



## **Pipestone School Results and Plans 2017 (Fall Update)**

We are a Wetaskiwin Regional Public School (WRPS) of 81 K-6 students, a feeder school to Pigeon Lake Regional School located, We are located east of Highway 795 on Township Road 472A. Our school opened in early 1950s and went through consideration for school closure process in 2014 when the WRPS Board decided to keep the school open. On September 30, 2017, Pipestone School had classes of kindergarten (12 students), grade one-two combined (22 students), grade three-four combined (21 students) and grade five six combined (26 students). Data for this results and plans update are derived from several sources including Grade 4, 5 and 6 Our School (Formerly known as Tell Them From Me (TTFM) student surveys, sharing aggregate results of OurSchool surveys with students and asking them if they have anything more to share, Alberta Education's Accountability Pillar survey (which includes the students' OurSchool responses) as well as teachers and parents of grade four, five and six who choose to respond.

Pipestone School aligns our plans with WRPS and Alberta Education. Please see the [WRPS Plans and Results](#) reporting at this link.

What is most Important at Pipestone School? Our priority outcomes –

1. Highest levels of safe, caring and welcoming school environment and culture.
2. Success for Every Student through interventions and collaborative responses.
3. School community collaboration and engagement.

Why are these most important? Because we believe every child can learn and we strive for the best at:

1. Safe and Caring Environment – the essential nature of any school is making sure that every student feels safe and cared for so that the child can be best at learning. (Please see our [Positive School Environment Plan](#))
2. Student Achievement – focus on three tiers of support: Tier I Universal – meeting needs and encouraging best for the majority of students; Tier II Targeted – responsive intervention to meet the needs of students who struggle with grade level outcomes; Tier III Specialized interventions for students who need highly modified instruction and assessment to support their learning and behavior challenges.
3. School community Collaboration and Engagement – an active and involved school council and students, teachers and parents satisfied with overall quality of education at our school.

How are we doing at meeting our priorities in 2017-18?

**A celebration of students, staff and parents “Learning to Succeed”**

**A. Updated School Priorities and Goals:**

- a. What are we doing? Priority one is safe, welcoming and caring; Priority Two is Best academic achievement for each student
- b. Why are we doing this? Safe, welcoming and caring has been identified by school stakeholders as a very high priority; Best academic achievement was identified by instructional staff as the top learning priority?
- c. How will we know how we’re doing at achieving our priorities? For safe, welcoming and caring we will use and monitor our Gotcha program that chooses, targets and rewards best academic and social behaviors at school; For best academic achievement for each student we will use our Response To Intervention (RTI) and Collaborative Response Model (CRM) programming to assess and measure student progress.

**B. Some results for Priority Two – best academic achievement for each student:**

**Grade Six 2017 Provincial Achievement Exam results - 21 grade five and six students writing Social and Science (there were four students excused or absent) and 13 grade six students writing math and language arts (two students were absent). Grade five students wrote the social and science exams in 2017 because Pipestone has combined classes and we rotate between the Grade five and six social and science curriculum coverage in alternate years.**

2017 Grade 6 Provincial Achievement Exams Results

LA – 12 of 13 students at Acceptable; 4 at excellence (6 at excellence on the reading subtest)

Math – 9 of 13 at acceptable; 2 at excellence (with 5 at excellence for the math facts portions of the exam)

Science – 13 of 21 students at acceptable; 5 students at excellence

Social – 16 of 21 students at acceptable; 4 students at excellence

Our combined classes do the grade five and six science and social curriculum on alternate years. )

Analysis and actions from results

- a) Our three year rolling average for our provincial achievement exams is very close to provincial average and improved for 2017.
- b) Our 2017 LA results are very good and the three year average is at or above the provincial average. Students and teachers are commended for their work to achieve these results.
- c) Our 2017 math results were acceptable and hold to the previous three year average that is at or very close to the provincial average. The 2016 and 2017 results and previous three year average results are informing our school’s interventions with small group support for improving student numeracy, especially basic math facts, along with WRPS initiatives to support best student learning (common math assessment tool).
- d) The 2017 Social Studies results are below provincial averages.
- e) The 2017 Science results are well below the provincial averages.

- f) These results are used in the context of knowing the students very well from our day to day formative and summative assessments. That our school has a relatively small cohort each year is a factor that is taken into consideration each year and within longer term averages.
- g) 2017 results showed that the males achieved higher than females in the cohort;
- h) Exam questions were reviewed for school results compared to Provincial averages. Language Arts and Math results were satisfactory in this comparison. Science and Social Studies results were reviewed for specific areas of concern. Our school averages were below provincial averages for Science and Social and were reviewed using the Alberta Education blueprint. Areas were identified for further review to improve skills and knowledge in some of the topics for the science and social curriculum.
- i) PAT results aligned with the teacher’s assessments and evaluations.

**C. Selected 2017 Accountability Pillar Results and Ourschool Survey results (for all results please contact Mr. Gibson 780-387-4395)**

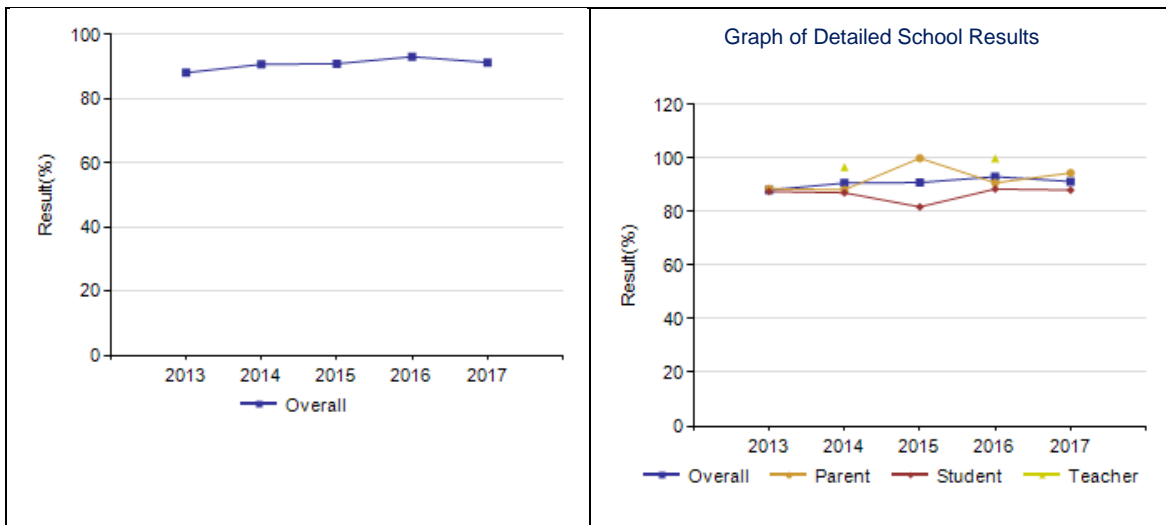
**Accountability Pillar Results 2016-17**

- a) Some results for Safe, Welcoming and Caring (page 7)– three year average very high and slight upward trend (a couple of parents who disagreed). Excellent result. Focus on maintaining through Positive School Environment Plans.

**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.1	90.7	90.9	93.1	91.3	87.1	85.8	86.8	86.0	85.8	89.0	89.1	89.2	89.5	89.5
Teacher	*	96.7	*	100.0	*	94.8	95.1	93.2	94.7	94.2	95.0	95.3	95.4	95.4	95.3
Parent	88.6	88.2	100.0	90.8	94.5	84.7	84.9	87.7	83.9	83.9	87.8	88.9	89.3	89.8	89.9
Student	87.6	87.1	81.8	88.5	88.1	81.8	77.3	79.3	79.3	79.4	84.2	83.1	83.0	83.4	83.3



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Performance Measure	Results (in percentages) for Pipestone School					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.1	90.7	90.9	93.1	91.3		Very High	Maintained	Excellent			

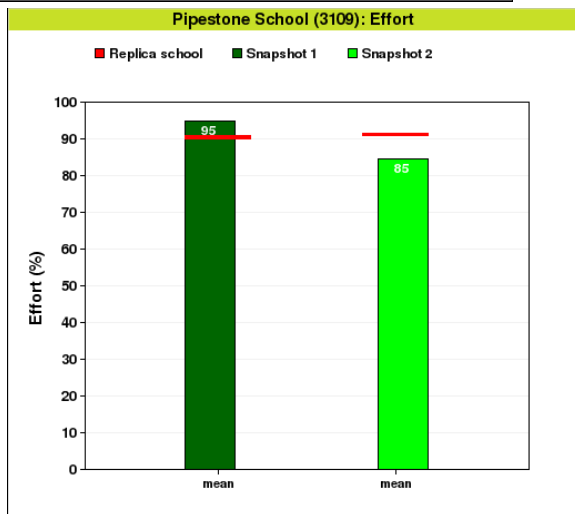
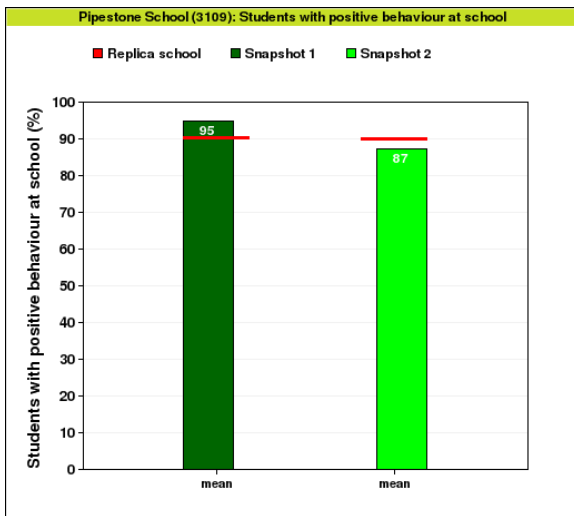
- b) Satisfied with opportunities for students to receive a broad program (page 15) – three year average high with slight downward trend. Overall, very good results.
- c) Overall quality of basic education (page 2) – three year average very high. Excellent result.

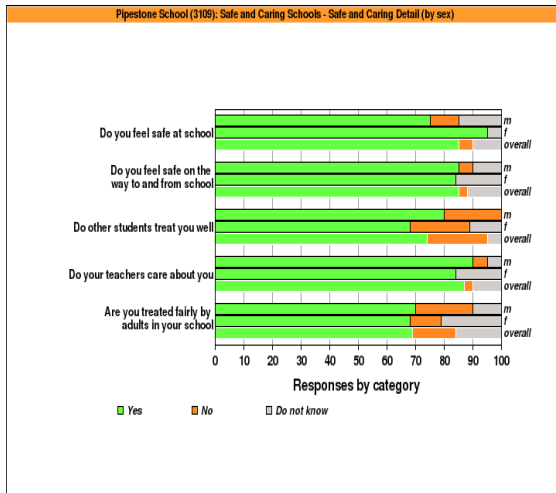
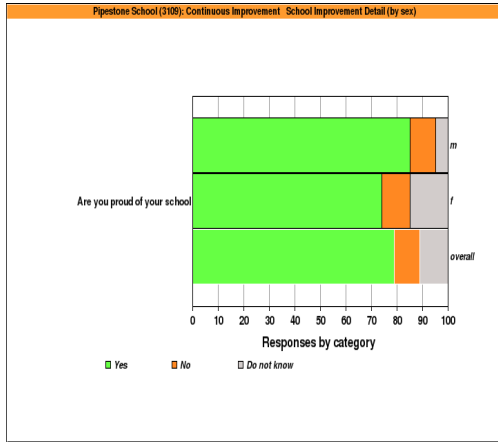
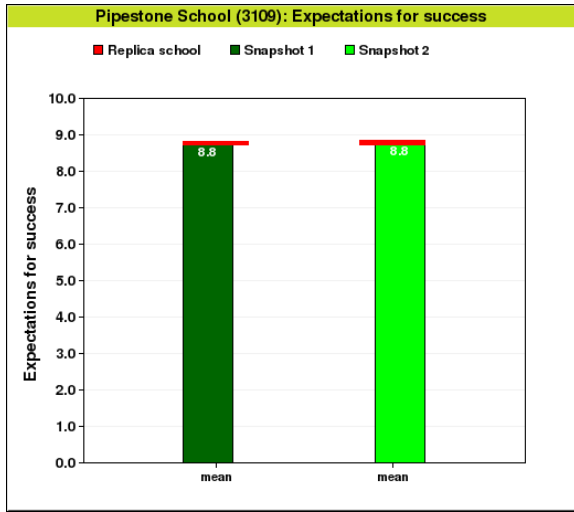
Performance Measure	Results (in percentages) for Pipestone School					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	88.1	93.7	90.0	82.9	87.1		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.7	92.9	90.8	90.8	81.8		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.3	94.0	95.0	92.0	94.3		Very High	Maintained	Excellent			

- d) Programs for children at risk are easy to access and timely (page 38) – three year average high and steady trend. Very good result.
- e) Preparation for lifelong learning and the world of work – three year average high but downward trend (page 75). Good results.
- f) Parental involvement – three year average high and trending slightly downward (page 82). Very good result.
- g) Continuous improvement (page 89) – three year average high with slight downward trend (Note – sections e) and f) above are results from teachers and parents – students are not surveyed for e) and f). All other sections are students', parents' and teachers' survey results)

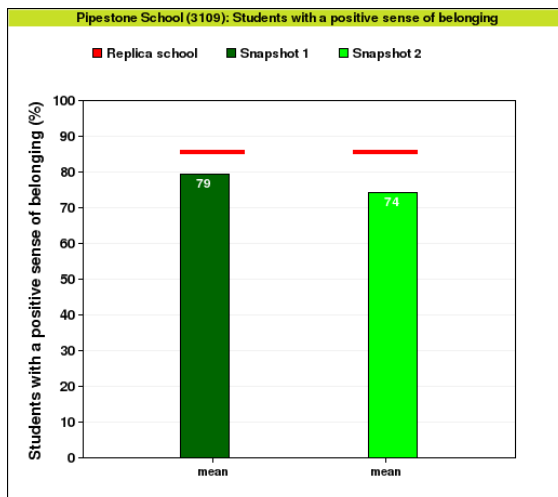
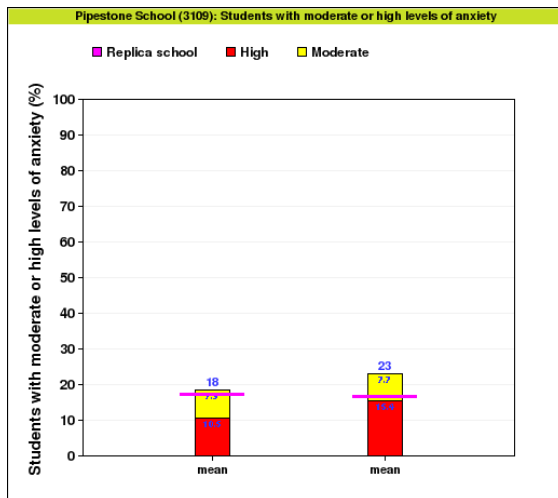
## Ourschool Survey – Pipestone School Student results

- h) Areas of strength from Ourschool student responses: someone at school who consistently provides encouragement (advocacy); *students who try hard at school (effort)*; Gr 4s with positive homework behaviors; *positive behavior at school*; interested and motivated; positive relationships; value the outcomes of school;





- i) Areas for more study and to work on from Ourschool Survey results: bullying; *students with moderate to high levels of anxiety*; Gr 5 & 6 positive homework behavior; *positive sense of belonging at school*;



- j) Next steps –
- Delve deeper with students by using discussion and various ways to get more info on Ourschool round one and two
  - Share and receive input from staff
  - Share and receive input from school council
  - Work with Associate Superintendent; Instruction on RTI and results reporting

**Long Term Planning** - This is year two of the three year 2015-18 Long Term Planning for our school. With this being the second year of having a different principal at the school, there were new goals and priorities added to the plan. A full review and revision of our three year plan will take place in the 2017-18 school year.

**PD Planning** – working collaboratively with Lakedell and Falun Schools on learning cycle goals and gradebook reporting including math summative assessments with a focus on improving our intervention strategies to support all levels of student learning.

### **Revenue and Spending**

Pipestone School had the following allocations from WRPS for the 2016-17 school year: \$523,000 for teacher salaries; \$179,300 for Education Assistant and Admin Assistant salaries; \$21,700 for budget lines that include supplies, leasing of photocopier, PD, phone/mail, library, etc. We project our spending on each of these areas will take the budget line to zero or very close – no surplus or deficit in 2017-18.

**School Generated funds (SGF) report** –School Generated funds are a variety of revenues that are not allocations from WRPS (eg. Student fees, field trip fees, donations, etc.) These fees are carefully accounted for and reported regularly to our school council and posted to our website. [Our SGF reports are linked here.](#)

Other highlights, feedback and input for this update:

- Appreciation for the effectiveness and variety of communications to parents including student agendas; school messenger phone calls or emails; monthly newsletters; calls from staff for academic, behavior and/or safe and caring needs of students; the school website; rural family connections like the parent Facebook page
- Student wellness through a focus on small school values, play time, active living, clubs, student leadership and volunteerism, hot lunches, school spirit and them days.
- Excellent school wide attendance rate
- Active and involved school council and Friends of Pipestone School Society that provides support for field trips and special events
- Use of technology meets satisfactory standards for best learning and student engagement – a journey in progress such as the use of Maplewood Gradebook by teachers to record and report student progress.
- Weekly Learning Support teacher/Classroom teacher meetings to support best learning. Regular review and collaboration on Professional Growth Plans for instructional staff.