



Evansview

School | Grande Yellowhead Public School Division

ANNUAL RESULTS REPORT – 2016 – 2017

SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020

Success for All x All Kids Are Our Kids = One Year's Growth

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

Evansview School

School Demographics

Evansview School (EV) is a Kindergarten to Grade 6 elementary school located in the beautiful hamlet of Evansburg, Alberta within the east end of Grande Yellowhead Public School Division (GYPSD). We are very proud to be an elementary school with an extremely supportive parent council, along with excellent teaching staff. Evansview School has 118 students and 13 staff members as well as our Family School Liaison and our Indigenous Liaison Facilitator. Our community Playschool along with Successful Kids & Families are also housed in our building. We have a total of 6 classrooms that are broken down into the following classes:

Teachers:

ECS (Kindergarten program) - 14 students - Mrs. Debra McKinnon

Grade 1/2 - 19 students - Mrs. Lindsay Oslie-Jones / Mrs. Heidi Zadderey

Grade 2/3 - 24 students - Mrs. Sharon Bourdeau

Grade 4 - 24 students - Mrs. Tina Morrison / Mrs. Brenda Rusin

Grade 5 - 15 students - Mrs. Nicole Campeau

Grade 5/6 - 22 students - Miss Jenelle Hargas

Mrs. Lindsay Oslie-Jones - Assistant Principal & LST (Learning Support Teacher)

Mrs. Heidi Zadderey - Principal

Support Staff:

Secretary - Mrs. Stacey Gendron

Library Assistant (part-time)- Mrs. Joslin Brooks

Teacher Assistant - Mrs. Linda Bruce

Teacher Assistant - Mrs. Donna Szautner

Teacher Assistant - Mrs. Suzan Rybak

Family School Liaison Counselor/Success Coach - Ms. Melanie Charlton

Indigenous Liaison Facilitator, Lobstick Zone - Mrs. Miranda Kerr

Principal's Message

Evansview School has an incredibly strong and caring staff that with a collective responsibility, continue to work together so that our students access many opportunities for diverse and meaningful learning. Success for ALL students and the belief that ALL Kids are our Kids is our focus and direction in providing the learning environments each of our students' deserve. Positive behavior strategies and supports are provided for students growth and well-being.

Our school division's motto 'Create, Achieve, Succeed' is a summary of what we do to guarantee student success at Evansview. Data collected ensures all stakeholders are heard and staff works to use the data to improve the school environment with creative, and innovative learning opportunities for each child. Positive relationships with our students create the platform for everything else and enable us to create a vision for our school together. Achieving success in academics through strong, reflective teaching practices has allowed our students to feel successful and confident in their learning capabilities. Staff gathers student test data, both standardized and classroom assessments, to analyze, evaluate, and reflect on student learning. Strategies are collectively agreed upon during Professional Learning Communities, and implemented to improve student outcomes. Evansview School will continue a strong focus on literacy along with a movement towards enhanced mathematics success. Student and parent engagement through the process of creating positive school culture also adds to our drive forward. The success of Evansview students is not only supported through Evansview School staff, but also with the continuum of supports and services provided by GYPSD, along with our local community programs. Together, we ensure that all students reach their success.

We are prepared to delve deeper into the changing needs of our students and want to create the best environment for optimal growth. It is through engagement of all stakeholders that our school will improve. Our first priority is to ensure that all students and their families continue to feel that Evansview is a safe environment where students are respected for who they are as well as respect others in the same manner. Our staff strives to make all individuals who enter our school feel welcome. By doing this we have created and will continue to foster an environment in which students can thrive and achieve new heights, academically and socially. We are always looking for innovative ways to enhance both the academic performance of all of our students as well as helping them grow into productive members of the school community and society, while honoring relationships and recognizing talents. Embedding technology into learning opportunities, reviewing our practices, and providing innovative learning opportunities, while setting high, yet reachable expectations, will ensure success for all of our students. Staff at Evansview has increased our strategies to communicate and work with parents to ensure success for students both in school and within the community. We continue to build strong positive relationships within our parent community to enhance our student's educational experience. We enjoy the journey and look forward to continued growth in our school and our students. We invite you to join us on this ongoing quest to continue to make Evansview an excellent place to learn and grow while being a school of choice.

-Heidi Zadderey, Principal, Evansview School

SUCCESS FOR ALL:

a. Quality Learning Environments

Evansview School strives to provide a quality, inclusive learning environment for all of our students. Our staff is constantly involved in collaboration with one another, using the expertise of all of our staff to provide the best learning opportunities for all students. Through innovations learned at professional development opportunities locally, provincially and beyond, we strive to improve our own knowledge base so that we can stay current, while gaining new skills and tools to help our students become the best they can be. Through programs offered in our building such as the Forest School in kindergarten, Levelled Literacy Intervention, Writer's workshops, Daily 5 Cafe, and Science programs brought into our school, along with a fully supportive PAC and our continued work with Pyramid Response to Interventions, students are supported. We carefully evaluate individual student learning and target areas for growth. We work to encourage, to improve, and to demonstrate to students that they all are capable of learning and achieving more than one year's growth. Students are also encouraged to develop their leadership capacity through the many school activities we offer. Evansview staff truly believe ALL students can be successful.

b. Literacy and/or Numeracy

Students at Evansview School are provided with quality opportunities and resources to develop a strong foundation in literacy and numeracy skills. As we are able to, we constantly change, adapt and incorporate new ways of providing the students with a variety of resources, technology and real life experiences. Students begin in Kindergarten with a program that allows for them to explore, to discover and to experience school in a way that gives them a chance to learn how to work in an environment outside their home, and to learn to be part of that larger environment in a positive and impactful way. They continue on through the school in an environment that encourages students to expand their reading, writing and numeracy skills. They work in peer groups, cross graded groups, with manipulatives in and out of the classroom, experience life outside of the school and online in ways that increase their personal knowledge and experiences as well as provide interest, motivation and a framework to improve their skills.

c. Embedding Technology

As technology advances, our students are facing an ever increasing need to demonstrate digital citizenship as they become comfortable in our digital world. In Evansview, we are working to improve our use of the available technological tools to support our students' learning and to allow them to become literate in the use of technology as a resource to research, to publish information, to

communicate within and beyond the school, as well as to complete and produce their own work while accomplishing goals that they set for their own learning.

ALL KIDS ARE OUR KIDS:

a. Meeting Diverse Learning Needs

Students come to school with varied backgrounds, experiences, contexts and stories. Our staff looks at each child as an individual capable of high success. We strive to get to know them, to find ways to connect with each of them in our daily involvement with them, and to work to help students improve their skills and abilities, no matter where they start, where they need to get to, and what needs to be done to make this happen. We work as a team, collaborating together both in our time outside of class, but also by working with other classes. Our goal is to use all of the abilities and strengths of all of our staff, our community, along with the support of services within the school, division and beyond, to achieve the best results for each student each and every year - together. We are proud of the accomplishments of our students as we encourage them to strive for their best. Evansview staff feels that the positive relationships we are building create the best learning environment for all students.

b. Mental Health / Getting Ready to Learn

Learning all of the curricular outcomes that are necessary each year is not a small task, but it becomes an ever challenging one if students cannot find the best frame of mind within which to do it. Providing a positive, safe, and supportive environment is one method in assisting students to be receptive and capable learners. Educating them and ourselves about issues pertaining to mental health, ie. how to deal with everyday life situations, frustrations and difficulties positively, is a very important part of today's school experience. Without teaching students how to regulate their emotions and reactions for themselves, without teaching them positive behaviour strategies, they will be ill prepared to deal with demands they may face in the future. Our goal is to help our students become strong independent adults who are ready to face any challenge that may come their way, while managing their thinking, behavior and feelings by learning self-regulation strategies. Evansview school also recognizes the need for well nourished bodies, rest, exercise, fine arts programs that allow student's passions to awaken, and the sense of community within our school. We are willing to take the extra steps to ensure all students basic needs are met.

c. Know Our First Nations, Métis and Inuit (Indigenous) Students

Evansview staff continue to learn more about the cultures of all our students. Indigenous students in our school are a very important part of who we are. We strive to ensure that students receive all that they need in connections with their own culture, community, and in a sense of belonging. Our focus is to incorporate cultural understanding for all in our daily teaching. Evansview staff have attended both Indigenous camps (teacher and administrators) to enhance our knowledge of First Nations, Metis, Inuit and Indigenous cultures. We will continue to attend ongoing professional development on truth and reconciliation to enhance learning for ourselves and students. Staff creates supports and interventions to meet social, literacy, and numeracy learning needs. We are supported with an Indigenous Liaison Facilitator in our Lobstick Zone.

Student Engagement:

Tell Them from Me student surveys are reviewed by staff and discussed with students and parents to bring forth new ideas and improvements for our school. We feel that our students voices are the most powerful. The discussions and clarifications we have with our students helps moves us forward in our school. These conversations and feedback help us know what students appreciate, and what we can do to enhance their experience in our school. We bring this information forward to discuss with staff, with parents and our community in enhancing our school environment for all our students.

Parent Engagement:

Through constant communication, we encourage parents to be involved in many aspects of our school culture. Parents are encouraged to read with students, to participate in sports events, coaching, carnivals, assemblies, within classrooms, as part of a very strong PAC group, Grouches ball, and an open door policy with administration. Parents are welcomed on field trips, supported in PAC meetings asked to provide feedback through phone calls, emails or visits to administration. Parents are an incredibly valued part of our school environment. Parent support is integral to a child's overall positive experience in school, and offers a strong foundation in partnership with teachers and our local community, for each child's success.

ALL KIDS ARE OUR KIDS:

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Evansview 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	Acceptable	Safe and Caring	83.2	80.9	83.3	89.5	89.5	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	61.7	51.1	70.9	81.9	81.9	81.5	Very Low	Maintained	Concern
		Education Quality	90.4	89.4	89.1	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	90.0	85.4	n/a	73.6	73.2	n/a	n/a	n/a
		PAT: Excellence	n/a	22.5	11.6	n/a	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	n/a	85.0	85.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	n/a	21.0	21.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	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	57.9	59.4	59.3	n/a	n/a	n/a
		Work Preparation	66.7	77.8	81.9	82.7	82.6	81.9	Very Low	Maintained	Concern
		Citizenship	75.0	70.1	72.6	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
Parental Involvement	Concern	Parental Involvement	68.3	49.1	68.5	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	Concern	School Improvement	61.4	70.3	72.8	81.4	81.2	80.2	Very Low	Declined	Concern

Thought Exchange Trend Data 2016-2017

At the school level, staff members determine the trends identified through the Thought Exchange platform.

Summary of Trends:

1) School Success:

- Evansview School has an encouraging, positive atmosphere with strong relationships between students and their caring staff
- Recognition for achievement is strong in Evansview School, along with new methods of teaching – staff is always wanting to improve all student's learning

2) Areas for Improvement

- Increase in extracurricular activities in and out of the school day
- Enrollment of over 25 in split classes along with funding for support staff

3) Student Success:

- Evansview students feel confident when completing public presentations, and develop relationships with other students and staff through sharing and celebrations
- Evansview students enjoy learning to read, are excited and genuinely enjoy attending school

Our School Trend Data 2016-2017

At the school level, staff members determine the trends identified through the Our School survey.

Our School Report Abbreviations

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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Summary of Trends

1) Successes

Elementary

- Majority of students are really happy with their caring (82% Evansview students believe that their teachers care about them 18% do not know), involved staff (good teachers), they love school, staff, the content they are learning and the programs offered- *based on student's open ended responses*
- SEO – 95% of students in Grade 6 had a **positive sense of belonging** (13% greater than the Canadian norm) with **positive relationships** (16% greater than the Canadian norm)
- SEO – 92% students believe they are **encouraged to do their best**

2) Concerns

Elementary

- **SEO-student participation in school clubs or a school committee** is 38% below the Canadian norm – girls participate 42% less than the Canadian norm
- SEO - 69% students with a **high sense of belonging** is 14% less than the Canadian norm
- SEO – Grade 4 students who feel they have **positive behavior at school** is 20% less than the Canadian norm –Grade 4 boys are 36% less than the Canadian norm
- **SEO –46% of Grade 4 students report high level of anxiety -28% higher than Canadian norm**

Comment on Results:

An overall view of our “All Kids Are Our Kids” data would indicate that Evansview School is working towards improving student wellness standards. Evansview’s Thought Exchange data along with Our School data both indicate the need for extracurricular events or school clubs and activities. Our School data also demonstrates a need to develop a greater sense of belonging with our student population and address the high rates of anxiety in our young students. Meeting with students in grades 4-6 has confirmed the need for the ‘extras’ they feel would make their school an even better place to attend along with the longing to be a part of a group. Students desire team sports, opportunities for the arts and for game clubs, which would allow them to develop stronger relationships with their peers. Through Thought Exchange, parents identified they would like to see an improvement in supports for students, specifically in the addition of additional personal and smaller class sizes in split grades.

Evansview will address these concerns with a whole school Positive Behavioral Supports program based around the theme of Evansview’s hand logo and the understanding of growth mindsets. Staff will brainstorm to decide which positive attributes they would like students of Evansview to walk away with once leaving Evansview School. Staff will then categorize and sum up the attributes to decide which to apply to our hand logo. Students and staff will then plan descriptors of each attribute to create a behavior matrix for different areas of our school. This will be shared with our parent community, and will guide our decisions in the presenters and performers that enter our school, our teaching of the positive values and attributes, and will serve as goals and supports for students entering our environment. Evansview School will also attempt to configure classes with student populations under 25, utilizing strong universal and targeted supports for ALL students to ensure success.

Evansview will also address the concerns of belonging and high sense of anxiety with a focus on Self-Regulation within the context of the five domains of stress identified by Stuart Shanker – biological, emotional, cognitive, social and prosocial (Shanker & the MEHRIT Centre, 2016). Through helping our students recognize the stressors they face each day and identifying the strategies to overcome these stressors, we will be able to provide them with the tools to support their greater success both in and out of the school environment. Our desire to enhance the self-regulation of all students and staff will also connect with our learning in nature. Evansview’s kindergarten class will be feeling the benefits of an outdoor ‘Forest School’ idea, which takes learning outside, where connection with nature enhances the possibilities of students being able to regulate their emotional needs.

ALL KIDS ARE OUR KIDS:

School Goal 1: To decrease high levels of stress and anxiety while increasing sense of belonging within our school environment.		
<p>Strategies</p> <ul style="list-style-type: none"> ● <i>Build knowledge and develop an action plan around Self-Regulation to support students in providing them with tools to respond efficiently and effectively to everyday challenges they may face in and out of school</i> ● <i>Provide environments in our school and school yard that provide opportunities for students and staff to up and down regulate</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>Staff, students and parent community will know the language around self-regulation and transfer the knowledge to students – evidence will be self-reg strategies being used in the classroom and hallways (Zones charts, visual schedules, classroom zones and school zones for up and down regulating)</i> ● <i>Parents of kindergarten students will speak to the benefits learning in Nature and the relationship between self-reg and nature</i> ● <i>Self-Regulation research data (University of Calgary & GYPSD) will indicate that knowledge surrounding self-regulation is communicated down to the stakeholders who make the greatest impact on students</i> ● <i>Self-reg strategies embedded in ISP's</i> ● <i>Self-Reg strategies shared with school community (newsletters, PAC meeting, assemblies, announcement, presentations)</i> ● <i>Observation and discussion with students who can identify their own Self-Reg strategies</i> ● <i>Less office visits, more visits to the zones around the school that enable regulation of all domains (Stuart Shanker)</i> ● <i>Our School survey results</i> ● <i>Staff members acting as co-regulators, gradual release of responsibility</i> ● <i>Our school action plan is complete</i> 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: To increase extracurricular activities, clubs and learning opportunities for Evansview students		
<p>Strategies</p> <ul style="list-style-type: none"> ● <i>Build community ties with parent and community service members that could provide additional opportunities for school students both in and outside the building. (during, before and after school) – OPEN the doors of our school</i> ● <i>Create an opportunity for students to meet as an advisory committee to the principal – consistence student voice, leadership, promote active citizenship</i> ● <i>Welcome community based initiatives into our school that support student involvement</i> 		<p>Measures</p> <ul style="list-style-type: none"> ● <i>Increased volunteerism in Evansview School beyond reading volunteers</i> ● <i>Clubs either student led or adult led will begin</i> ● <i>Sports team (mini basketball) will provide an opportunity for students to be on a team</i> ● <i>Student initiative in identifying and creating their own opportunities – enhancing leadership in Evansview School</i> ● <i>Communicated awareness of clubs, activities through newsletters, website etc.</i> ● <i>Our School Data along with feedback from parent community and students</i> ● <i>Decrease in office visits</i> ● <i>Students will voice the OPPORTUNITY and demonstrate DESIRE to participate in a variety of extracurricular activities</i>
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> ● 	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

SUCCESS FOR ALL:

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	Education Quality	90.4	89.4	89.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.1	90.0	85.4	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	14.6	22.5	11.6	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	66.7	77.8	81.9	82.7	82.6	81.9	Very Low	Maintained	Concern
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Parental Involvement	Parental Involvement	68.3	49.1	68.5	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	61.4	70.3	72.8	81.4	81.2	80.2	Very Low	Declined	Concern

AIMSweb Data

% Percentage of GYPSD students meeting grade level benchmark in Reading based on AIMSweb (At or above the 40 percentile).

At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile. (**Not all schools submitted data numbers are not a true representation.)

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1			-							
2			69%							
3			73%							
4			75%							
5			70%							
6			76%							

HLATs Data

% of students in each grade level who are writing at or above “adequate” level as defined by HLATs.

At the school level, staff will determine which school-wide strategies have a positive impact on writing, disaggregate results in each of the different areas (audience appeal, content and planning, vocabulary usage, organization, style and voice, sentence structure and grammar, mechanics) to determine gaps and identify students who will require interventions. (**Not all schools submitted data numbers are not a true representation.)

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1			-							
2			46%							
3			40%							
4			46%							
5			60%							
6			71%							

Mathletics Data

% of students in each grade level who are demonstrating mathematical skills at or above 50%

At the school level, staff will determine which school-wide strategies have a positive impact on math learning, disaggregate results in each of the identified strands (eg. number, pattern, measurement, statistics and probability, geometry) to determine gaps and identify students who will require interventions. (**Not all schools submitted data numbers **are** not a true representation.

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
2			-							
3			53%							
4			79%							
5			65%							
6			59%							

Comment on Results:

PAT Results

This year's Provincial Achievement Test scores have maintained acceptable standing, slightly above provincial average, however in looking deeper, some key findings emerge.

- on a very positive note, in Language Arts, 87.5% of students achieved a level of acceptable standard while 16.7% of those students received a standing of excellence. Students had specific difficulty with adding ideas and details to their writing along with synthesizing ideas. In order to achieve a higher level of standard, focus on text comprehension and a higher level of thinking skills will be the target with focus on backgrounds and exposure to different texts, and writing.
 - 100% of students who wrote the test received a level of acceptable standard in writing, while only 4.8% student achieved a level of excellence. Content management was the focus that needed improvement.
 - 90.5% of students received a level of acceptable standard in reading with 42.9% reaching excellence. 9.5% of readers were below acceptable standard.
- In math, 75% of students reached an acceptable level of achievement, with 8.3 percent reaching excellence, but 12.5% of students fell below acceptable standing. Students had some difficulty with the computation of part A at 38% below acceptable standard, yet 33.3% of students reached excellence. Students were found to show difficulty with subtraction problems in Part A, and a general weakness in higher order of thinking questions in Part B. Multi-step mathematical questions were areas of concern. Statistics and Probability also displayed areas of weakness, while Patterns and Relations, demonstrated greater success.
- In Science, 75% of students reached acceptable standard with 25% reaching excellence, yet 12.5% below acceptable.
 - Aerodynamics and Flight was lower than other units of study. Absenteeism during this unit was a possible factor to the outcome.
- Social Studies had 75% of students achieving acceptable standard, 8.3% reaching excellence, and 12.5% below acceptable. Surprisingly, knowledge and Understanding was an area needed in growth for Social. Local & Provincial Government, Community Involvement, and Ancient Athens were all topic areas that required more study. Using maps, cardinal directions and relating information are areas of need.

AIMSweb Results

Our results on the AIMSweb reading assessments show that most students are at or above grade level when it comes to reading. These test results are based on a timed response, reading a narrative piece of work. Leveled Literacy Intervention, small reading groups and guided reading in the classroom are a few of the high impact strategies we implement. Our teaching assistants have

been trained to assist in guided reading supports. These results do not show depth of comprehension of material nor content in other subject topics. Although at or above, results need to strengthen as further results using Fountas & Pinnell shows student's comprehension is an area to improve. Leveled Literacy Intervention is used to support many students in the beginning grades.

HLAT Results

Our HLAT results indicate students in grade 5 and 6 are writing at an adequate level, but students in the lower grades are having difficulty reaching the same level. Staff questioned the programs used in the upper grades, the level of reading comprehension in the lower grades to assist with writing, and the focus on a consistent school wide writing program with reading intervention.

Mathletics Results

Results were acceptable but lower than anticipated, especially in grade 3 and 6. Grade 6 results yielded better results on their PAT. Our staff will be familiar with First Steps in Mathematics which will determine where the lagging skills in mathematics lie as developmental milestones are recognized and met.

Results on the AIMSweb reading assessments are one snapshot of reading, but serves to note that students success will depend on increased levels of reading. Students have the opportunity to be set up on a progress monitoring program this year to evaluate if the reading strategies taught, are improving student results. Some classes are assessed on Mathletics through the computer while other teachers selected paper output. Students are learning how to use technology when writing assessments. Reading comprehension of questions, time of concepts taught as to when the assessment is administered may affect the outcome of our student results.

Evansview School will continue to focus on the following two areas for the 2017-2018 school year to ensure success and supports are available to all students in a timely fashion. Problem solving in numeracy and increasing reading capabilities in literacy will be supported by the following:

- teachers will receive professional growth in numeracy and literacy to enhance student outcomes
- focus on detailed writing using Writer's workshop, and Empowering Writers program
- students will be placed in a response to intervention class to receive targeted supports in either numeracy or literacy
- students will be assessed using the Fountas & Pinnell system for in-depth comprehension, then supported with LLI guided reading intervention as needed

Gaining excellence results students in all areas of study takes time, but we know where our target is and have the desire to ensure all students are successful in Evansview School!

SUCCESS FOR ALL:

School Goal 1: All students will achieve one year’s growth in writing, specifically enhanced content, and one year’s growth in reading achievement		
<p>Strategies:</p> <ul style="list-style-type: none"> ● <i>Universally improve content in writing with a guided writing approach</i> ● <i>Students will be assessed to find independent/Instructional reading levels through Fountas & Pinnell benchmark reading assessments - target where they are, instruct at their current levels, and monitor progress</i> ● <i>Professional Learning Communities will continue to identify greatest area of need in student’s writing and reading, then develop strategies to ensure success for all students - use of the structured RTI block</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>students will achieve one year’s growth when assessed by teacher assessments and divisional universal screens</i> ● <i>AIMSweb, HLAT benchmark assessments will show improvement</i> ● <i>an increased number of students will reach excellence in these specific assessment results</i> ● <i>students will speak to increasing their reading levels and know what level they are currently striving for</i> ● 	
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> ● <i>students are being assessed using Fountas & Pinnell reading assessments to determine independent and instructional reading levels</i> ● <i>greatest area of need identified and students are receiving guided reading intervention</i> 	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: To support all mathematical learners by improving problem solving skills		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>teachers will take part in professional development workshops to determine developmental math stages and learn to identify where students have lagging skills in numeracy</i> ● <i>school wide use of universal problem solving steps to assist students in comprehending multi step problems</i> ● <i>use of 'power of 10' strategies along with use of real problems when teaching math - relating to real contexts</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>all students can speak to the problem solving steps</i> ● <i>staff can speak to the developmental stages of mathematics</i> ● <i>Mathletics data will improve</i> ● <i>Grade Six students reaching acceptable and excellence levels in mathematics</i> 	
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> ● <i>teachers have attended First Steps in Mathematics workshops to gain further understanding on the stages of mathematical development</i> 	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>