

2008 - 2011 SCHOOL PLAN

School: Elmwood Early Education
Address: 16325-85 Avenue

Principal: Karen Keats Whelan
Ward Trustee: Heather MacKenzie

2009 - 2010 Results Review

| Enrolment | | Staff F.T.E. | | Budget | | | |
|------------------------|-----------|---------------|---------------|-------------------------------|---------------------|-------------|--|
| Regular Program | 0 | Custodial | 0.000 | Salaries (incl Class Size) | \$ 1,526,662 | 94% | |
| Mild Special Needs | 0 | Exempt | 5.400 | Supplies, Equipment, Services | \$ 100,673 | 6% | |
| Moderate Special Needs | 0 | Support | 12.000 | School Generated Funds | \$ 0 | | |
| Severe Special Needs | <u>65</u> | Teaching | <u>5.565</u> | Total: | \$ 1,627,335 | 100% | |
| Total: | 65 | Total: | 22.965 | AISI | \$ 0 | | |
| | | | | Class Size Funding | \$ 0 | | |

Physical Plant Opened: 0

SCHOOL PHILOSOPHY

Elmwood School encourages and supports ALL CHILDREN in pursuit of their fullest learning potential. We are committed to providing opportunities for children to achieve at their highest level of academic, creative and life skills abilities. We believe this is best accomplished in an enriched environment that is safe, secure, stable and nurtures respect for each other and a love of learning. Success, in reaching each student's learning potential requires the teamwork of students, staff, parents and community, and a committed partnership between home and school.

SCHOOL COMMUNITY PROFILE

The Elmwood Early Education Program provides programming for students with special needs aged 2.5 - 6 yrs. in the West End of Edmonton. Students enroll in this program who have been diagnosed with developmental delays that are severe in one area of development, or moderate and unassociated in two or more areas of development, to qualify for Program Unit Funding (PUF).

PROGRAMS AND ORGANIZATIONS

The Elmwood Early Education Program serves approximately 64 children between the ages two-and-a-half and six years. Approximately 90% of the children in the program have severe delays related to language and communication. Children attend the Early Education Program five half days a week and are grouped in small classes of approximately 8 students. The Program staff includes an assistant principal, teachers, teacher assistants, speech language therapists, and occupational and physical therapists who work as a transdisciplinary team. An in-home consultant provides additional support to students and families with high needs.

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

An increased number of students will meet a higher percentage of IPP goals and objectives.
Students will demonstrate continuous growth on interim assessments.
An increased number of students will demonstrate readiness for kindergarten or grade one placements.
Students will demonstrate improved communication, pre-literacy, and literacy skills.
Students will demonstrate improved understanding of pre-numeracy and numeracy concepts.
Parents and staff will indicate a high degree of satisfaction with programming.

Results

Children across the Early Education program demonstrated individual growth in relation to their IPP goals and objectives. Classroom teachers ongoing informal assessments (observations, checklists, anecdotal records, Family Oriented Programming records and Home Communication books) demonstrate age appropriate, developmental growth across the year. Thirteen children transitioned into their community kindergarten programs. Twenty-one children transitioned into their community school in grade one settings. Five children transitioned into District sites and two transitioned into other early learning programs. Formal assessment reports and observational data from the transdisciplinary teams indicate growth in literacy and numeracy. 100% of parent's surveyed indicated satisfaction with the overall quality of their child's education.

Implications for 2010-2011 Plan

Provide scheduled opportunities for teachers to visit one another's classrooms as well as other District sites featuring Early Learning models with a lens on "Ensuring Success in the Early Years".
Professional readings and opportunities to share "promising practices" in relation to play-based learning and developmentally appropriate literacy and numeracy learning opportunities.
Focused Professional Development opportunities will center around Smartboard Technology as a tool for engaging learners at a developmentally appropriate level.
Enhance opportunities for families to be engaged in literacy and numeracy learning within the Family Oriented Programming sessions.

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

- An increased number of students will meet a higher percentage of IPP goals and objectives.
- An increased number of students will demonstrate readiness for kindergarten or grade one placements.
- Parents and staff will indicate a high degree of satisfaction with programming.
- An increased number of students will exhibit an understanding of the character education traits introduced in the classroom.

Results

- Social and emotional growth was evident in relation to IPP goals achieved and interactions between children and staff within the classroom setting.
- The majority of children transitioning into kindergarten and grade one placements demonstrated developmentally appropriate behaviour and social/emotional engagement with peers. Two students demonstrated the need for continued support in relation to social, emotional and behavioural goals.
- 98% of parents indicated satisfaction with the emphasis placed on pre-readiness skills within the program.
- 96% of parents indicated satisfaction with the usefulness of their child's Individual Program Plan.
- 100% of staff indicated satisfaction with the learning experiences being provided to children in the Early Education Program.
- Social stories were utilized in classrooms across the program, increasing the children's understanding of socially appropriate interactions.

Implications for 2010-2011 Plan

- Provide opportunities for staff to visit one another's classrooms to engage in reflection around "promising practices" in child guidance.
- Professional readings and opportunities to share these "promising practices" will be provided at monthly staff development.
- Parent opportunities will be provided to build family capacity in relation to enabling children through positive child guidance.

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

Indicators and Measures

Staff professional growth plans include at least one objective related professional collaboration.
Staff will demonstrate increased awareness of occupational health and safety standards.
Staff will indicate a high degree of satisfaction with opportunities for professional development and collaboration.

Results

Staff survey results indicated a significant drop in staff satisfaction related to opportunities available for professional development opportunities (37%).
Staff survey results indicated a significant increase with a result of 88% in relation to staff working together as a team.
Staff survey results indicated a notable increase with 95% of staff believing their school is a good place to work.

Implications for 2010-2011 Plan

Feedback gathered in response to opportunities for professional development revealed the need to provide more choice in relation to individual professional growth.
Processes will be put in place to determine both individual and collaborative professional learning needs. This data will be used to plan and facilitate professional development opportunities throughout the year.
An increased valuing of job-embedded professional development will be realized through dedicated time and opportunity for inter-visitations, professional dialogue, reflection and feedback.
Continue to foster relational spaces to build team and community across the school year.
Continue to build the practice of meeting on a regular basis with staff groups to address specific needs, issues and concerns.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0