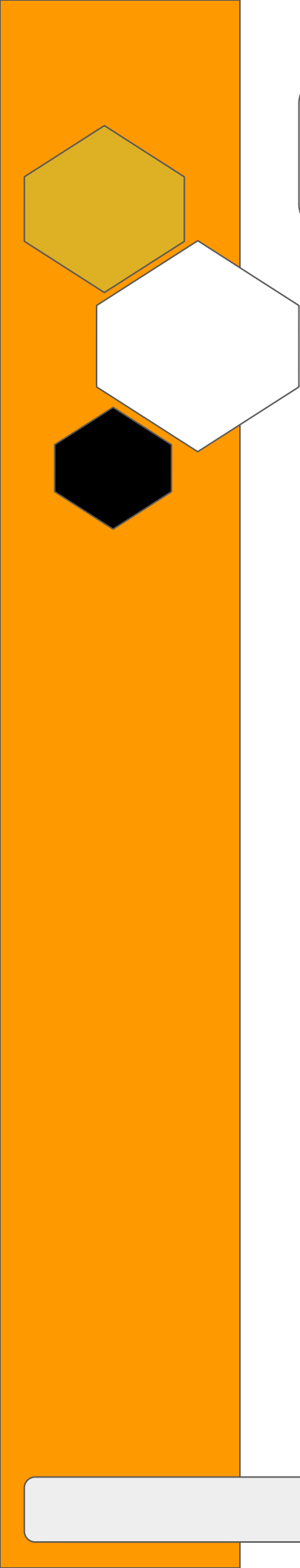


ANNUAL EDUCATION PLAN

School Name: Gem School
Principal: Josh Gibbon
Date: November 30, 2019





School Demographics

School Address: Box 39, Gem, AB. T0J 1M0

School Website: gem.grasslands.ab.ca

Enrolment Numbers: 19

Staffing Numbers: 6

School Mission Statement:

The mission of Gem School is to teach children how to learn while developing intellectual and physical skills and a sense of responsible citizenship.

Other Important School Facts/Information:

Gem School is a small rural grade 1 - 6 school located in the hamlet of Gem.

Belief Statements:

1. All children are capable learners.
2. Each child learns at an individual rate and benefits from a unique combination of visual, auditory, and tactile learning activities.
3. Instruction must accommodate multiple intelligences.
4. Children who experience success on assigned tasks learn effectively and develop self-confidence.
5. Learning is active; children learn when they are actively engaged.
6. Teacher planning must be based on ongoing, effective assessment.
7. Metacognition and self-reflection is a key component of learning.

Vision: Striving to become the best we can be.



Stakeholder Engagement

The Gem School Annual Education Plan, for the 2019-20 year, was created in consultation with a number of stakeholder groups that includes the following:

A. Teachers

Teachers reviewed the current AERR results as part of a PLC meeting in November. Results were then incorporated into the school's professional learning plan.

B. Support Staff

Support staff do not attend PLCs. Support staff were presented with a draft plan and asked to provide input and feedback.

C. School Council

The draft Annual Education Plan was presented to the SAC on November th. Members of the SAC reviewed the results of the AERR and provided feedback on the professional learning plan goals.

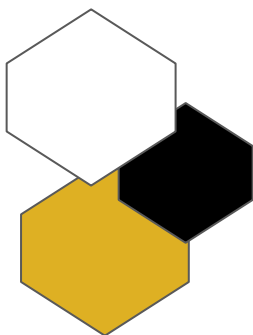
Accountability Pillar

The *Accountability Pillar* provides a way for schools to measure success, assess their progress towards meeting learning goals, identify areas that need improvement and set future priorities.

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 School: 6705 Gem School



Measure Category	Measure	Gem 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	Safe and Caring	98.0	98.0	98.7	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	n/a	n/a	n/a	82.2	81.8	81.9	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	100.0	100.0	100.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT - Adequately	*	100.0	100.0	73.8	73.6	73.6	*	*	*
	PAT - Excellence	*	54.2	54.2	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma - Adequately	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Butherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	83.0	82.4	82.6	n/a	n/a	n/a
Parental Involvement	Citizenship	84.4	100.0	97.7	82.9	83.0	83.5	Very High	Declined	Good
	Parental Involvement	n/a	n/a	n/a	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	87.5	100.0	100.0	81.0	80.3	81.0	Very High	Declined	Good



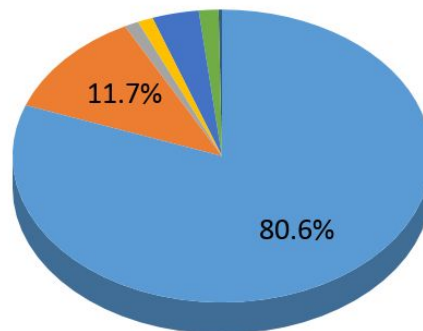
Alberta Education Resources:

- [Accountability Pillar Fact Sheet](#)
- [Measuring the Quality of Your Child's Education](#)

School Budget

<u>CATEGORIES</u>	<u>AMOUNT</u>
PROFESSIONAL STAFFING PURCHASED	\$ 217,949.00
SUPPORT STAFFING PURCHASED	\$ 31,615.00
SUB & Other Staffing COSTS	\$ 2,960.00
MAINT & REPAIR/FURNITURE & EQUIP'T	\$ 3,200.00
SUPPLIES	\$ 9,757.00
SERVICES	\$ 4,100.00
PD, TRAVEL & SUBSISTENCE	\$ 700.00

SCHOOL SPENDING



Striving to be the best we can be



Division Key Areas of Action

Student Learning - Everything we do in Grasslands supports student learning and achievement. Success for all students starts with exemplary classroom teachers and support staff who are supported in their professional growth in order to meet each student's unique needs. Grasslands strives for 100% high school completion.

Inclusive & Healthy Environments - Grasslands strives to create welcoming, caring & respectful learning environments that foster a sense of belonging for all students, staff & community members. In order for this to occur, the social & emotional well-being and the physical safety of people must be thoughtfully & purposefully addressed.

School & Community Relationships - Relationships are at the core of our division. In order for students to be successful, relationships at all levels must be fostered, nurtured & valued.

School Key Areas of Action

(School KAA 1): Improve student writing results in all grades.
Improve student writing.

(School KAA 2): Positive Behavior Interventions and Supports to Enhance Student Connection, Engagement, and Empowerment.
Improve students' resiliency and problem solving abilities both academically and socially.

(School KAA 3): School and Community Relationships

Maintain an excellent relationship with parents as partners by implementing a home reading program.

Strategies

The following strategies will be used by Gem School to achieve the Objective/Smart Goals outlined in the school's professional learning plan:

Objective 1: Staff will increase pedagogical knowledge, skills, and research best practices to improve students' writing performance in all grade levels of the school.

Smart Goals:

- Maintain 100% of all students who meet the acceptable standard and increase level of excellence to 60% on of the PAT.
- 100% of our students not taking the PAT will achieve an acceptable level with our school - based achievement test.

Strategies:

- Review Language Arts curriculum to identify key outcomes for each grade
- Follow Lucy Calkins Units of Study in Writing for ECS-Grade 6
- Develop common assessment rubrics for each grade
- Implement Reader's Workshop model
- Give on demand writing task prior to beginning Writer's Workshop
- Work collaboratively with and attend Rosemary School PLC group and PD.

Objective 2: Students will independently use “struggle time” positively to enhance their abilities to problem solve academically, socially, and physically.

Smart Goals:

- Students will independently solve academic, social, and physical problems 90% of the time using Kelso's Choices and Brainwise strategies

Strategies:

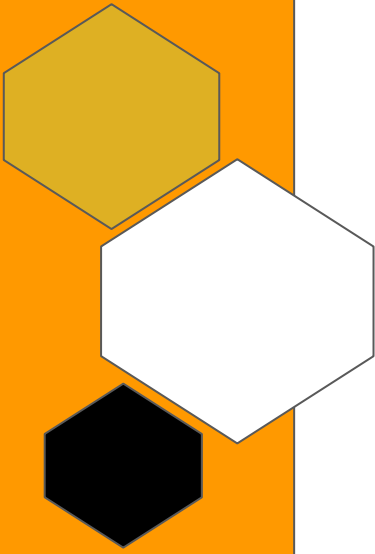
- Implement “Open Jar Thinking” theme
- Teach Kelso's Choice, Brain Wise and Second Step strategies
- Weekly whole school reflection meetings
- Actively encourage students to work through problems with the given strategies
- Teach students collaborative coaching skills
- Join with Rosemary School's In School PD days with Heather McCaig to learn more about positive coping strategies for students who struggle

Objective 3: Maintain an excellent relationship

Goal: Partner with parents to implement a home reading program

Strategies:

- Create a bank of questions for parents to utilize with their children during home reading time that will promote conversation regarding the reading process
- Take one of Kendra's workshops to learn more about reading strategies we can share with our parents.



Data / Evidence of Success

The following data/evidence were used to measure the success and effectiveness of the strategies identified:

Writing PAT results:

2018 PAT Results:
Grade 6 - Acceptable 100% Prov. 83.5
Excellence 16.7%
Prov - 17.9 %

Our School Survey

Some responses from "Our School" survey indicated that we need to help our students understand the real world outside of Gem so that students are better prepared.

Maintain an excellent relationship with parents as partners

Through experience in working with our school community parents we have found that they are supportive. In an effort to involve all parents we decided to make this a whole school initiative.

Data/ Evidence Goal 1:

Establish baseline using on demand task.

- Author celebration at end of narrative unit.
- Compare on demand task with final narrative project for each student
- PAT results for Gr. 6 at end of year and 2nd narrative unit end project will be used for

Data/ Evidence Goal 2:

- Anecdotal records will show an increase in the amount of independent student problem solving in all three areas.
- Observation of Students using Collaboratively Coaching with one another to solve problems

Data/ Evidence Goal 3:

- Conversations from parent/teacher interviews
- Children's running record with parent signatures

Resources Required

Lucy Calkins Units of Study

- K-5 Writing

LLI reading booklets

Kelso's Choice Program, Brain Wise and Second Step

Striving to be the best we can be

Results

Provincial Achievement Test Multiyear Reports



School: 6705 Gem School
Province: Alberta

English Language Arts 6

	2013/2014				2014/2015				2015/2016 ^a				2016/2017 ^d				2017/2018					
	Sch		AB		Sch		AB		Sch		AB		Sch		AB		Sch		AB			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Participation																						
Enrolled ^b	6	100.0	45796	100.0	2	100.0	47565	100.0	5	100.0	47606	100.0	n/a	n/a	49572	100.0	6	100.0	51540	100.0		
Writing	6	100.0	41379	90.4	2	100.0	43098	90.6	5	100.0	43122	90.5	n/a	n/a	44730	90.2	6	100.0	46678	90.6		
Absent ^b	0	0.0	2266	4.9	0	0.0	2343	4.9	0	0.0	2359	5.0	n/a	n/a	2579	5.2	0	0.0	2443	4.7		
Excused	0	0.0	2151	4.7	0	0.0	2124	4.5	0	0.0	2125	4.5	n/a	n/a	2263	4.6	0	0.0	2419	4.7		
Results Based on Number Enrolled																						
Total Test																						
Standard of Acceptable	6	100.0	37489	81.9	2	100.0	39364	82.8	5	100.0	39443	82.9	n/a	n/a	40906	82.5	6	100.0	43016	83.5		
Standard of Excellence	2	33.3	8055	17.6	0	0.0	9273	19.5	3	60.0	9726	20.4	n/a	n/a	9345	18.9	1	16.7	9213	17.9		
Below Acceptable Standard	0	0.0	3890	8.5	0	0.0	3734	7.9	0	0.0	3679	7.7	n/a	n/a	3824	7.7	0	0.0	3662	7.1		
Results Not Available ^c	0	0.0	4417	9.6	0	0.0	4467	9.4	0	0.0	4484	9.4	n/a	n/a	4842	9.8	0	0.0	4862	9.4		
Results Based on Number Writing																						
Total Test																						
Acceptable Standard	6	100.0	37489	90.6	2	100.0	39364	91.3	5	100.0	39443	91.5	n/a	n/a	40906	91.5	6	100.0	43016	92.2		
Standard of Excellence	2	33.3	8055	19.5	0	0.0	9273	21.5	3	60.0	9726	22.6	n/a	n/a	9345	20.9	1	16.7	9213	19.7		
Below Acceptable Standard	0	0.0	3890	9.4	0	0.0	3734	8.7	0	0.0	3679	8.5	n/a	n/a	3824	8.5	0	0.0	3662	7.8		
Reading																						
Acceptable Standard	6	100.0	36956	89.3	2	100.0	38602	89.6	5	100.0	38805	90.0	n/a	n/a	40249	90.0	6	100.0	41920	89.8		
Standard of Excellence	4	66.7	16685	40.3	1	50.0	17460	40.5	5	100.0	18854	43.7	n/a	n/a	19614	43.8	6	100.0	19938	42.7		
Writing																						
Acceptable Standard	6	100.0	36475	88.1	2	100.0	38864	90.2	5	100.0	38615	89.5	n/a	n/a	40411	90.3	6	100.0	43403	93.0		
Standard of Excellence	1	16.7	5604	13.5	0	0.0	6069	14.1	3	60.0	5914	13.7	n/a	n/a	5501	12.3	1	16.7	5703	12.2		
Mean (%)	6	74.3	41379	67.0	2	61.0	43098	66.3	5	84.8	43122	66.9	n/a	n/a	44730	66.7	6	76.8	46678	68.4		
Standard Deviation	6	7.7	41379	13.5	2	9.9	43098	13.8	5	8.4	43122	13.6	n/a	n/a	44730	13.3	6	8.3	46678	13.1		

Professional Learning

Professional Learning Schedule - 2019-20

PD Day	Identified Goal/Strategy	PD Learning Activity(ies)	
September 23, 2019	improve school culture, student engagement	Work with Heather Craig -Teaching Students with diverse learning needs)	
December 2, 2019 (PM)	improve school culture, student engagement	Work with John Williams (ATA) - Addressing Diverse Learning Needs in Classrooms	
March 9, 2020 (PM)	improve school culture, student engagement	Follow up to Shelly Moore's PD session. "What does Inclusion Look Like at Rosemary and Gem". Classroom profiles	
May 15, 2020	improve school culture, student engagement	Work with Don Chafe (NVCI training)	

PLC Schedule - 2019-20

Date/Time	Identified Goal/Strategy	Date/Time	Identified Goal/Strategy
Sept. 4-1 hr.	TQS/PGP- strategic plan	Jan 8 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
Sept 18 - 1 hrs	PLC working groups (WW, Culture, Cooperative Learning)	Jan. 22 - 1.5 hrs	PLC Presentations
Sept. 25 - 1 hrs	PLC working groups (WW, Culture, Cooperative Learning)	Feb. 27 - 1.5 hrs	PLC working groups (WW, Culture, Cooperative Learning)
Oct. 2 - 1 hrs	PLC working groups (WW, Culture, Cooperative Learning)	Mar. 4 - 1 hrs	PLC working groups (WW, Culture, Cooperative Learning)
Oct. 16 - 1 hrs	PLC working groups (WW, Culture, Cooperative Learning)	Mar. 18 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
Nov. 13 - 1 hrs	AERR Review	April 1 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
Nov. 20 1 hr	AERR Reveiw	April 22 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
Dec. 11 1 hr	PLC working groups (WW, Culture, Cooperative Learning)	April 29 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
		May 20 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)
		May 27 - 1 hr	PLC working groups (WW, Culture, Cooperative Learning)

Stakeholder Sign Off

The Annual Education Plan was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The school staff have reviewed the results reported in the Accountability Pillar (AERR), have collaboratively developed the Annual Education Plan and is committed to implementing the strategies to improve student learning and results. The School Council has been provided an opportunity to participate in the Annual Education Plan, School Budget and has been informed of the annual results of the Accountability Pillar.

Principal: Josh Gibbon



Principal

School Council Chair: Kim Doerksen



(Signature)

Date: November 30, 2019