.

We also do a very good job of providing our students with strong, non-core programming. We offer specialized Music and Fine Arts instruction and experiences to all of our students. Students are encouraged to explore Drama through a variety of Language Arts activities within classrooms. All students receive intense daily Physical Education that emphasizes participation and healthy living within a fun, competitive, and supportive environment. Through school visits, our students are exposed to a variety of drama, music, and other arts and science presentations that enrich their learning.

As use of our computer lab declines, the teaching staff makes excellent use of the portable Chromebooks. Whole classes, small groups, and individuals are frequently found in classrooms working on a variety of educational projects, including research, the examination of primary and secondary sources, playing educational games, completing Mathletics/IXL Math and Accelerated Reading activities, and creating PowerPoint and Word documents. Digital Citizenship lessons are reviewed as students become immersed in utilizing the Internet in their learning. In the near future and as our lab computers reach their end-of-life, our computer lab will be dismantled.

Our Health classes are comprehensive with Mr. Teplyske working with Miss Kandice providing students with well-rounded programming. During Library classes, Character Education conversations occur, building upon The Big 5 and The Dino-mites' DEN using literature. We have instituted regular recognition of student achievement at celebration assemblies, including monthly Dino-Mite Awards, Physical Education, and Character Education awards.

We are committed to maintaining and improving a safe and caring school atmosphere. Carefully planned instruction continues to be provided to students. Our school staff makes excellent use of teachable moments when dealing with student safety and belonging, ensuring that students learn from unfortunate or challenging circumstances.

Winfield Elementary School's staff provides preventive and responsive services to students, with teachers and support staff working closely with the school principal and the FSLW. Among the many services the FSWL provides are short-term friendship groups and a girls' club. One-on-one counseling for students is an important role our FSLW fulfills. A central component of our FSLW's duties includes partnership with families. She is a wealth of knowledge in the area of social supports and can provide families with contact names of outside agencies that may be better suited to help with specific needs.

Our student "Tell Them From Me" results are overwhelmingly positive around Safe and Caring Schools. The principal and teachers regularly meet with students to discuss the elements of Safe & Caring at our school; this dialogue is continual.

In previous years, students have reported that there are no problems at our school with bullying, and that everyone is included in activities; like all schools, there are a few students who need considerable support with their behavioral decisions, and this is provided. However, the results from this fall, immediately above, raise concerns about the climate being experienced by some of our students. These issues are being addressed. We are confident that issues are remediated as they occur, and we are aware of the dynamics which exist within these individual student groups. The principal and teachers continue to communicate with students around this issue, and will continue to meet with students to ensure that, as a school, we are not missing anything. Positively, while discussing the Tell Them From Me data with students, a student new to our school stated, "This is the first school I've been to where there are no bullies." Generally, this is the students' perception: there is no one in the school of whom students are afraid. This is extremely positive. We now need to address some of the classroom and other behavioural issues that compel students to respond negatively around issues of personal security.

Similarly, we are concerned with the expression of anxiety indicators by some of our students. Our FSLW has worked with classes on the Zones of Regulation program, and this may be expanded to include additional students.



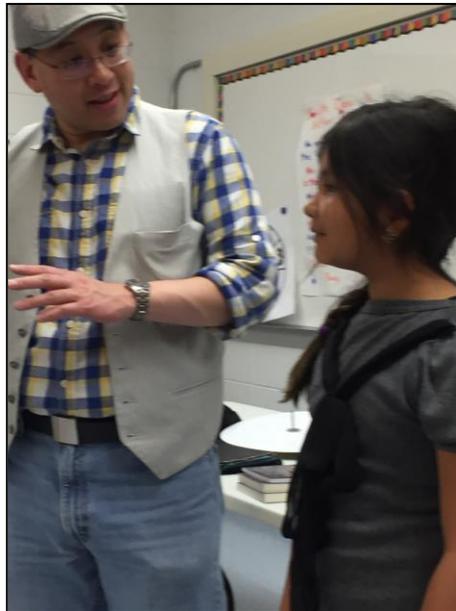
At Winfield Elementary School we offer a number of opportunities for parents to become involved with their child's education. We have an enthusiastic, proactive group of parents heading up our School Council and Winfield School Fundraising Committee. Teachers communicate regularly with parents about their child's progress and parents are encouraged to contact the school.

While our school and staff already communicate excellently with parents, we need to ensure that this continues. We send home monthly school newsletters for each family, ensuring each home receives regular school-wide information. As well, each teacher sends home monthly newsletters. We are emphasizing that all parents are welcome to attend each of our monthly assemblies, and the parents of children being recognized are always invited. Parents and younger siblings are also invited to our arts and cultural presentations, including plays and musical performances. We have also discussed the way we can either improve or continue to

use our student agendas for communication, and teachers have committed to use these daily.

It was previously noted that our school could do a better job of providing information and orientation to parents new to the school. In response we now provide incoming parents with information about school programs, 'how things are done,' what their child's day may look like, what various reading levels mean and how are they related to standard expectations for children at various grades, and general information about school operations. "Welcome to Kindergarten" bags were assembled and presented to all incoming students upon registration. User survey results have been overwhelmingly positive, with all parents reporting the value of the kindergarten bags. As always, parents with questions or concerns are encouraged to contact the classroom teachers and principal.

As a school, we continually reflect on our practices and accomplishments. As a result, we are able to plan for continuous improvement.



Guests of our school, including Alberta author/playwright Marty Chan, enhance the programming received by our students.

School Culture



Students are recognized for their achievements at monthly Celebration Assemblies.

At Winfield Elementary, we maintain a positive, friendly, and open school culture by consistently examining our practices. The adage “What is best for the children?” guides our decision making process.

We regularly plan special activities to enhance our students’ school program, but also try to make each day a rewarding, enjoyable, and engaging experience. Among the variety of educational and cultural activities and experiences we plan for our students, many of which involve our School Council and Winfield School Fundraising Committee, include:

- Field trips, including live theatre, and annual skiing, snowboarding, and bowling excursions
- Arts and cultural presentations
- Winfield Has Talent revue every third year
- School spirit days, including pajama and crazy hair days and other theme celebrations utilizing input from students and encouraging their organizational participation
- Science fair every third year (Grades 4-6)
- Book celebration every third year (Grades 1-3)
- Pancake breakfast at Hallowe’en
- Christmas Concert and related events including, auction and bake sale
- Hot lunches
- Family Movie Nights
- Fundraising and collections for Santa’s Anonymous
- Family Christmas decoration display
- Pizza lunches (as expression of appreciation for Leadership students)
- Monthly celebration assemblies
- One School, One Book novel annually
- Hosting Art Gallery of Alberta travelling exhibitions
- Fire, Bus, and Recreational Vehicle Safety presentations
- Inline skating every second year
- Science workshops
- Shovels and sports equipment for the playground
- Year-end swimming and pizza trip

We are seeing an increase in the number of students who demonstrate some need, emotionally as well as regarding sustenance. The Breton & Area Food Bank indicates that a large percentage of their usage is coming from the County of Wetaskiwin. While we can only do so much as far as raising funds and food collections for the food bank, we need to ensure that we are meeting the emotional needs of our students, and this begins with a recognition that there may be a gap developing between what we have previously done and what we may need to begin offering.

To this end, we have consolidated our Health programming to Wednesdays when our school Family School Liaison Worker is in the building. By including Ms. Kandice's expertise in our Health programs, we hope to better target the emerging needs of our students in the areas of friendship, conflict, and resiliency.



Publication & Communication Statement

The Winfield Elementary School Combined Annual Education Results Report & Three Year Education Plan was prepared in consultation with school staff and parents. The School Council has enabled our school community to become more actively involved in the public education process. This report was developed through formal and informal discussions with students, parents, and community partners.

As we continue to work collaboratively with members of our school community, we will gain even more support from them. This Education Plan will enhance our credibility and accountability through open dialogue and sharing in the planning process.

The Education Plan is a very positive experience and will assist in maintaining the focus of Winfield Elementary School in continuing our excellent service to our students and community. The consultative and collaborative effort of all stakeholders is inherent in this document.

This Plan is a road map for the current school year. We will monitor, evaluate, and amend this document as the school year unfolds. This document will ensure we achieve the goals we set.