



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Parkdale School

Three-Year
Strategic Education
Plan
2017-2020

and

Annual Education
Results Report
(AERR)



Wetaskiwin Regional
Public Schools

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You can view this Three Year Education Plan on our website at
www.parkdaleschool.ca

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To view the jurisdictional Three Year Plan click on the following link:
<http://www.wrps.ab.ca>

PRINCIPAL'S MESSAGE

Excellence in education is a collaborative and cooperative effort on the part of all those involved in education.

The staff and administration of Parkdale Elementary present our educational plan for the 2017-2020 school terms. Our belief in continuous quality improvement is one that demands evaluation and assessment each year to facilitate moving forward and seeking new strategies to enhance the total learning experience.

The world is constantly changing and to remain effective and relevant, education must be dynamic as well. In this, traditional methods of educational delivery may no longer be adequate. As a result, it is imperative that all constituents annually evaluate their progress so that they can effectively plan and implement improvements that will meet stakeholder needs.

Parkdale Elementary School actively invites these positive changes and continually seeks out new ideas, techniques, and methods that support striving for excellence. It is our hope that this document provides us with opportunities to look to tomorrow, while remembering our challenges, as measures to constantly move toward improving our school, thus benefiting our number one stakeholders – our students.

This school year we are starting with 13 staff that are new to the building. The staff at Parkdale Elementary welcomes the opportunity to report to our school community. This report provides information on the education programs delivered and results received in 2016-2017. We systematically use performance measures to monitor results, which in turn provide a database for amending and tailoring each subsequent Education Plan.

Through the combined strength and wisdom of caring parents and a competent dedicated staff, working together as a team, our children are provided with quality education.

Sandra Wilson
Principal

ACCOUNTABILITY STATEMENT

The Parkdale Strategic Education Plan for the three years commencing September 1, 2017 was prepared in consultation with the School Parent Advisory Council and staff. This education plan was developed in the context of the jurisdictional Three Year Educational and fiscal plans. Our school is committed to achieving the results laid out in the education plan.

PUBLICATION STATEMENT

Parkdale School will post this Three Year Strategic Education Plan and Annual Education Results Report on our website www.parkdaleschool.ca. The parent advisory committee will have an opportunity to discuss and review this document in an appropriate fashion. Paper copies are available from the School.

FOUNDATION STATEMENTS

VISION

Parkdale Elementary School is dedicated to the recognition of the unique value of each individual. We provide a vibrant, progressive environment, where students and staff are engaged in continuous learning in a safe and supportive climate. Partnerships, success and Public Education are promoted.

VALUES

Integrity, honesty, respect, compassion, commitment, morality, loyalty, and love.

MISSION

At Parkdale Elementary our mission is to create a safe learning environment by:

1. Consistently assessing and refining our educational practices,
2. Utilizing programs that arise out of identified needs that challenge and motivate students,
3. Nurturing a culture of reflection to enhance our school community.

Using these tools, we will achieve and maintain high educational standards for our learning community in the areas of: academics, social behaviour, physical skills and cultural appreciation.

PRIORITIES

- Enhance the success of First Nations students and encourage the active involvement of their families.
- The results of Safe and Caring Schools are important to continually monitor for the benefit of our students and their families.
- To implement an effective RTI plan that will help the students at Parkdale school develop basic skills and beyond. The goal being that students will get to High School plus.

- To implement the MindUp program to help the students with self-regulation, and the understanding of how their brain works.
- The school configuration has changed so we will be working with parents, staff and students to work on the Mission and Vision to ensure that it accurately portrays the school community.

MOTTO

"Pride and Potential"

PROFILE OF THE SCHOOL

DEMOGRAPHICS

Parkdale is located in the south-west quadrant in the city of Wetaskiwin. Our school population draws students from the following boundaries: 36 Avenue to 51 Avenue (North – South) and 57 Street to 50 Street (East-West).

The residents of our school are residents of the City of Wetaskiwin, Maskwacîs, and rural areas in the WRPS area. The school accommodates the Cree Culture within its programming.

GOAL 1

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure		Students Writing Results (in percentages)				
2.1.2 Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (writing results).		A/E 2013	A/E 2014	A/E 2015	A/E 2016	A/E 2017
Grade 6						
Language Arts (E)	School	80.6/8.3	75.0/2.5	84.2/7.9	71.8/5.1	76.9/5.1
	Province	90.9/18.0	90.6/19.5	91.3/21.5	91.5/22.6	91.5/20.9
Mathematics	School	72.2/5.6	51.2/7.3	57.9/5.3	48.7/2.6	51.3/0.0
	Province	80.3/18.1	81.0/17.0	80.7/15.5	79.3/15.4	76.7/13.9
* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.						
Note: n/a = Achievement Evaluations are not calculated due to the change in tests.						

* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Course	Measure	Achievement	Improvement	Overall
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue
	Standard of Excellence	Very Low	Maintained	Concern
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Very Low	Declined	Concern
Science 6	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Very Low	Maintained	Concern
Social 6	Acceptable Standard	Very Low	Maintained	Concern
	Standard of Excellence	Low	Maintained	Issue

Comment on Results

At Parkdale School, the focus of provincial test analysis for grades six continues to be based on students who write exams. The participation rate for students writing the exams continues to be high at Parkdale School.

The Administration at Parkdale School is developing a school wide professional development plan (in collaboration with the teachers) to support the teachers with Literacy, Numeracy and Trauma. We will be sharing this plan with our Parent Advisory Council.

Included in the Appendix will be PAT analysis comments from the teachers

COMMENTS on MOVING FORWARD

The jurisdiction, as well as Parkdale School, believes in maintaining an ongoing commitment to improving the learning, the teaching, and the relationships. This will provide the best opportunity for the continuous improvement of student achievement at both the acceptable standard as well as the standard of excellence.

STRATEGIES

- The development of an Response to Intervention Plan for the school which has support available to all of our students - the Learning Assistant Teacher and the Learning Support Teacher have scheduled their time to offer support to all classes in the school. They work closely with the teachers to offer strategic "SPRINTS" to offer support.
- Data collection which helps all staff to understand where the students are at, and supports the planning of lessons for the students. Through the baseline assessments the teachers meet the students where they are at.
- Early Literacy Work as a school with Miriam Trehearne - staff are working directly with Miriam Trehearne, doing a PLC on her book, collaborating with staff at Ecole Queen Elizabeth School to implement early literacy strategies.
- Implementation of the MindUp Program within the school - the purpose of implementing this is to help give the students the skills to focus and concentrate while they are working.
- Use of the Empowering Writers Program school wide - being used by the teachers to help facilitate growth in student writing.
- Enhanced instructional leadership by training teachers with regards to the strategies of the High Yield Instructional Strategies
- Teachers will communicate clear learning outcomes in student friendly language based upon criteria developed with the students. Learning outcomes will be shared and posted during the classes and shared with assignments.
- Students will also be given rubrics for assignments to guide their independent learning.
- Use systematic analysis of data from Provincial Achievement Tests to improve and modify teaching practice that positively affects student achievement.
- Provide time for teachers to collaborate to increase teacher knowledge and instructional capacity of the curriculum to improve student achievement.
- Working together as a learning team community to develop strategies to meet the needs of the individual students. In differentiating instruction we are teaching to a wider range of learning strategies
- Our school is also using the Daily 5 Program and the Words Their Way Program
- Continuously monitor the progress of the students to better meet their learning needs.

Goal One: Success for Every Student

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.2	71.3	73.8	75.7	75.2	Intermediate	Maintained	Acceptable
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.6	86.7	90.9	74.1	75.0	Intermediate	Maintained	Acceptable

Comment on Results

Parent return rate of surveys continues to be low and therefore statistical data is difficult to interpret.

This is an area in which we continue to work towards improvement.

School will look at putting together a school wide plan for Character Education.

Strategies

- Facilitate the student leadership group in learning and supporting the characteristics of active citizenship - they will be given many opportunities to run events
- Actively teach study skills to students
- Field trip for the Junior High Students to the NAIT Open House
- School Wide Communication Plan promoting Character Education Traits
- The Cree Clubs in which the students work to promote their culture at the school. The students are the guiding force in the activities that they partake in. These clubs are open to students of any culture.

Outcome: The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	40.4	33.3	50.0	34.8	52.2	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	0.0	2.9	2.2	1.4	Very Low	Maintained	Concern

Comment on Results

Staff continues to incorporate learning styles and strategies that have been proven to work with the FNMI students. Our FNMI student population makes up approximately 65% of our student population.

Strategies

- Our Maskwacîs Wahkotowin Liaison encourages the students to get involved with the school and explains to them the importance of school.
- Home visits are made to FNMI families that may need support.
- Cultural programs available at the school for students and families to participate in.
- Attendance is monitored and families are worked with in order to improve attendance.
- Graphic organizers and project based learning help our FNMI students.
- Cultural Committee involving the parents
- Working with the teachers to incorporate more visual images into the the language program

GOAL 2

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	82.7	84.2	76.2	72.8	77.6	Intermediate	Maintained	Acceptable
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	86.8	82.4	83.1	91.7	Very High	Improved	Excellent
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.	77.9	80.4	87.5	81.5	81.6	Intermediate	Maintained	Acceptable

Comment on Results

Parkdale School continues to maintain adequate performance in this area, approximating jurisdiction as well as provincial results. This is constantly being addressed by Curriculum and Instruction initiatives at the school.

The school staff work on teaching practices and learning respect as a focus.

The staff will develop a plan to work on respect and other character education traits within the school.

Strategies

- The school has developed a plan to address the learning needs of all students at the school during the course of the school year.
- The administration looks at the year planning, unit planning and lesson planning of the teachers.
- The school has an assessment plan and data collection device to help facilitate the concept of meeting the students where they are at.
- Enhance the success of First Nations students and encourage the active involvement of their families.
- Teachers will communicate clear learning outcomes in student friendly language based upon criteria developed with the students.
- Learning Support Teachers assists teachers in working with at-risk students. A plan was developed providing support to each classroom
- Students will be offered a wide variety of extracurricular activities throughout the year which may include: after school athletics, intramural programs, and leadership group
- Family School Liaison Worker (FSLW) will provide preventive, responsive, crisis and family supports and interventions.
- A Parkdale Pantry is established to help provide healthy snacks and lunches for students who come to school needing one. The staff contributes, donations are accepted and Hope Mission assists us with lunches.
- Parkdale School participates in the Provinces School Nutrition Program
- MindUp is being taught in all of the classes –this is a program to help support student self-regulation and understanding of their brain

Goal Two: Transformed Education Through Collaboration

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.2	89.3	74.2	83.2	96.5	Very High	Improved	Excellent
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.2	74.5	71.8	68.0	74.4	Intermediate	Maintained	Acceptable

Comment on Results

At Parkdale School we value parental involvement. We are looking for ways to continue to involve parents and families in our school community.

School improvement is also something that is important to us. As a staff we are embarking on using common programs, language and training in order to better facilitate growth in our students.

Strategies

- Increase the utilization of the Parkdale website as a communication tool, through encouragement of parents and staff members. The website has been upgraded this year. We also have a new Facebook account and are looking at starting a Twitter Account and Instagram Account.
- Through improved communication (develop a communication plan) we hope to encourage more parents to become part of the Parents of Parkdale Advisory Committee
- Provide positive recognition for students in various different areas (attendance, hard work, volunteer effort, caught doing good coupons) – this is done at Assemblies and Lunch with the Principal
- Use the student agenda books as a communication tool, personal devices as a communication tool, and phone calls
- Utilize the Central Alberta Regional Consortium to provide specific professional development.
- Utilize collaborative teams to build lateral capacity (e.g. cross divisional grade level focus groups, and sharing best practices within our school communities).
- Involve staff, parents and students the opportunity to provide input into developing new initiatives at the school level which will assist the school in being a progressive, vibrant learning environment.
- Professional development will be a school priority so that all staff has the opportunity to attend conferences and workshops throughout the year to assist them in implementing the curriculum in their classrooms and at the school.

BUDGET HIGHLIGHTS

Summary of Budget

			Actual
			2017-18
Budget Summary			Budget
			\$
Revenues			
AB. ED.Share Services Allocation			\$1,931,505.00
AB ED FNMI Allocation			\$11,500.00
Resource Fee Allocation			\$116.00
Total Revenue			
Expenditures			
Staffing Teachers			\$1,434,496.00
Staffing Teaching Assistants			\$435,409.00
Services, Contracts and Fees			\$73,101.00
Total Expenditures			\$1,943,006.00

Professional Development Plan 2017 – 2018

Parkdale School is working as a staff to improve the Literacy of the Students. In grades ECS to Three we are working directly with Miriam Trehearne (a Literacy Specialist) to support our students. The staff will be meeting with Miriam Trehearne and she will be observing them in the classroom to support teacher growth. The teachers will also have time to collaborate with the teachers from Ecole Queen Elizabeth School. We are reading her book *Multiple Paths to Literacy*, and doing a book study as a staff. We are learning about the importance of Oral Vocabulary, Phonemic Awareness, and general exposure to language. Miriam Trehearne has given the school a report and this report will be a driving force in the development of a three year plan.

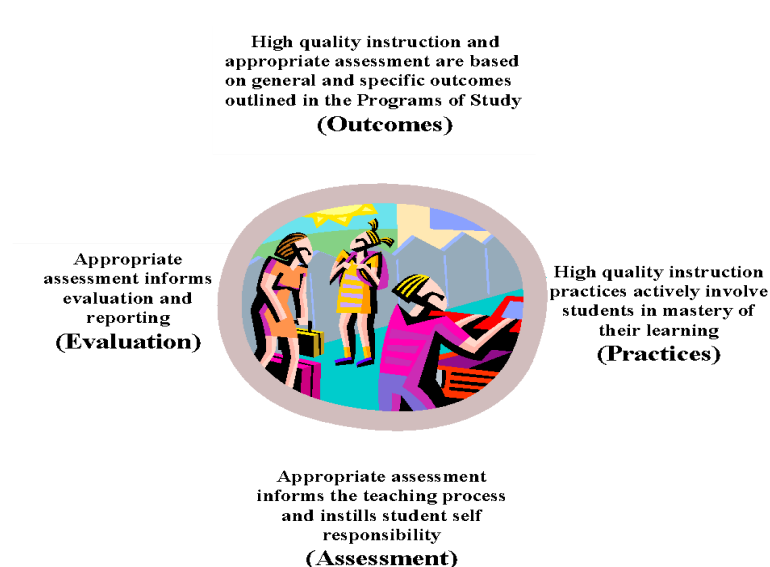
The staff is also learning this year about Adverse Life Experiences. A large number of our students and families have experienced an Adverse Life Experience and we are going to learn how to support them and support student learning. We are doing this by taking the district A.L.E training, and participating in a staff book study of the book *Fostering Resilient Learners* by Kristin Souers with Pete Hall.

We have as a staff developed an assessment plan that we will also need to evaluate at the end of this year in preparation for the following year. We have been fortunate to be part of the classroom improvement fund grant. With this grant we have been able to be part of the Empowering Readers Program, and have been fortunate to get the Fountas and Pinnell Levelled Literacy Intervention Program. We are using these programs to support the growth of our students. We will also be developing professionally in taking the data that we have acquired in order to support student growth.

When planning the Professional Development for our school, we have kept in mind the four key elements of the WRPS Learning Cycle.

WRPS LEARNING CYCLE

FOUR KEY ELEMENTS



Highlights 2016-2017

OUR SCHOOL PRIORITY:

Improve the academic success for all students.

STUDENT LEARNING

To enhance the instructional strategies teachers use in the classroom, we continued to focus on:

- Teachers shared “student friendly” learner outcomes.
- There was growth in our PAT results even though we were still weak.
- PD Committee decides to implement the work of Miriam Trehearne – We are told in the summer that we will get to work directly with Literacy Specialist – Miriam Trehearne
- PD Committee decides to implement the Empowering Writers program
- PD Committee decides to implement MindUp – program to help with self-regulation – and to no longer do the PAX program

STAFF GROWTH

- Staff grew and worked together in order to develop the direction that they would like to go in the future. The staff continued to work on the implementation of the Daily 5 Program.

FUTURE CHALLENGES

There are many good examples of student success in 2016 - 2017, including instances of great achievement. However, sustainable improvement evidenced by high quality learning for all students over time is a priority for Parkdale School. This priority is not without challenges.

Despite the relatively high numbers of students with emotional, behavioral, and academic needs the staff continues to ensure that a Safe and Caring environment is present by infusing into courses concepts from the MindUp program, developing student resiliency, as well as providing character education within our Health program. Events put on by the student leadership group, first three days of school focused on Relationship Building at school.

Moreover, several studies have shown that student achievement drops as the number of schools attended increases. Studies support that high student transience is a challenge to increasing student achievement. The transience seen in the student population at Parkdale School is an

important factor to consider in the achievement of our students, given that nearly $\frac{1}{4}$ of our students in any given year are new to Parkdale School. Supporting the growth of our transient students and students with attendance concerns is a challenge for that the staff is trying to determine a solution to this problem.

Another challenge is to strengthen the bonds between the school and the community. Encouraging more parents to attend and get involved in school functions such as parent-teacher interviews and parent advisory committee would help to promote active involvement in their children's education. As parents get involved they become aware of what takes place within their children's school and therefore can become stronger components of the learning community.

Conclusion

This 2017-2018 Education Plan outlines a process that will result in the continuation of excellent service for all stakeholders of Parkdale School. The staff at Parkdale is aware of the needs of our children and we are continually seeking new methods and techniques of delivery that will focus on the area of helping each student to achieve success at the elementary level. As the year progresses, we will monitor and evaluate the implementation, making course corrections where appropriate. We are working collaboratively as a staff and in consultation with our parents to move forward and support student learning. This document will help serve as a guide to provide the best possible educational programming for our students.



APPENDIX – Measure Details

The following pages include tables that provide detailed data for the performance measures.

PAT Course by Course Results by Number Writing											
		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	80.6	8.3	75.0	2.5	84.2	7.9	71.8	5.1	76.9	5.1
	Province	90.9	18.0	90.6	19.5	91.3	21.5	91.5	22.6	91.5	20.9
Mathematics 6	School	72.2	5.6	51.2	7.3	57.9	5.3	48.7	2.6	51.3	0.0
	Province	80.3	18.1	81.0	17.0	80.7	15.5	79.3	15.4	76.7	13.9
Science 6	School	82.2	13.3	51.6	6.5	64.6	8.3	41.9	3.2	55.8	7.0
	Province	85.3	28.5	84.2	27.6	84.5	28.0	86.1	29.9	85.7	32.3
Social Studies 6	School	54.2	4.2	41.0	5.1	51.7	3.4	54.8	14.3	42.9	10.7
	Province	80.7	21.1	78.6	18.6	77.7	20.1	79.2	24.4	81.0	24.1

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	70.7	7.3	69.8	2.3	82.1	7.7	52.8	3.8	75.0	5.0
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9
Mathematics 6	School	63.4	4.9	48.8	7.0	56.4	5.1	35.8	1.9	50.0	0.0
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6
Science 6	School	72.5	11.8	47.1	5.9	60.8	7.8	28.9	2.2	48.0	6.0
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.09
Social Studies 6	School	44.8	3.4	37.2	4.7	38.5	2.6	43.4	11.3	38.7	9.7
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9*	21.70

Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	73.2	71.3	73.8	75.7	75.2	83.4	83.4	83.5	83.9	83.7
Teacher	87.7	80.0	96.7	96.9	86.7	93.6	93.8	94.2	94.5	94.0
Parent	*	78.6	63.3	63.3	*	80.3	81.9	82.1	82.9	82.7
Student	58.7	55.5	61.4	66.9	63.7	76.2	74.5	74.25	74.5	74.4

Work Preparation – Measure Details

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.6	86.7	90.9	74.1	75.06	80.3	81.2	82.0	82.6	82.7
Teacher	84.6	86.77	90.9	84.6	75.0	71.1	73.1	74.2	74.8	75.1
Parent	*	*	*	63.6	*	89.4	89.3	89.7	90.5	90.4

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.7	84.2	76.2	72.8	77.6	81.5	81.3	81.3	81.9	81.9
Teacher	82.7	83.3	88.5	85.6	87.5	87.9	87.5	87.2	88.1	88.0
Parent	*	85.1	63.8	60.0	*	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.8	76.6	76.9	77.5	77.7

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.7	86.8	82.4	83.1	91.7	89.8	89.2	89.5	90.1	90.1
Teacher	87.2	88.9	97.8	91.0	95.8	95.7	95.5	95.9	96.0	95.9
Parent	*	83.3	52.8	65.3	*	84.9	84.7	85.9	86.1	86.49
Student	88.3	88.2	97.1	93.0	87.6	88.7	87.3	87.4	88.0	88.1

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					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.9	80.4	87.5	81.5	81.6	89.0	89.1	89.2	89.5	89.5
Teacher	87.7	89.3	96.7	96.9	93.3	95.0	95.3	95.4	95.4	95.3
Parent	*	86.2	93.3	71.7	*	87.8	88.9	89.3	89.8	89.9
Student	68.0	65.8	72.5	76.0	69.9	84.2	83.1	83.0	83.4	83.3

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.2	89.3	74.2	83.2	96.5	80.3	80.6	80.7	80.9	81.2
Teacher	86.2	85.3	98.3	93.8	96.5	88.5	88.0	88.1	88.4	88.5

Parent	*	93.3	50.0	72.7	*	72.2	73.1	73.4	73.5	73.9
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School Improvement – Measure Details

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	School					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.2	74.5	71.8	68.0	74.4	80.6	79.8	79.6	81.2	81.4
Teacher	75.0	80.0	100.0	76.9	75.0	80.9	81.3	79.8	82.3	82.2
Parent	*	66.7	33.3	45.5	*	77.9	77.0	78.5	79.7	80.8
Student	79.5	76.9	82.1	81.7	73.8	82.9	81.2	80.7	81.5	81.1

2017 - 2018 Indigenous Program Logic Plan

This document is a working document and at the school site it changes during the course of the school year

School Outcome: Complete High School at the same rate as all other student.
 “Work Completion and Sense of Belonging”

Strategy	Practice/Action	Evidence/Result
<ul style="list-style-type: none"> Culturally relevant lessons in all classrooms and with the staff 	<ul style="list-style-type: none"> Collaborate with teachers to provide information for lessons and units that they are working on Medicine Wheel CTF Cree Art/Language Class 	<ul style="list-style-type: none"> Student and teacher feedback Staff completed the Blanket Exercise on August 30th
<ul style="list-style-type: none"> Work with the parents to get them more involved in school based activities 	<ul style="list-style-type: none"> Inviting parents to help with extra-curricular activities that are offered Cultural Advisory Committee - asking parents what they would like and promoting this 	<ul style="list-style-type: none"> Track the number of parents who volunteered for the school Track the number of parents who attended the Cultural Advisory Committee Track the number of families that attend events Collect parent feedback
<ul style="list-style-type: none"> Culturally relevant practices 	<ul style="list-style-type: none"> Drumming; Smudging; Dancing; Beading and Sewing Partner with 	<ul style="list-style-type: none"> Track the number of students participating in the clubs Collect student

	Ermineskin School - drumming and pow wow <ul style="list-style-type: none"> Family Dinner with Ermineskin School Food Studies Class 	feedback <ul style="list-style-type: none"> Collect staff feedback Collect parent feedback
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School Outcome: Achieve Literacy at the same rate as all other students

Strategy	Practice/Action	Evidence/Results
<ul style="list-style-type: none"> Work with families to encourage reading and facilitate reading programs 	<ul style="list-style-type: none"> Help to establish a parent book trading area Track students through student assessment plan data spreadsheet 	<ul style="list-style-type: none"> Track the number of parents at parent night Track the students through the assessment plan
<ul style="list-style-type: none"> Support Literacy Development 	<ul style="list-style-type: none"> Grade 1 to 3 Storytelling with the Seven Grandfather teachings ECS - storytelling/colours Pen Pal with Ermineskin School Cree Beginners Club 	<ul style="list-style-type: none"> Student feedback Teacher Feedback

School Outcome: Achieved NUMERACY at the same rate as all other students

Strategy	Practice/Action	Evidence/Result
<ul style="list-style-type: none"> Support families and students in numeracy 	<ul style="list-style-type: none"> ECS - Cree Numbers Look for culturally based stories and resources that contain numeracy elements Teach students to count in Cree Patterns in beading Measuring thread in beading Sewing and measuring 	<ul style="list-style-type: none"> Track the number of students Track the number of parents
<ul style="list-style-type: none"> Took part in the District PD on 	<ul style="list-style-type: none"> Teachers worked on developing the 	

Common Math Assessment	assessments and use them to plan year	
<ul style="list-style-type: none"> Monitor student progress 	<ul style="list-style-type: none"> School will track students at, below and excellence for all students 	

School Outcome: Transition into Post-Secondary/Workforce at the same rate as all other students
 "Attendance, Study Habits, Work Ethic, Planning"

Strategy	Practice/Action	Evidence/Result
<ul style="list-style-type: none"> Improve attendance and lates for students 	<ul style="list-style-type: none"> When there is an attendance concern, contact the parents and establish a supportive meeting Be at attendance board meetings to support the students Supportive meeting with the students regarding their attendance as per the school procedure Building awareness of the importance of attendance Target is 80% attendance 	<ul style="list-style-type: none"> Track the number of students making the attendance concern list Track the number of supportive meetings and the outcomes of the meetings
<ul style="list-style-type: none"> Support students in developing a strong work ethic 	<ul style="list-style-type: none"> Support students as needed Set clear expectations for the students (Seven Sacred Teachings) 	<ul style="list-style-type: none"> Track the number of students participating Collect student feedback

Staff Analysis of the Accountability Pillar and PAT Results

PAT Results	<ul style="list-style-type: none"> ● Language Arts <ul style="list-style-type: none"> ○ Recognize Audience of Character in a cartoon <ul style="list-style-type: none"> ■ More Source analysis ○ Motivation for a character's actions/mood/character traits <ul style="list-style-type: none"> ■ Focus on inferencing ○ Identifying a word that has the same meaning as a phrase in an excerpt <ul style="list-style-type: none"> ■ Focus more on synonyms ■ Inferring skills ○ Drawing conclusions <ul style="list-style-type: none"> ■ Focus on drawing conclusions ■ Inferencing skills ■ Focus on beyond the text questions ○ Inferencing in poems <ul style="list-style-type: none"> ■ Poetry study in younger grades ○ Text organization <ul style="list-style-type: none"> ■ Focus more on literary devices ■ Punctuation focus- start early and focus more ■ Our students struggle with transfer skills- more practice and more explicit teaching with a meaningful context ■ Focus more on the editing process ○ Synthesizing Ideas <ul style="list-style-type: none"> ■ More focus on poetry ■ Character traits that are inferred rather than explicit ● Overall, we struggled with inferencing skills, writing mechanics, and poetry. ● Strengths were on informational texts, however there were more questions on narrative/poetry than on informational.
Social Studies	<ul style="list-style-type: none"> ● Did well: <ul style="list-style-type: none"> ○ Resp. to Gov. ○ City Taxes ○ Structure and Function of Local and Prov. government ○ Individual, Group, and Community Involvement ● Require more work: <ul style="list-style-type: none"> ○ Historical Models of Democracy <ul style="list-style-type: none"> ■ Explicit instruction ■ Focus on terminology (teach in multiple forms for increased understanding)

	<ul style="list-style-type: none"> ■ Multi-step concepts or skills, more practice ■ Make the content being taught relatable to real-life/connect with the students ■ Examine the language being used for questions, reformat and support in class <ul style="list-style-type: none"> ○ Democratic Principles and Ideals ● Reviewed the types of questions/content asked
Math	<ul style="list-style-type: none"> ● Did Well: Subtraction (above provincial average) ● Needs Improvement: Basic facts (division, multiplication, addition, subtraction) <ul style="list-style-type: none"> - What we are already doing to improve this: DIV 1: started guided math groups (we focus on basic math facts daily) - Things we can do to improve this: more focus on basic math facts school wide (one period a week?) ● Needs Improvement: Data and Analysis <ul style="list-style-type: none"> - What we can do: more cross curricular graphs - Needs Improvement: Shape and Space - Things we can do: Focus more on this unit? ● Division and Multiplication: <ul style="list-style-type: none"> - Things we can do: More exposure to 2 digit problems ● Problem Solving: <ul style="list-style-type: none"> - Things we can do: teach them how to pull information from a given word problems.
Science	<p>Did well:</p> <ul style="list-style-type: none"> ● Identifying manipulated variable ● Identifying streamline positions ● Relating to own experiences <p>Needs work:</p> <ul style="list-style-type: none"> ● Ask questions in various ways. ● Have teacher review PAT's ● Cross curricular math skills - reading graphs ● Let students know that what they learn in one subject can be relevant in other classes ● Provide opportunity to manipulate variables ● Work on deductive reasoning - how to pick the <u>best</u> answer ● Identifying responding variable ● Analyzing data to reach a conclusion - deductive reasoning ● Thorough review of information from earlier in the year