

## 2008 - 2011 SCHOOL PLAN

**School: Evansdale Early Education**  
**Address: 9303-150 Avenue**

**Principal: Sheila Tingley**  
**Ward Trustee: Cheryl Johner**

### 2009 - 2010 Results Review

Enrolment	Staff F.T.E.	Budget		
Regular Program                    1	Custodial                            0.000	Salaries (incl Class Size)        \$    1,417,146	92%	
Mild Special Needs                0	Exempt                                5.360	Supplies, Equipment, Services    \$        121,232	8%	
Moderate Special Needs          0	Support                                9.950	School Generated Funds            \$                    0		
Severe Special Needs             68	Teaching                             5.000	<b>Total:</b> \$    1,538,378	100%	
<b>Total:    69</b>	<b>Total:    20.310</b>	AISI                                    \$                    0		
		Class Size Funding                 \$                    0		

**Physical Plant Opened: 0**

#### **SCHOOL PHILOSOPHY**

Students and their learning are at the center of all our work at Evansdale School Early Education Program. Our teaching invites students and parents into the circle of learning. Teaching recognizes differences and meets students' unique needs in many ways. The kindergarten mandate provides a base for us to use in providing meaningful and successful learning experiences in a safe, positive and reassuring environment. Our goal is to develop in our students the skills to become independent and responsible learners. We believe that students do their best when students, parents, and teachers work cooperatively and share the responsibility for good communication. We believe that learning is a life long activity.

#### **SCHOOL COMMUNITY PROFILE**

Evansdale School is located in the north Edmonton community of Dickinsfield. Our Early Education students come from north east quadrant of the city. Students from diverse cultures and socio-economic backgrounds bring unique and interesting challenges to the school. Homes range from single family with two parents, to foster situations, to homes where families are refugees. While some families are more affluent, many struggle with low income, and the school is recognized as having high needs. We work with the Dickinsfield Partnership to provide support for our families and are supported by an energetic Parent Council. Capital Health partners to assist in providing dental services to families in need. Edmonton Public Schools offers Social Work support through Consulting Services, ELL Services and Aboriginal Liaison.

#### **PROGRAMS AND ORGANIZATIONS**

There are three programs at Evansdale: Regular programming with twelve Grade 1 to Grade 6 classes and two full day Kindergarten classes; Early Education Programming with six half-day classes; Behavior and Learning Assistance programming with three classes grades 1 to 6.

**Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.**

**Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**

### **Indicators and Measures**

There will be an increase in the number of early education students moving from second and third year to community schools  
IPP goals for students will be met

### **Results**

Of the third year children, 92 % (23 out of 25) moved to their community school as kindergarten or grade one students. The three remaining students are wheel-chair bound, and parents are considering transition plans for next year with the support of the In Home consultant. No parents selected a District site. KIDS services were accessed to facilitate these transitions.

The Goals in Action sessions brought parents into the school to observe students carrying out their goals. This insured parents were fully aware of how IPP goals were carried out.

### **Implications for 2010-2011 Plan**

Continue with goals in action for IPP planning as well as for IPP completion.  
Continue to build IPP goals that reflect a wide range of goals.  
Continue to build connections to facilitate transitions for students.

**Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**

### **Indicators and Measures**

IPPs will monitor positive behaviour and strategies that are successful for each child  
Participation of parents in targeted sessions on behavior plans will be tracked

### **Results**

As children required behavior goals, these were in place and completed successfully.  
Family oriented planning visits were used to share behaviour strategies that could be used consistently in both home and school.  
The In Home consultant provided support to families who needed to attend appointments at agencies providing behavior support. This insured continuity of programming.

### **Implications for 2010-2011 Plan**

In Home consultant position has been maintained.  
Family night sessions have been extended to include topics of academic and behavioural interest to parents.  
District consultants will be accessed for parent sessions.

**Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

### Indicators and Measures

District survey results, newsletter and IPP conferences will show an increase in parent and community satisfaction with student learning  
All staff will commit to being involved in professional development, and monies allocated will be used by the end of June  
Staff satisfaction on District Survey will increase

### Results

Parent satisfaction with the Goals in Action process for completing IPPs was above 90%, with many families making the effort to come to the school. Parent satisfaction on the District Survey showed an increase, with 100% satisfied with in home visits, the usefulness of the IPP, their child receiving the help they need to success, school administration, involvement in school decisions and the welcome received at the school. Staff satisfaction on the District Survey showed an increase in having opportunities for professional development, feeling recognized, feeling that work responsibilities were reasonable, that input into decisions was readily available, and that the staff work as a team.

### Implications for 2010-2011 Plan

Continue to provide time for team planning and collaboration.  
Further develop parent meeting nights, expanding topics and including early education parents intentionally in larger school events.  
Provide school wide and individual opportunities for professional development that focus on the District plans for 21st Century Literacies.

### Financial Summary

**Actual Surplus/Deficit 2009 - 2010     \$0**