

École Pine Grove Middle School



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.

École Pine Grove Middle School

School Demographics

Personnel	2016-17 FTE
School Administration	James Randall/Russ Keating
LST / FSLC	Audra Bowman
Certificated Staff FTE	18.93
Support Staff	8
ECS Student Population	0
Total Grade 6-8 Student Population	319
French Immersion Grades 6-8	40

Principal's Message

École Pine Grove Middle School subscribes to a philosophy that the unique needs of students in grades six through eight can best be met in a middle school setting that provides a student-centered program. We recognize that students of this age are undergoing greater physiological, psychological, and social re-orientation than at any other period in their lives.

The staff at École Pine Grove Middle School strives to meet the psychological, educational, developmental, and social needs that emerge in this transitional period. The Pine Grove experience strives to provide a supportive and flexible environment so students will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school. Pine Grove School is fortunate to have devoted and compassionate staff members who work hard to institute and maintain very high standards. The teachers and support staff regularly engage in two-way problem solving to improve individual student, class and school programs. Transition between middle school and high school is at the forefront of our decisions and we develop initiatives to align with similar programs at the high school, examples include our 35 minutes of intervention time is similar to the high school flex program. Our students and teachers work on transition plans for students entering our school or leaving to go to the high school by having numerous visits throughout the school year. We are always committed to **improving student achievement** and this philosophy is at the forefront of our decision making.

Communication with parents is vital to the success of students. École Pine Grove staff members utilize a variety of techniques to inform parents of dates and issues that are important to student success. In addition to keeping an active Facebook page we subscribe to *School Connects* and utilize the phone system to provide a weekly update to every family in the school and have a number of individual teachers utilizing the Remind App to inform parents and students of upcoming classroom events. At the beginning of the school year each student receives a fridge magnet which lists the important dates for the year and teachers send home their email address and the school phone number. The monthly school newsletter is posted on the website with hard copies available at the office and the school ensures parents have access to PowerSchool by mailing every parent's username and password home near the beginning of the school year.

École Pine Grove Middle School offers a wide variety of enrichment activities for students throughout the school year. Our extra-curricular activities include athletics and the arts and the inclusive nature of these activities encourages a large percentage of our school population to participate. Our athletics program encourage students from grade 6 to 8 to participate with three developmental levels of participation. Our inclusive drama department sees approximately one third or our entire school population participate in the annual musical production or the One Act Drama Festival. Each year all of our homerooms participate in a class field trip to a grade specific location outside of Edson that helps develop leadership capacity or enriches the curriculum objectives.

Staff members at École Pine Grove participate in various activities to enhance **leadership capacity**. École Pine Grove currently has staff members involved with developing a plan to implement a literacy initiative; in addition, staff members lead a school wide refocusing plan for the daily intervention block this will increase the use of pyramids of interventions and staff members will team together to increase numeracy results.

James Randall

Principal

ALL KIDS ARE OUR KIDS:

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Ecole Pine Grove 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	87.8	89.3	89.4	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	86.5	88.3	88.2	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.4	91.5	90.2	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	*	0.0	0.0	3.0	3.2	3.3	*	*	*
	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	74.9	74.9	76.3	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	14.1	13.8	15.8	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	95.0	90.4	85.1	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	81.9	80.8	81.1	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.7	84.2	86.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.5	87.8	87.8	81.4	81.2	80.2	Very High	Maintained	Excellent

Thought Exchange Trend Data

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

Summary of Trends:

1) School Success:

- Positive Learner Climate
- Expectations for Success
- Positive Student/Teacher Relations
- Learning Time
- Rigor

2) Areas for Improvement

- Positive Sense of Belonging
- Positive Self-Esteem
- Depression
- Homework Behaviors
- Math Average and PAT Results
- Advocacy
- Further Education

3) Student Success:

- Interested and Motivated
- Effort
- Levels of Anxiety
- Relevance

Our School Trend Data

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

Grade 6:

- SEO - Clubs and School Sports - within one percent of Canadian Norms
- SEO - Interest and Motivation - within one percent of Canadian Norms
- SEO - Effort - 5% higher than Canadian Norms
- SEO - Interested and motivated - significantly higher than Canadian Norms

Grade 7/8

- SEO - Clubs and School Sports - 4% higher than the Canadian Norm for sports 2% higher for Clubs.
- Value Schooling Outcomes- Girls placed a higher value on schooling outcomes than boys.
- SEO - Interest and Motivation - 15% higher than Canadian Norm
- Learning Time - Students rated 4%
- DSO - Relevance - Slightly above the Canadian Norm.

2) Concerns

Grade 6::

- SEO - Positive sense of belonging and relationships - below Canadian Norms
- SEO - Homework Behaviors - staff identified area of concern
- SEO - Depression and Anxiety - 6% higher than Canadian Norms. Girls identified substantial higher levels of anxiety than the Canadian Norm.

Grade 7/8

- SEO - Positive sense of belonging and relationships - below Canadian Norms
- SEO - Homework Behaviors - 17% below Canadian Norms
- SEO - Depression and Anxiety - 13% higher than Canadian Norms
- SEO - Self Esteem - 6% below Canadian Norms.
- DSO - Advocacy - Similar results to the Canadian Norm but concerning for staff members.
- AO - Math Average and PAT results - 8% lower than Canadian Norms for Math
- DSO - Further Education - 9 - 13% lower than Canadian Norms

Comment on Results:

Creating a positive sense of belonging and relationships with students was important and identified as a potential catalyst to improving some areas of concern. If the students identify with an adult in the building we believe we will see improved results in depression, anxiety, and self esteem which will in turn improve academic areas of concern. Research demonstrates academic achievement increases when social emotional concerns are addressed.

École Pine Grove Middle School staff evaluate survey results and after identifying areas of concern put action plans in place. The survey analysis has lead to changes in our timetable, presentations, special events, and extracurricular planning. Our staff and administration focus on trends witnessed in survey results and continue to focus on the needs of our current students.

ALL KIDS ARE OUR KIDS:

School Goal 1: Increase opportunity for meaningful staff and student interactions.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● 15 Minute Homeroom Block every day. <ul style="list-style-type: none"> ○ Check homework binders ○ Classroom discussions ○ Notes to and from school ○ Classroom planning (Field Trips, Special Events, etc) ● Administrators and School Counsellors schedule weekly student Support Meetings to address individual student needs. 		<p>Measures</p> <ul style="list-style-type: none"> ● Tell Them From Me Survey ● Decreased office referrals ● Maintain the high standards on the Pillar Results Survey
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: Improve sense of belonging, relationships, advocacy, depression and self-esteem results among students.

Strategies (based on analysis of data and no more than three)

- Graded Special Events:
 - Gr. 6: DARE, Tobacco Reduction
 - Gr. 7: Digital Citizenship
 - Gr. 8: Cool Camp, Camp YoWoChAs
- Increase student awareness of the resources available to deal with mental health concerns.
 - BEST Parent Information Evenings
 - Presentations: (Focus on Concerns):
Live Different, Health Day, SAFFRON, SACE
- Increase focus on transition to Parkland Composite High School.
 - Increase number of student visits to Parkland for each grade level with grade 8's visiting early in the year to increase comfort level and reduce anxiety of moving to High School.
- Mental Health Therapist to visit PGMS on a consistent basis to improve communication and awareness of services this agency can provide students and families.

Measures

- Improved student reported results to the FSLC
- Decreased mental health concerns identified by internal and external stakeholders.
- Potential increase in referrals to Mental Health or FSLC resulting in fewer issues being addressed in the classroom.
- VTRA is not required within PGMS because concerns have been addressed proactively.

Evidence of Success October:

Evidence of Success January:

Evidence of Success May:

SUCCESS FOR ALL:

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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	48%									
3	41%									
4	46%									
5	53%									
6	50%									
7	51%									
8	61%									
9	68%									

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	19%									
3	26%									
4	33%									
5	35%									
6	20%									
7	18%									
8	49%									
9	69%									

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 2 FRIM did not take the Fall screen.

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2	4%									
3	57%									
4	57%									
5	62%									
6	51%									
7	57%									
8	43%									
9	31%									

SUCCESS FOR ALL:

School Goal 1: Improve PAT averages.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> - 15 Minute Homeroom Block every day. - Common Teacher Preps identified on Teacher Time Tables. - Increased effort on Data Analysis for PAT results - Continue with RTI initiatives - Small group literacy and numeracy focus with weekly progress monitoring for literacy results. - Small group (7 students) daily pull out literacy program to work with LST. 	<p>Measures</p> <ul style="list-style-type: none"> ● Improved PAT results ● Increased PLC discussions for various grades and subjects 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: Improved homework behaviors and increase the interest in further education.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> - 15 Minute Homeroom Block every day. - PCHS Transition focus at all grade levels - Staff utilizing technology to communicate with parents and students - Continue to provide weekly updates through the use of school messenger, Facebook, and webpage and parent portal of Power School. - Parent information evenings regarding technology being utilized at PGMS for student and parent engagement. 	<p>Measures</p> <ul style="list-style-type: none"> ● Increased number of PGMS student visits to PCHS ● Track number of students and parents signing up to use the classroom APP's. ● Track the number of parents checking PowerSchool. 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>