

Nova Scotia School Accreditation Program



Annual Report

Antigonish Education Centre
School

Strait Regional School Board
Board

June 2011
Date



Annual Report
School Improvement Plan Year 3 Implementation

Guidelines

A. Introduction.....pg. 3

B. Participants.....pg. 4

C. Procedures.....pg. 7

D. Measuring Growth.....pg. 11

E. Professional Learning.....pg. 17

F. Declaration.....pg. 18

G. Appendix A.....pg. 19

SECTION A

Introduction

Antigonish Education Centre began the third and final year of implementation of its School Improvement Plan in September 2010. The 2010/2011 writing committee was established and the chairperson was chosen. The grade levels examined the data from the previous year's writing samples and decisions were made on how to proceed. The communication committee was not established this year as it was felt that the strategies and action plans that had been put in place the previous two years had sufficiently met the goal and would be continued for the 2010-2011 school year.

In September 2010 the implementation of strategies and action plans for both the writing and communication goals was begun. All site-based professional development days were focused on aspects of the school's goals of writing and communication; monthly grade level meetings had a writing focus approach; the writing and communication committees began their work; and staff camaraderie events were established.

All strategies and action plans for both goals were successfully completed. The ending date of the School Improvement Plan was altered from April 2011 to May 2011 to allow for taking the final writing sample and for the communication goal survey to be administered.

The data collected was kept in the office and consisted of several binders which include: a binder for each grade level meeting minutes, a binder for in-service and staff meeting notes; a binder for communication committee notes and surveys; a binder for writing committee notes; and grade level binders for writing samples. This was the most efficient way to contain such a large amount of information.

One of the most positive outcomes from the third year implementation of the goals was to see continued growth in every area. Writing has become a daily focus in each classroom. Teachers continued to gain a clearer understanding of what is expected in the writing process and students became more cognizant of what was expected of them during the writing process. In the third year of implementation there was a 19.8% increase in the number of students who scored a 3 or above on their writing samples.

The communication goal continued to be implemented this year and the results of the survey suggest that advances are being made in the school. The communication committee did not meet on a regular basis as it was felt that the practices put in place in the first two years had met the goal and

needed to be continued. While not everyone is happy with everything there has been a noticeable improvement in many areas as 86% of staff agreed that there is good communication in the school.

SECTION B

Participants

Teaching Staff

Erin Landry

Vicky Letourneau

Marian Draper

Sarita Landry

Lorraine MacPherson

Jeanette Power

Eva Santianni

Mary MacDougall

Loreen Allen

Elaine M. MacDougall

Rose Aucoin

Krista Delorey

Janice Macquarrie

Margie O'Neil

Wanda Chiasson

Josette Frizzle

Paula Avery

Joan MacNeil

Judy MacMullin-Smith

Carroll MacPherson

Ashley Ouelette

Danette MacMaster

Susan Cameron

Frank Isherwood

Mary MacLellan

Bill Murphy

Bonnie Fraser

Kate Chapman

Wilhelmina DeYoung

Julie Jean

Tammy Landry

Dianne MacDonald

Laura Lee MacLean

Cindy McPherson
Mike Nearing
Cheryl Sinclair
Jim Picard
Lois Hudson
Mark Pettipas
Matthew Macleod
Susan MacDonald
Leanne Lowther

Support Staff

Terry Purcell
Ann Marie VanBerkel
Audrey Swan
Sheila O'Halloran
Sonya Bowie
Paul Purcell
Heather MacDonald
Carol Grover
Allana Mullaney
Elaine Pettipas
Tyler Chisholm
Gloria Deon
Mary Sinclair
Veronica Novak
Carmen Novak
Joe Delorey
George Baxter
Lorraine Reddick
John Hugh Gillis
Lorine MacEachern
Debbie Boudreau
Diane LeBlanc
Donna Ezekial
Kelly Connors
Crystal Durling

School Advisory Council

Kevin Gilfoy: Chair

Jim Picard

Carmen Novak

Paulette Cameron

Vicky Letourneau

Karen Stewart

Karen Willison

Mark Pettipas

SECTION C

Procedures

Goal 1: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Strategy 1: Teachers will continue to be orientated to the process of sampling student writing by grade level and evaluating student achievement in writing via use of curriculum guides and exemplars.

Action Plan Outcomes: All action plans were successfully completed including a review of exemplars and rubrics for existing and new teachers, a writing committee across all grade levels was established along with a set monthly meeting dates.

Positive Changes/Obstacles Encountered: Positive changes included exchange of ideas and information at grade level and across the grade levels. With the monthly grade level meetings focusing on the writing goal this kept all teachers on the same page and all classrooms doing activities to reach the goal. Teachers have a clearer idea of what good student writing looks like and students have a clearer picture of what is expected of them during writing activities. Due to the focus on this goal, writing has become a scheduled, daily activity. Keeping all student writing samples gives the teachers a base to look at and guides instructional practice. Grade primary and French Immersion P-4 teachers are using their own exemplars and rubrics that were created in the first year of implementation. Grades three and four levels continued to use the "Write Traits" program and found it to be comprehensive and well designed.

No real obstacles were encountered this year. Writing has become a school wide focus.

Grant Funds: N/A

Goal 1: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Strategy 2: Continue to analyze student writing samples to identify the traits requiring further explicit instruction at each grade level.

Action Plan Outcomes: At the monthly grade level meetings teachers discussed the results of the writing samples and developed plans for the first part of the year until the November writing samples were taken.

Positive Changes/Obstacles Encountered: This monthly activity kept a

positive focus on writing at each grade level.

Grant Funds: N/A

Goal 1: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Strategy 3: Continue to collect writing samples from all students for the purpose of measuring student progress in the achievement of writing outcomes.

Action Plan Outcomes: Student writing samples were collected in Nov. 2010, and May 2011. They were scored using Dept. of Education rubrics as well as teacher made rubrics for primary and French Immersion. The results were discussed at grade level meetings to decide where we were, where to go from here, and how to get there.

Positive Changes/Obstacles Encountered: A recurrent positive change is the fact that there is a major focus in the area of writing. Teachers at all grade levels are aware of what is happening at each grade level in the area of writing. All site based in-services had a major focus on our writing goal as grade levels shared information, ideas, and strategies. Year 3 saw a 19.8% increase in students scoring a 3 or above on their May writing sample as compared to the baseline information from the June 2008 sample.

Grant Funds: N/A

Goal 1: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Strategy 4: Students will continue to be explicitly taught the process of active listening.

Action Plan Outcomes: Listening binders were reviewed at grade level meetings. While no formal staff training ensued, teachers were using the binders in their classrooms at various times during the year. Student listening is constantly being reinforced each day during our morning PEBS message, in the cafeteria and at our monthly PEBS assemblies.

Positive Changes/Obstacles Encountered: Binders are available and being used, student listening is being reinforced throughout the school in all locations and situations.

Grant Funds: N/A

Goal 2: To increase by 10% the extent of satisfaction with communication among all school staff, including administration by April 2011.

Strategy 1: The yearly development of a consistent, well communicated plan to regularly scheduled staff and grade level meetings and other events.

Action Plan Outcomes: The principal set regular monthly committee and staff meetings on the following schedule: Tuesday was chosen as a meeting day for all committees each month. The schedule had the flexibility to allow for storm days or other commitments. Staff meetings only occurred as needed this year when the principal or the staff had issues to be presented. The message board in the staffroom continues to be used for posting meeting minutes and other items of interest.

Minutes were kept by the school secretaries at each staff meeting and were emailed to all teaching and support staff.

Teachers received lists of students involved in afterschool programs.

The use of agendas/mailbags as a communication tool between home and school is outlined in the student agenda and promoted by the teaching and support staff.

The message board in the main entrance of the school continues to be used for posting of all school notices, newsletters, and items of interest.

The Monday flash was distributed on a weekly basis (usually on the weekend which gave everyone a heads up for the week ahead of time). All team meetings and upcoming school events are included in the flash. The use of the computer calendar through the staff email is used to inform staff of upcoming team meetings and other committee meetings.

The morning message was continued for this year. It gives the grade three and four students an opportunity to present a positive message for the day and one item for our P.E.B.S. matrix to be reviewed.

Positive Changes/Obstacles Encountered: All staff are receiving all pertinent information from staff meetings. The two information boards provide parents and staff with information of activities each month. Due to work schedules, most support staff are unable to attend staff meetings. This question on the survey received 100% agreement that it is being done.

Grant Funds: N/A

Strategy 2: A yearly school plan will be continue to address staff recognition.

Action Plan Outcomes: A suggestion box was placed in the staff room for suggestions, concerns and any items of interest. Although it was not used very much it continues to exist. The social committee continued to recognize

staff birthday's with a cake on a quarterly basis.
Positive Changes/Obstacles Encountered: There was not a lot of talk about communication this year as we had such a positive response to the action plans implemented from the previous year. Continued implementation has been positive.
Grant Funds: N/A
Goal 2: To increase by 10% the extent of satisfaction with communication among all school staff, including administration by April 2011.
Strategy 3: <u>A school plan will be developed and implemented to explore staff camaraderie.</u>
Action Plan Outcomes: A monthly plan was put in place by the Social Committee to address staff camaraderie. Teachers from each grade level, specialists and administration were represented on the Social Committee. Monthly treat days, staff potluck dinners, social events, and quarterly recognition of staff birthdays took place as well as cards and gift certificates sent to for illness, donations made for bereavements, and retirement/leaving gifts were presented to staff. All staff was invited to the social events after the Meet the Teacher and Parent Teacher nights.
Positive Changes/Obstacles Encountered: The above events were fairly well attended. Moving forward we are still looking for ways to increase support staff participation. Support staff participation remained low despite invitations being made.
Grant Funds: N/A
Goal 2: To increase by 10% the extent of satisfaction with communication among all school staff, including administration by April 2011.
Strategy 4: <u>Continue to administer a revised survey tool for measuring growth of satisfaction with communication.</u>
Action Plan Outcomes: The revised survey was administered in May 2011.
Positive Changes/Obstacles Encountered: 36 surveys were returned. 86 % of respondents agreed that there is good communication among all staff in the building. This is a positive increase from the original survey of 63%.
Grant Funds: N/A

SECTION D

Measuring Growth

Goal: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Method: Student writing samples were taken in May 2008 to provide a baseline to compare future results with; in November 2010 to provide teachers with information to guide instructional practices; and in May 2011 to compare to the baseline set in May 2008. Teachers used the Department of Education writing website rubrics and teacher made rubrics for grade Primary and French Immersion.

Data:

English Language Arts Writing Samples - June 2008 Baseline Data

Grade	Writing Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	48	5	11	10	22	10.4	23	20.8	45.8
One	68	10	33	19	6	14.7	48.5	28	8.8
Two	77	10	40	22	5	13	51.9	28.6	6.5
Three	94	6	36	35	17	6.4	38.3	37.2	18.1
Four	86	19	30	32	5	22.1	34.9	37.2	5.8

English Language Arts Writing Samples - November 2010

Grade	# of Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	78	26	13	22	17	33	17	28	22
One	75	26	12	19	18	35	16	25	24
Two	77	6	20	28	23	8	26	36	30
Three	62	3	27	20	12	5	44	32	19
Four	75	6	42	24	3	8	56	32	4

English Language Arts Writing Samples - May 2011

Grade	# of Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	82	6	13	20	43	7	16	25	52
One	74	4	20	29	19	6	28	40	26
Two	77	14	31	23	9	18	40	30	42
Three	62	0	13	25	24	0	21	40	39
Four	68	8	27	23	10	11	40	34	15

French Immersion Language Arts Writing Samples - June 2008
Baseline Data

Grade	# of Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	33	1	13	19	0	3	39.4	57.6	0
One	32	3	17	10	2	9.4	53.1	31.2	6.3
Two	32	4	18	9	1	12.5	56.2	28.1	3.2
Three	16	0	6	7	3	0	37.5	43.7	18.8
Four	18	1	8	6	3	5.6	44.4	33.3	16.7

French Immersion Language Arts Writing Samples - November 2010

Grade	# of Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	20	1	4	15	0	5	20	75	0
One	28	0	8	18	2	0	29	64	7
Two	33	1	11	19	2	3	33	58	6
Three	20	0	3	7	10	0	15	35	50
*Four									

* The gr. 4 samples were misplaced and cannot be included in the totals. See note from teacher in binder.

French Immersion Language Arts Writing Samples - May 2011

Grade	# of Samples	Score				Percent			
		1	2	3	4	1	2	3	4
Primary	19	0	0	13	6	0	0	68	32
One	26	0	1	12	13	0	4	46	50
Two	32	0	6	25	1	0	19	78	3
Three	20	0	4	9	7	0	20	45	35
Four	25	9	7	8	1	36	28	32	4

Analysis and Interpretation: English Results

- **June 2008**, 53.6% scored a 1 or a 2 on the writing sample
- **May 2011** 37% scored a 1 or a 2 on the writing sample
- **June 2008**, 46.4% scored a 3 or a 4 on the writing sample
- **May 2011**, 63% scored a 3 or a 4 on the writing sample
- **Nov. 2008**, 65.7 % scored a 1 or a 2 on the writing sample
- **Nov. 2010**, 49% scored a 1 or a 2 on the writing sample
- **Nov. 2008**, 34.3% scored a 3 or a 4 on the writing sample
- **Nov. 2010**, 51% scored a 3 or a 4 on the writing sample
- **There was an increase of 16.7% of students scoring a 3 or above on the writing sample in Nov. 2010 as compared to Nov. 2008.**
- **There was an increase of 16.6% of students scoring a 3 or above on the writing sample in May 2011 as compared to June 2008.**

French Immersion Results

- **June 2008**, 54.2% scored a 1 or a 2 on the writing sample
- **May 2011**, 22% scored a 1 or a 2 on the writing sample
- **June 2008**, 45.8% scored a 3 or a 4 on the writing sample
- **May 2011**, 78% scored a 3 or a 4 on the writing sample
- **Nov. 2008**, 76.6 % scored a 1 or a 2 on the writing sample
- **Nov. 2010**, 28% scored a 1 or a 2 on the writing sample
- **Nov. 2008**, 23.4% scored a 3 or a 4 on the writing sample
- **Nov. 2010**, 72% scored a 3 or a 4 on the writing sample
- **There was an increase of 48.6% of students scoring a 3 or above on the writing sample in Nov. 2010 as compared to Nov. 2008.**
- **There was an increase of 32.2% of students scoring a 3 or above on the writing sample in May 2011 as compared to June 2008.**

Whole School Results

- **June 2008**, 53.8% scored a 1 or a 2 on the writing sample
- **May 2011**, 34% scored a 1 or a 2 on the writing sample
- **June 2008**, 46.2% scored a 3 or a 4 on the writing sample
- **May 2011**, 66% scored a 3 or a 4 on the writing sample
- **Nov. 2008**, 68.7 % scored a 1 or a 2 on the writing sample
- **Nov. 2010**, 45% scored a 1 or a 2 on the writing sample
- **Nov. 2008**, 31.3% scored a 3 or a 4 on the writing sample
- **Nov. 2010**, 55% scored a 3 or a 4 on the writing sample
- **There was an increase of 23.7% of students scoring a 3 or above on the writing sample in Nov. 2010 as compared to Nov. 2008.**
- **There was an increase of 19.8% of students scoring a 3 or above on the writing sample in May 2011 as compared to June 2008.**

Goal: To increase by 10% the extent of satisfaction with communication among all school staff, including administration by April 2011.

Method: Data from the original school survey in the spring of 2007 was collected and interpreted. From that information, a revised survey tool was developed and teaching and support staff were surveyed in May 2011. Information from that survey was collected, scored and interpreted.

Data: In the original survey 33% of staff disagreed that there was good communication in the school. The revised survey tool was administered in May 2011 (see appendix A)

Analysis and Interpretation: 36 surveys were returned

- Minutes of all staff meetings are available to all staff.
92% agreed, 0% not applicable, 8% disagreed
- Monthly grade level, staff, communication committee, and writing committee meetings have been established.
75% agreed, 25% not applicable, 0% disagreed
- The placement of extra mailboxes, a staff photo, extra bulletin boards, and a suggestion box have helped to improve communication.
88% agreed, 6% not applicable, 6% disagreed
- Staff social events (potluck dinners, after Parent Teacher events and birthday recognition improves staff camaraderie.
97% agreed, 3% not applicable, 0% disagreed
- Information from administration through update of monthly activities, Monday Flash, assemblies, use of calendar e-mail to schedule meetings has assisted with communication.
100% agreed
- There is good communication among all staff in this school.
86% agreed, 6% not applicable, 8% disagreed

Written comments included the following statements:

- I think we're doing a great job
- Very pleased with administration. I feel our ideas and suggestions are welcome
- Specialists need to be informed when new students are arriving and

- when other students may be leaving before the end of the school year.
- We're running a great ship! Our new captain is doing wonderful.
 - A lot of improvements.

Interpretation of the data collected:

- 90% of the respondents to the survey agreed that the areas of communication identified have improved in the building.
- 6.7% of the respondents to the survey replied that certain areas of communication did not apply to them.
- 3.3% of the respondents to the survey disagreed that that the areas of communication indentified have improved in the building.
- In the original survey only 63% of staff agreed that there was good communication among all staff in the building.
- In this revised survey question #6, 86 % of respondents agreed that there is good communication among all staff in the building.
- **Final results indicate that on average of the three years 90% of staff agreed that communication has improved in the building and 83.5% agree that there is good communication in this school. This is an increase of 20.5% from the original survey score of 63% in the spring of 2007.**

SECTION E

Professional Learning

Goal: To increase by 10% the number of students who score a 3 or above on the Department of Education writing rubrics, as well as teacher developed rubrics for French Immersion and grade primary, over a three year period by April 2011.

Professional Learning: Teachers, support staff and administration participated in site-based in-services on Sept. 24, 2010, November 18-19, 2010, February 3, 2011, and May 6, 2011. Professional learning activities during the in-services included: listening skills focus at each grade level and sharing with all grades, analyzing May 2010 writing samples, scoring of November 2010 writing samples, listing target areas and general writing outcomes at grade level and sharing with all grades, continued use of curriculum maps for writing at each grade level, developing plans for students who didn't score a three on the writing sample, and developing the May 2011 writing sample.

Participants: All teaching and support staff and administration.

Goal: To increase by 10% the extent of satisfaction with communication among all school staff, including administration by April 2011.

Professional Learning: The communication committee did not meet on a regular basis this year but did regularly check the suggestion box in the staff room. We must insure that the box is visible and in a prominent place for all staff to access.

Participants: All teaching and support staff and administration.

SECTION G

Declaration

Signature	Name	Position	Date
	Mark Pettipas	Principal	June, 2011
	Kevin Gilfoy	SAC Chair	June, 2011

Appendix A
Communication Goal Survey Tool

Directions: Please read each statement and choose disagree, not applicable or agree.

Agree

Disagree Not Applicable

1. Minutes of all staff meetings are available to all staff.

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2. Monthly grade level, staff, communication committee, and writing committee meetings have been established.

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3. The placement of extra mailboxes, a staff photo, extra bulletin boards, and a suggestion box have helped to improve communication.

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4. Staff social events (potluck dinners, after Parent Teacher events and birthday recognition) improves staff camaraderie.

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5. Information from administration through update of monthly activities, Monday Flash, assemblies, use of calendar e-mail to schedule meetings has assisted with communication.

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6. There is good communication among all staff in this school.

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Please add any other comments regarding communication if you wish.

Thank You ☺