

Principal's Report

Evergreen Park School

January 25th, 2023

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School Website: <http://evergreenpark.nbed.nb.ca>

*As of January 25th, 2023, we have 663 students.

*32 homerooms

Provincial Report Card 2021-2022

Provincial Assessment Results for Evergreen Park School (K-5)								
Grade	Assessment	Target 2025	% at Appropriate and Above					
			Province 2021-22	District 2021-22	School 2021-22	School 2020-21	School 2019-20	
K-5	4	English Reading	90%	59.5%	54.4%	73.5%	69.7%	
		FSL Reading Early FI	90%				67.4%	
		Mathematics	90%					
		Scientific Literacy	90%	70.5%	64.1%	77.5%		

- We ranked 2nd in the district for English reading and third for Scientific Literacy

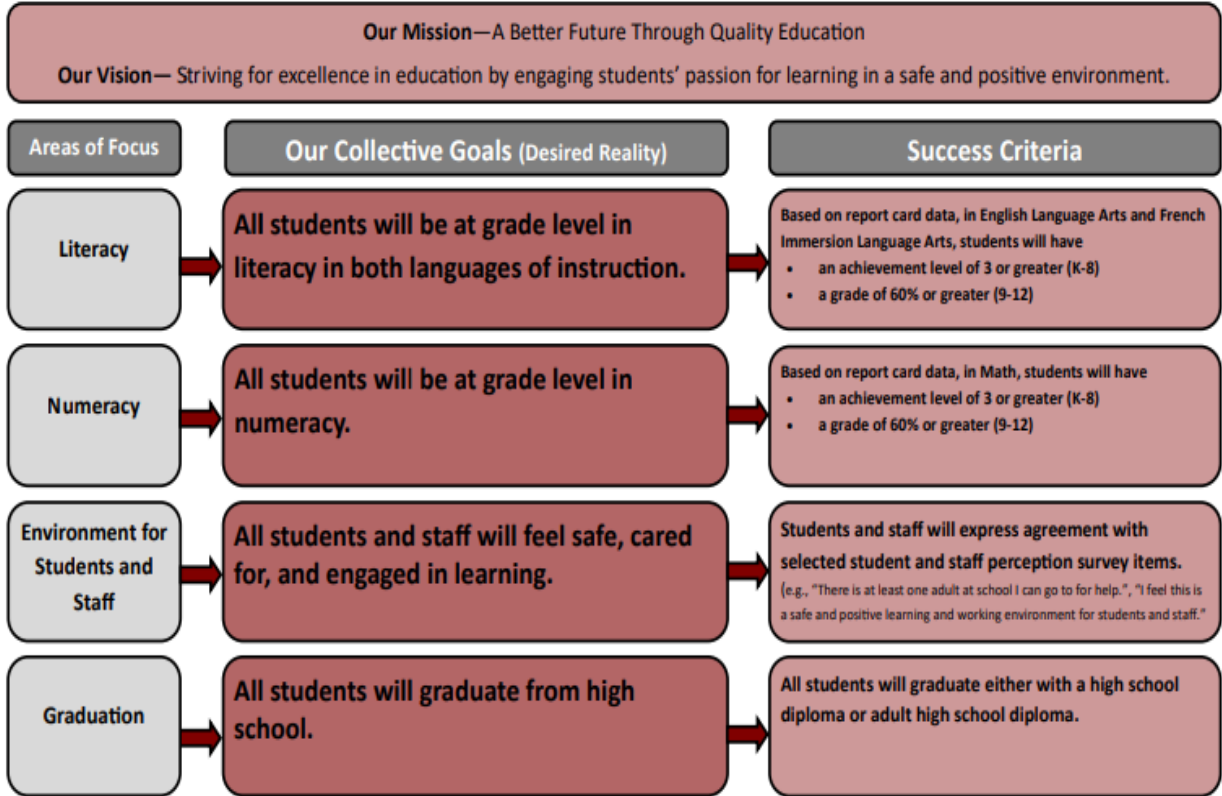
Mission:

A Better Future Through Quality Education

Our Vision:

Striving for excellence in education by engaging students' passion for learning in a safe and positive environment

Anglophone East School District - Improvement Planning 2022-2023



Portrait of our school’s student population

- ✓ Total school population 663
- ✓ Total number of students registered via the IWC (approx.. 30% of the student population are newcomers)
- ✓ Total of newcomers fitting the “newcomer definition” (in Canada less than 3 years of receiving language support) 155
- ✓ Countries represented 37
- ✓ Languages spoken 30
- ✓ Students receiving EAL support 65 ↑

Data used to guide the school’s improvement plan (SIP) process

- ✓ Term 1 school wide results
- ✓ Effective Schools Framework Self-Assessment results
- ✓ Grade 4 Provincial Assessment results (2021-2022)
- ✓ PowerSchool Incident Reporting
- ✓ Attendance report
- ✓ Suicide Risk Assessments report (2021-2022)

- ✓ Student Perception survey (2021-2022)
- ✓ Teacher Perception survey (2021-2022)
- ✓ Spring SEL Data/Action Research
- ✓ Grade level triangulated data
- ✓ Staff feedback

Our collective goal:

All students will be at grade level in Literacy in both languages of instruction and all students will be at grade level in numeracy

Current reality

<p>Areas of Focus</p>	<p>What is our current reality: T1 report card results and triangulated data collected by teachers show a positive portrait of students' achievement in literacy. More than 70% of the student population is meeting or exceeding their grade level expectations.</p>
<p>Literacy</p>	<p>English Prime <i>Reading & Viewing - 71%</i> of students achieved level 3 or higher <i>Speaking and Listening - 80%</i> of students achieved level 3 or higher <i>Writing & representing - 72%</i> of students achieved level 3</p> <p>French Immersion <i>Reading & Viewing - 84%</i> of students achieved level 3 or higher <i>Speaking & Listening - 93%</i> of students achieved level 3 or higher in speaking & listening <i>Writing & Representing - 89%</i> of students achieved level 3 or higher</p> <p>What do we see in the data</p> <ul style="list-style-type: none"> ✓ There is a difference in results when comparing English Prime and French Immersion students ✓ There are several IND plans in the English Prime classrooms while there are none in the French Immersion classrooms ✓ Although there is a 13% difference between English Prime and French Immersion students achieving 3 or above in the Reading and Viewing strand, both English Prime and French Immersion students obtained a lower percentage score in Reading and Viewing <p>Areas of Growth /Gaps</p> <ul style="list-style-type: none"> ✓ 29% of students in English Prime and 16% of French Immersion students are not achieving a 3 or above in Reading and Viewing ✓ 20% of students in English prime and 7% of French Immersion students are not achieving a 3 or above in Speaking and Listening ✓ 28% of students in English Prime and 11% of French Immersion students are not achieving a 3 or above in Writing and Representing

Literacy Focus --- Improvement-- Term 2

- Reading and Viewing (highest number of students not achieving a 3 or above)

Numeracy

What is our current reality:

T1 report card data and triangulated data collected by teachers show at least 80% of students in all grade levels were able to obtain 3 or higher in each of the three strands assessed.

English Prime

- Number* - 81% of students achieved level 3 or higher
- Patterns & Relations* - 85% of students achieved level 3 or higher
- Shape & Space* - 93% of students achieved level 3 or higher

French Immersion

- Number* - 95% of students achieved level 3 or higher
- Patterns & Relations* - 92% of students achieved level 3 or higher
- Shape & Space* - 94% of students achieved level 3 or higher

What do we see in the data

- ✓ Albeit students in both programs achieved well in the outcomes assessed in Math, there is a significant difference in percentage points between the English Prime and French Immersion students.

	English prime	French Immersion
Number	81%	95%
Patterns and Relations	85%	92%
Shape and Space	93%	94%

- ✓ The data is showing that there are more French Immersion students achieving a 3 or above in their T1 report card in comparison to their English Prime schoolmates.
- ✓ The English Prime students received a lower percentage score in the Numbers strand while the French Immersion students received a lower percentage score in the Patterns and Relations strand.
- ✓ The Shape and Space strand was very well achieved by both English Prime and French Immersion students.

***Most students are performing at grade level or above in all assessed Math strands. Historically, this has been the reality. The English Prime Students require more supports in comparison to the French Immersion students. We have a total of 51 students on a Personalized Learning Plan (PLP). 18 of which are Individualized and 4 that are adjusted. All students on an individualized and adjusted plans are registered in the English Prime program.

Math Focus—Improvement--- Term 2

- Number (19% of students in English Prime and 5% of French Immersion students are not achieving a 3 or above in Numbers)

***Teachers decided to focus on the Number strand since this is the “backbone” for the rest of the math outcomes.

The causes of the gaps we are experiencing:

- ✓ Two years of inconsistent schooling/interruptions due to the COVID pandemic

- ✓ A high rate of absenteeism in both students and staff
- ✓ Unfilled staffing positions have led to inconsistent planning, learning and routine
- ✓ Disproportionate number of students with high needs from abroad during the summer months, human resources assigned during staffing had to be reallocated to cover these “new” needs
- ✓ Behaviours interrupting instructional time
- ✓ High number of EAL learners
- ✓ Time constraints hindered intervention planning
- ✓ Late reconfiguration of new classrooms

School Plan—Next Steps to bridge the gap... (How will it be achieved?)

Each grade level team will initiate a 10-week intervention plan. Interventions will target a specific outcome (either in Reading and Viewing or Numbers) to help students achieve grade level or improve/expand their current understanding. Through weekly PLC meetings teachers’ teams will focus on the four questions below to improve student learning in Literacy/Numeracy.

1. What do we expect students to know and be able to do?
2. How will we know when they have earned it?
3. How will we respond when they don’t?
4. How will we respond when they already know it?

On specific timelines, teams will use the PLAN+DO+CHECK+ACT/ADJUST model to assess the effectiveness of the interventions.



***By March 24th (mid-through the intervention block), grade level teams will analyze the data collected. Grade level teams will summarize what they have learned during the interventions and decide the effectiveness of what they have done. A 30-minute strategic planning session with administration or an ESS team member will be scheduled to determine if the intervention is successful or if adjustments are required to meet the desired outcome.

Teams will determine if improvement occurred.

Area of Focus

Our collective goal:

All students and staff will feel safe, cared for, and engaged in learning. Staff will incorporate self-awareness and self-regulation strategies, such as mindfulness, in their daily delivery of curriculum to improve student emotional intelligence, mental health and general wellbeing.

Environment for

students and staff

What is our current reality:

Student Perception Data (grades 4 & 5) – 2021-2022

Safe & cared for

There is at least one adult at school I can go to for help	81.4%
I feel free to express myself at school	68.6%
My teachers like me and care about me	90.1%
I feel I belong at my school	82.1%

Engaged in learning

	Disagree	Neither agree or disagree	Agree
The things I learn at my school are important for my future	8.3%	17.8%	73.9%
In the past two weeks, I learned at least one thing in school that made me want to know more	12.9%	22.1%	65.0%
I have choices in how I show what I have learned	18.8%	--	81.2%
I feel I do things well at school	10.0%	--	90.0%

	Not at all	One or twice	On most days	At least once a day	Many times each day
The teacher thought about my interests and strengths when giving schoolwork	7.6%	10.8%	22.3%	19.1%	40.1%

Teacher Perceptions – 2021-2022

Survey Statement	School Agreement	District Agreement	Provincial Agreement
I feel this is a safe and positive learning and working environment for students and staff.	73.3%	68.5%	70%
Since September, have you participated in professional learning opportunities organized by your school.	73.3%	91.5%	87.3%
Did you develop new knowledge and/or skills from this/these learning opportunities.	95.5%	79.9%	71.2%
School administrators encourage, welcome, and employ feedback from teachers.	72.4%	70.9%	69.3%
I feel supported by my administrators.	76.7%	79.4%	77.1%

Staff survey indicated the following:

- We will know students are engaged in their learning from: student progress, decrease in negative behaviors, increased time on task, enthusiasm, pride and effort.
- We will know staff are engaged in their learning from:
 - Formal and informal professional learning – participation, book studies, open to trying new strategies and ideas
 - Teamwork – productive team discussions, collaboration, sharing new strategies & ideas
 - Positive attitude & enthusiasm

***All staff were provided an opportunity to review, analyze and interpret various data related to social emotional learning.

***Below are a few **conclusions/causes/gaps** and certain behaviours being exhibited from the exercise.

- PowerSchool data inconclusive
- Staff must use self-regulation strategies
- Zones of Regulation language is valuable and needed
- Thirty percent of our students are newcomers, and their various needs and backgrounds must be considered
- Importance of prioritizing students' basic needs over academics
- Families are struggling from the pandemic aftermath
- There is value in providing quiet time for our students' mental health.
- Importance of staff modelling the importance of self-care/self-regulation/compassion
- Calming music is an effective tool for self-regulation.

School Plan—Next Steps to increase the overall wellbeing of the student.... (How will it be achieved?)

By March 24th (mid-through the intervention block), grade level teams will analyze the data collected. Grade level teams will summarize what they have learned during the mindfulness resenatiob and decide the effectiveness of what they have done. A 30-minute strategic planning session with administration or an ESS team member will be scheduled to determine if the intervention is successful or if adjustments are required to meet the desired outcome.

Upcoming Events:

- February th--- Chess Tournament (February 15th snow date)
- February ^h---Pre-Kindergarten meeting session #1
- February 13th---Magic Show-- organized by the H&S at 6:00 p.m.
- February 28th—Matinee –Sound of music—grades 3,4 and 5
- March 2nd-6th---March break—no school
- March 19th---STEM Expo