

# Stavely School



## 2018-2019 Report on Results

### **Vision Statement**

We value and respect individual differences. We want our children to receive a 21<sup>st</sup> century education that prepares them to be responsible global citizens. We value integrity and honest-open communication. We believe that celebration of success is important.

### **Mission Statement**

Together with the community, we strive to provide students a safe, positive, and caring environment to promote individual life-long learning.

## **Alberta Education - Provincial Outcomes**

- Outcome 1: Students are successful.
- Outcome 2: Alberta's education system supports First Nations, Metis, and Inuit students' success.
- Outcome 3: Alberta's education system respects diversity and promotes inclusion.
- Outcome 4: Alberta has excellent teachers, and school and school authority leaders
- Outcome 5: Alberta's education system is well governed and managed.

## **Livingstone Range Division Priority 1: Literacy and Numeracy**

Students will create, acquire, connect and communicate meaning through literacy and numeracy in a wide variety of contexts.

### **School Performance Measures**

- Measure 1: Fountas and Pinnell Assessment
- Measure 2: Mathematics Intervention Programming Instrument
- Measure 3: Grade 6 Provincial Achievement Test
- Measure 4: Our School Student Survey

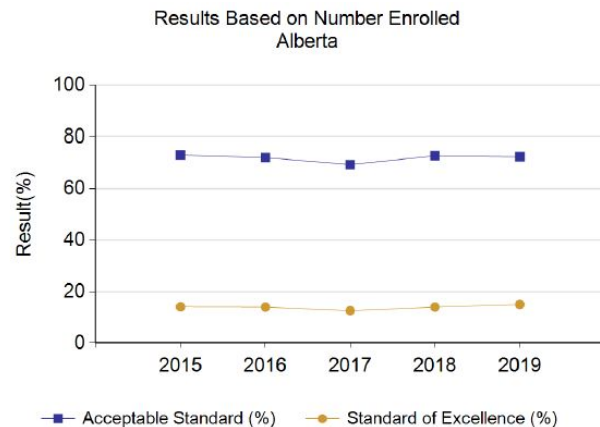
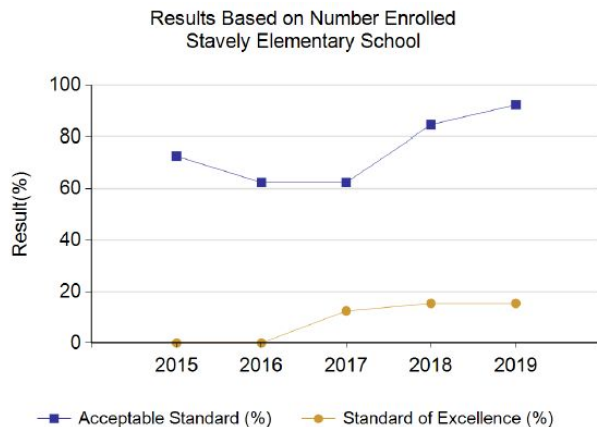
### **School Strategies**

- Strategy 1
  - Provide staff with professional development on Fountas and Pinnell assessment and guided reading interventions;
- Strategy 2
  - Literacy assessments for students in grade one to grade six, allowing personalization of programming for academic success and transfer of learning between subjects and grade levels. Understanding that literacy is the key to lifelong learning across all subjects and academic success, there will be a literacy focus in each subject area, building vocabulary, comprehension and metacognitive strategies.
- Strategy 3
  - Professional development and in-class support through our LRSD Literacy and Numeracy Coordinators;
- Strategy 4
  - Professional development to align competency based pedagogy and assessment (balanced assessment plans) and student achievement;
- Strategy 5
  - Continue implementation of growth mindset professional development (resources: [Mathematical Mindsets](#) and [Creating Thinking Classrooms](#)) to move from closed, analytical thinking to open, systems (contextual, relational) thinking;
- Strategy 6
  - To facilitate the transfer of knowledge from classroom assessments to standardized assessments through improved reading comprehension, exploring test taking skills and deep learning.

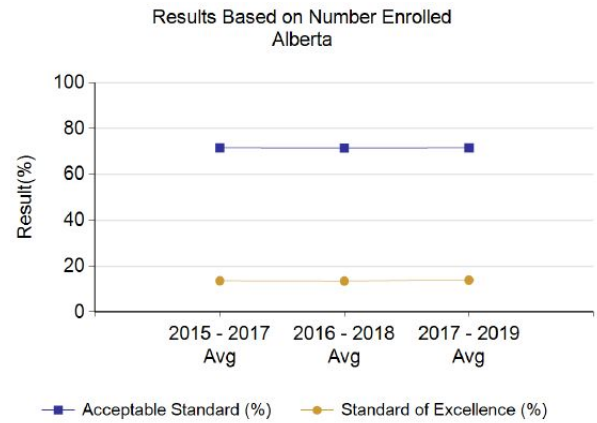
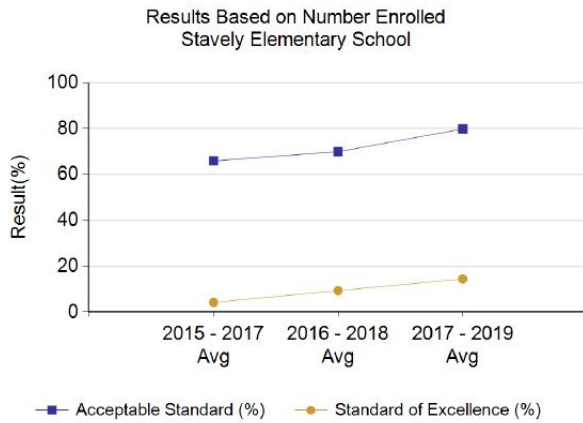
**Comments:** Our APORI results indicate that our literacy and numeracy results are increasing each year. The growth mindset principles allowed students to continue attempting new ways to learn and also facilitated the transfer of learning.

		Stavely Elementary School						
		Achievement	Improvement	Overall	2019		Prev 3 Year Average	
					N	%	N	%
Course	Measure							
<a href="#">English Language Arts 6</a>	Acceptable Standard	Very High	Maintained	Excellent	13	100.0	10	95.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	15.4	10	17.6
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Mathematics 6</a>	Acceptable Standard	Very High	Improved	Excellent	13	92.3	10	69.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	15.4	10	9.3

## ELA



## MATHEMATICS



- Our F & P results indicated needs for intervention for some students. With guided reading groups in place, students results improved and new goals were set for continued growth.
- Our School Survey and qualitative data indicate students enjoy mathematics, particularly 3 Act Tasks and Number Talks leading to increased number of engaged students.

## Livingstone Range Division Priority 2: Success for All Learners

Students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and take place in positive learning environments.

### School Performance Measures

- Measure 1: Accountability Pillar Survey
- Measure 2: Our School Student Survey
- Measure 3: Our School Parent Survey
- Measure 4: PAT results
- Measure 5: Mathematics Intervention Programming Instrument
- Measure 6: Fountas and Pinnell Benchmark Assessment
- Measure 7: Individual Program Plans

### School Strategies

- Strategy 1
  - Continue to build learning support capacity in all staff accessing expertise of Learning Support Teacher Brenda Schlaht, Director of Learning (Support Services) Richard Feller, Dr. Kendra Massie and appropriate professional development.
- Strategy 2
  - Pedagogy integrating career education and fine arts programming into core classes;
- Strategy 3
  - To enhance and enrich the cultural and academic experiences of Stavelly students, and bring an FNMI perspective to curriculum for all students, Stavelly School will continue work with [Project of the Heart](#), an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada;
- Strategy 4
  - Continue development of the Student Leadership Program to facilitate the growth of effective student leaders for the future;
    - Local - Student Leadership Committee
    - Local and Global - Grade 5/6 WE Day Group;
- Strategy 5
  - Continue to build our [athletics](#) (cross-country, volleyball, basketball and track & field), exploratory/CTF courses ([Passion Projects](#)) and extracurricular programs (student leadership) as directed by student, staff and community volunteers' interests and strengths;
- Strategy 6

- o Continue to build the positive culture of the school through experiences such as curriculum-connected class and whole-school field trips, Vision Quest, [breakfast program](#), Christmas concert, community gatherings and celebrations;
- Strategy 7
  - o Continue to build our fine arts program with our music specialist;
- Strategy 8
  - o Continued collaboration with community groups to enhance and enrich Stavely students' education including, but not limited to, [Stavely Education Foundation](#), [Stavely Parent Advisory Council](#), Stavely Rec Board, [Glen Keeley Memorial Foundation](#) and [Stavely Elks](#).

**Comment:** Results indicate students feel the school is a positive place to be where they are accountable for their learning. The music program was exceptional and may be missed this year. We are continually collaborating with community groups as it improves the culture of the school. We will continue to offer career counselling through our health classes, infusion in core classes where possible and having LRSD Career Practitioner, Lettie Croskery, here working with Grades 2-6 once a month. Our students feel they have advocate(s) for their success in the building and have indicated they can reach out for assistance to them when necessary.

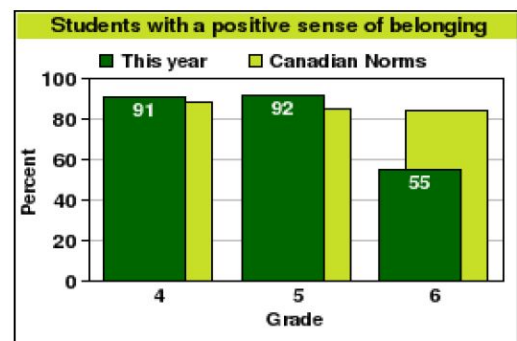
There is a breadth of programming at our school that engages our students and coupled with many experts within the school and community, students feel challenged in their learning.

Our IPP meetings with parents showed students were accountable for their learning, allowing them to set new goals for the following year. The IPP meetings also gave insight into how students' engagement can provide a framework for their future success.

#### Students with a positive sense of belonging

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

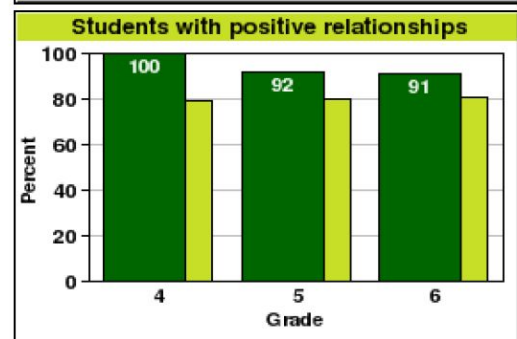
- 80% of students in this school had a high sense of belonging; the Canadian norm for these grades is 86%.
- 67% of the girls and 94% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 86% and for boys is 85%.



#### Students with positive relationships

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

- In this school, 94% of students had positive relationships; the Canadian norm for these grades is 80%.
- 89% of the girls and 100% of the boys in this school had positive relationships. The Canadian norm for girls is 84% and for boys is 77%.

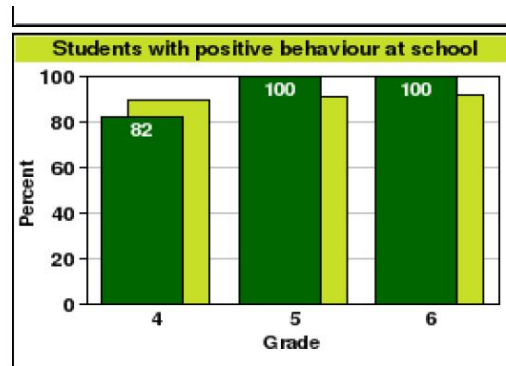




### Students with positive behaviour at school

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

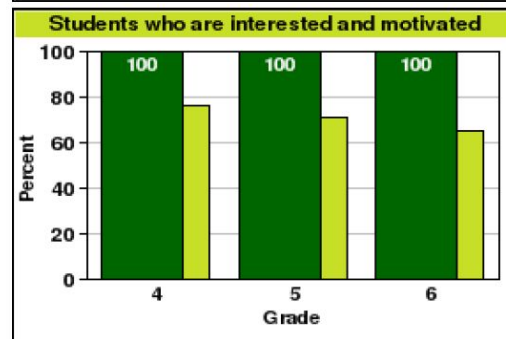
- In this school, 94% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 100% of the girls and 88% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 87%.



### Students who are interested and motivated

Students who are interested and motivated in their learning.

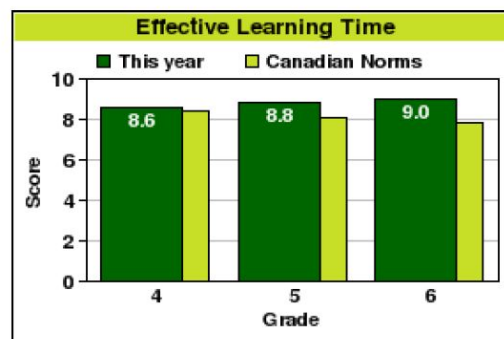
- 100% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- 100% of the girls and 100% of the boys in this school were interested and motivated. The Canadian norm for girls is 74% and for boys is 68%.



### Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

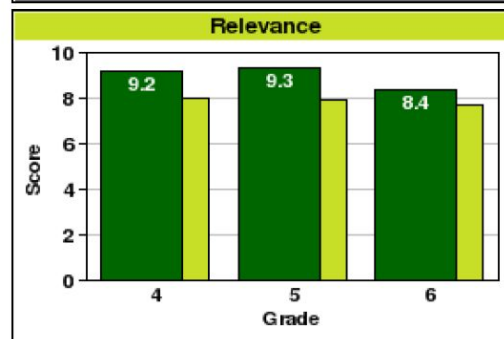
- In this school, students rated effective classroom learning time 8.8 out of 10; the Canadian norm for these grades is 8.1.
- In this school, effective classroom learning time was rated 8.6 out of 10 by girls and 9 out of 10 by boys. The Canadian norm for girls is 8.2 and for boys is 8.



### Relevance

Students who find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance 9 out of 10; the Canadian norm for these grades is 7.9.
- In this school, relevance was rated 9.2 out of 10 by girls and 8.8 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.8.

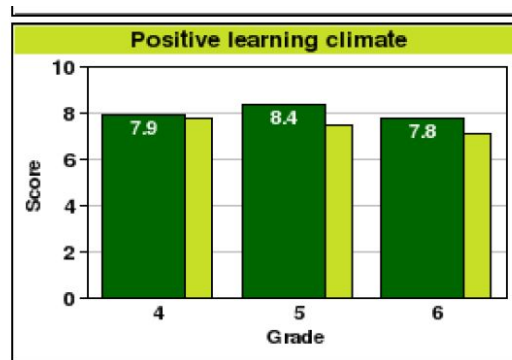




### Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

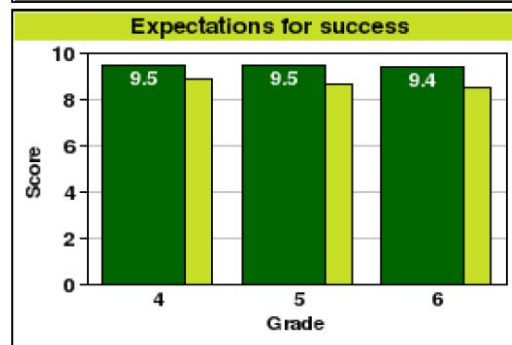
- In this school, students rated disciplinary climate of the classroom 8.1 out of 10; the Canadian norm for these grades is 7.4.
- In this school, disciplinary climate of the classroom was rated 7.6 out of 10 by girls and 8.5 out of 10 by boys. The Canadian norm for girls is 7.5 and for boys is 7.4.



### Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

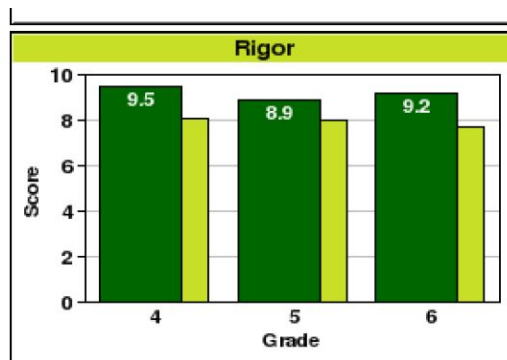
- In this school, students rated teachers' expectations for academic success 9.4 out of 10; the Canadian norm for these grades is 8.7.
- In this school, teachers' expectations for academic success were rated 9.5 out of 10 by girls and 9.4 out of 10 by boys. The Canadian norm for girls is 8.8 and for boys is 8.6.



### Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated rigor 9.2 out of 10; the Canadian norm for these grades is 7.9.
- In this school, rigor was rated 9.3 out of 10 by girls and 9 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.9.



## Livingstone Range Division Priority 3: Transitions

The unique learning skills of individual students will be supported in K-12 transition plans and preparing students for success after high school.

### School Performance Measures

- Measure 1: Accountability Pillar Survey
- Measure 2: Our School Student Survey
- Measure 3: Our School Parent Survey

### School Strategies

- Strategy 1
  - Career education integrated in core classes;
- Strategy 2
  - Build [digital portfolios](#) as students explore visual paths that encourage the discovery of interests, abilities, passions, and goals;
- Strategy 3
  - Orientation day for Kindergarten students (and parents) in June followed by staggered entry in September;
- Strategy 4
  - Transition days with WCCHS and J. T. Foster for grade 6 students;
- Strategy 5
  - Transition meetings for Stavely staff, including our Learning Support Teacher and Family School Liaison Counsellor, with Grade 7 teams at WCCHS and J. T. Foster;
- Strategy 6
  - Continue to timetable students to work with multiple teachers allowing students to work in other classrooms and have more than one core subject teacher, similar to the junior high model at J. T. Foster and WCCHS;
- Strategy 7
  - Continued focus on citizenship skills as demonstrated through participation in the Terry Fox Run, [We.org](#) events (including We Scare Hunger food drive, non-perishables collection at the Christmas concert) and events as initiated and organized by the students.

#### Comment:

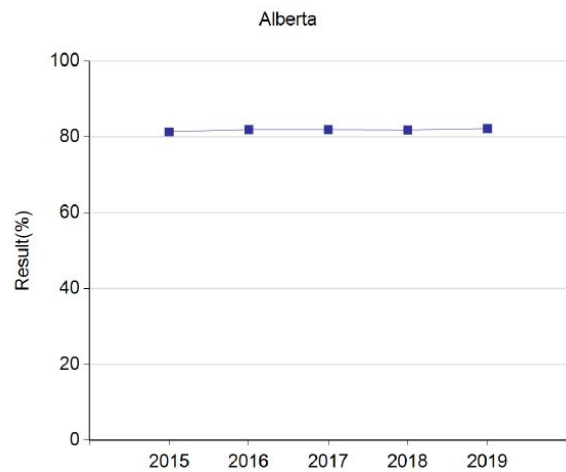
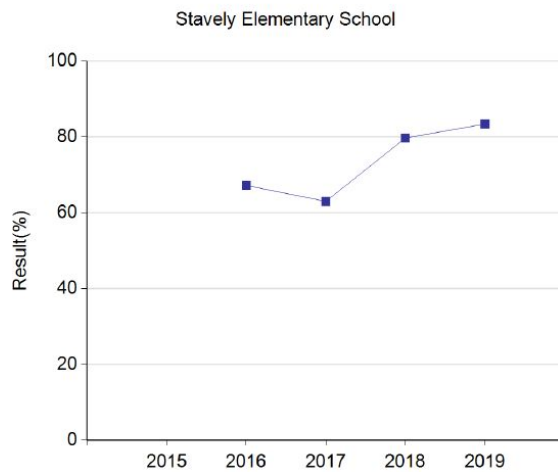
We used all of these strategies to meet our transitions goal this year. We will continue to use these strategies to facilitate success transitions for our students.

Qualitative feedback from current Grade 7 parents and teachers have indicated that our students are very well-prepared both academically and athletically for Grade 7. Parents and students have indicated they are also adapting well socially, but that does vary from child to child dependent on their level of involvement with the community.

Career exploration is a focus in our grades 2-6 classes with Lettie Croskery and the grades K-1 classes will explore 'all about me' in myblueprint.ca (which will help them understand how they learn and start early explorations of what they might be interested in).

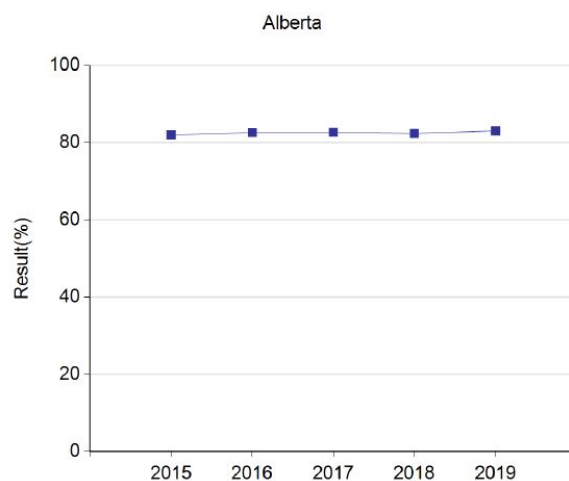
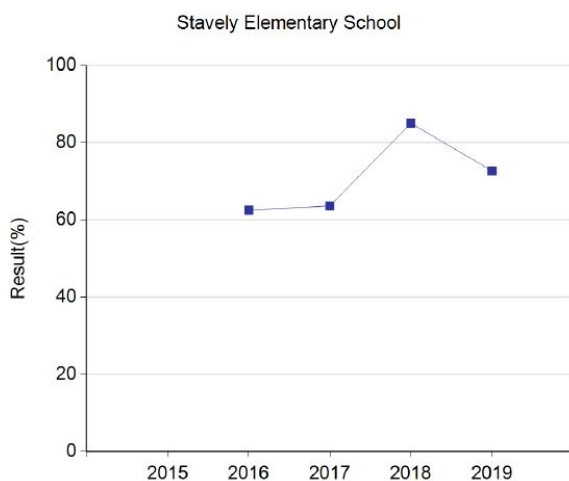
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Stavely Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
n/a	n/a	9	67.2	12	63.0	19	79.7	20	83.4	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2



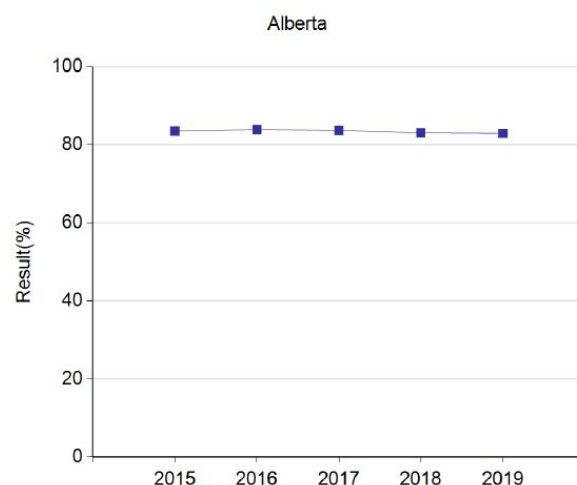
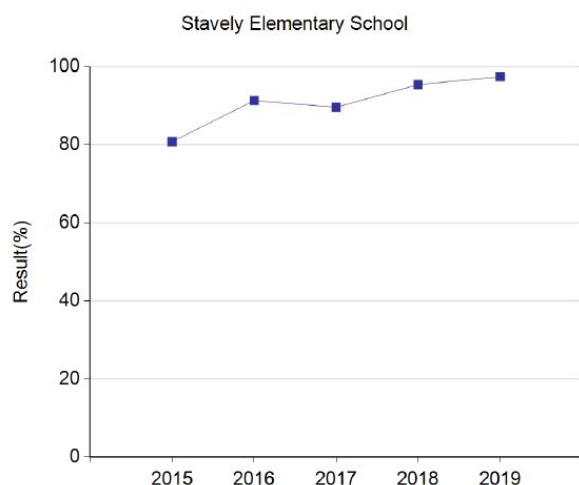
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Stavely Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
n/a	n/a	8	62.5	11	63.6	16	85.0	19	72.7	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0



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

Stavely Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
26	80.8	35	91.3	45	89.6	52	95.4	53	97.4	309,506	83.5	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9



**\*\*Note:** I did notice many "I don't know" responses which may have skewed our results\*\*

