



Ecole Parkdale School

Ecole Parkdale School Annual Education Plan 2016 - 2019

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



For more information regarding the Ecole Parkdale School 2016 - 2017 Three Year Education Plan and Annual Education Results Report (AERR) please contact:

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

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

The information in this document is based on discussions with parents and staff. The staff responded through a Google Doc and the parents were involved in discussions during the Parents of Parkdale Advisory meetings.

Mrs. Sandra Wilson (Principal) *S. Wilson*

Ms. Donnalyne Carson (Vice-Principal) *Donnalyne Carson*

Mrs. Brittany Ouellette (Teacher) *B. Ouellette*

Ms. Brandie Schnettler (Maskwacis Wahkotowin Liaison) *Brandie Schnettler*

Principal's Message

Ecole Parkdale School is a K to 7 school, with approximately 315 students and 29 staff . We are a dual track school with both an English Stream and French Immersion Stream. The school is in the process of reconfiguring according to the Board's Strategic Plan. This year, Grade 7 has been added to Ecole Parkdale and grade 8 will be added next year. This will also be the last year that French Immersion will be in our school. As of next year French Immersion will be moved to Ecole Queen Elizabeth School. We embrace our differences as we celebrate our English, French, Cree and Filipino cultures.

In September, we had 70 students from our attendance area register in our school. We welcomed the challenges of large class sizes by reconfiguring our classes and hiring staff to support the needs of our students.

Our attendance area contains a lot of rental properties that support lower socioeconomic families. We were included as part of the Government's Pilot Nutrition Project. As part of this project we serve 103 meals daily. We also receive donations which help us to support students with winter attire as needed. The school and the staff often purchase supplies for the students in order to support their ability to learn.

We worked collaboratively with our school community to develop our Mission, Vision and Values for our school.

Vision

Ecole Parkdale School is dedicated to the recognition of the unique value of each individual. We ensure a vibrant and dynamic learning environment that is caring and responsive to identifying student needs, and where the students and staff challenge themselves in a safe and supportive environment. We feel that strong partnerships between home, school and community are the foundations of our learning environment.

Values

Respect, Compassion, Commitment, Friendship, Loyalty, Integrity, Caring

Mission

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

- 1) Consistently evaluating and improving our instructional strategies
- 2) Using programs and resources to challenge and motivate the education of the whole child
- 3) Nurturing a culture that develops and promotes a strong and cooperative school community

Using these tools, we will achieve high educational standards for our learning and school community. We believe that at Ecole Parkdale School that our school community must work closely together to benefit the children within our school. We prepare students for future success by addressing 21st Century skills and abilities such as collaboration, problem solving and digital literacy.

Provincial Achievement Test Results

Ecole Parkdale School traditionally struggles with achieving acceptable standards on the Provincial Achievement Tests. The school has been focusing on working to improve the scores on the Provincial Achievement Tests by focusing on literacy and numeracy within all classes.

English Language Arts 6

	2016	2015	2014	2013
Provincial Average	Acceptable - 91.5% Excellence - 22.6% Below - 8.5%	Acceptable - 91.4% Excellence - 21.5% Below -8.6%	Acceptable - 90.6% Excellence - 19.5% Below -9.4%	Acceptable - 90.9% Excellence - 18.0% Below - 9.1%
Ecole Parkdale Average	Acceptable - 71.8% Excellence - 5.1% Below - 28.2%	Acceptable - 84.2% Excellence - 7.9% Below -15.8%	Acceptable - 75.0% Excellence - 2.5% Below - 25.0%	Acceptable - 80.6% Excellence - 8.3% Below - 19.4%

Our English Language Arts marks are a concern that we are working on and addressing at our school. 39 out of 53 students wrote the test last year. Our results dropped from the previous year. This area of concern has brought forth discussion and the implementation of some new programs within our school (ex: Read Theory, Daily Comprehension activities, Words Their Way). We are continually looking for programs and activities that will better support our students.

French Language Arts 6

	2016	2015	2014	2013
Provincial Average	Acceptable - 89.6% Excellence - 14.5% Below - 10.4%	Acceptable - 87.5% Excellence - 13.6% Below - 10.1%	Acceptable - 88.0% Excellence - 15.6% Below - 9.7%	Acceptable - 88.6% Excellence - 16.3% Below - 9.4%
Ecole Parkdale Average	Acceptable - 100.0% Excellence - 0.0% Below - 0.0%	Acceptable - 87.5% Excellence - 0.0% Below - 12.5%	Acceptable - 88.9% Excellence - 22.2% Below - 11.1%	Acceptable - 83.3% Excellence - 0.0% Below - 16.7%

Our French Language Arts marks are not a concern. We had eight out of eight students write the test. Our goal is to help our students to move into the level of excellence.

English Math 6

	2016	2015	2014	2013
Provincial Average	Acceptable - 79.3% Excellence - 15.4% Below - 20.7%	Acceptable - 80.7% Excellence - 15.5% Below - 19.3%	Acceptable - 81.1% Excellence - 17.0% Below - 18.9%	Acceptable - 80.4% Excellence - 18.1% Below - 19.6%
Ecole Parkdale Average	Acceptable - 48.7% Excellence - 2.6% Below - 51.3%	Acceptable - 57.9% Excellence - 5.3% Below - 42.1%	Acceptable - 51.2% Excellence - 7.3% Below - 48.8%	Acceptable - 72.2% Excellence - 5.6% Below - 27.8%

Our English Math marks are concerning. 39 out of 53 students enrolled in the class wrote the exam. As a school we are focusing on the priority outcomes as set by the division. We also know that the format of the Math PAT exam requires higher levels of reading comprehension in order for students to clearly understand the questions.

French Math 6

	2016	2015
Provincial Average	Acceptable - 82% Excellence - 16.8% Below - 16.8%	Acceptable - 82.4% Excellence - 17.9% Below - 15.9%
Ecole Parkdale School	Acceptable - 75% Excellence - 12.5% Below - 25.0%	Acceptable - 87.5% Excellence - 12.5% Below - 12.5%

The drop in French Math results is a concern. We will continue to work on teaching the French Math vocabulary and to improve our math teaching strategies.

English Social Studies 6

	2016	2015	2014	2013
Provincial Average	Acceptable - 79.2% Excellence - 24.4% Below - 20.8%	Acceptable - 77.7% Excellence - 20.1% Below - 22.3%	Acceptable - 78.7% Excellence - 18.6% Below - 21.3%	Acceptable - 80.7% Excellence - 21.1% Below - 19.3%
Ecole Parkdale Average	Acceptable - 54.8% Excellence - 14.3% Below - 45.2%	Acceptable - 51.7% Excellence - 3.4% Below - 48.3%	Acceptable - 41.0% Excellence - 5.1% Below - 59.0%	Acceptable - 54.2% Excellence - 4.2% Below - 45.8%

Our Social Studies marks are a concern. We had 42 out of the 53 students enrolled write the exam. As we work on our literacy skills, we should see improvement in these marks.

English Science 6

	2016	2015	2014	2013
Provincial Average	Acceptable - 86.1% Excellence - 29.9% Below - 13.9%	Acceptable - 84.6% Excellence - 28.1% Below - 15.4%	Acceptable - 84.2% Excellence - 27.6% Below - 15.8%	Acceptable - 85.3% Excellence - 28.5% Below - 14.7%
Ecole Parkdale Average	Acceptable - 41.9% Excellence - 3.2% Below - 58.1%	Acceptable - 64.6% Excellence - 8.3% Below - 35.4%	Acceptable - 51.6% Excellence - 8.5% Below - 48.4%	Acceptable - 82.2% Excellence - 13.3% Below - 17.6%

Our Science marks are a concern. 31 out of 45 students enrolled wrote the exam. Working on our literacy skills will help with our science scores.

FNMI RESULTS

	Ecole Parkdale School	Achievement Gap	Ecole Parkdale FNMI Students
2016 (23 FNMI Students)	Acceptable - 42.9% Excellence - 4.7%	The gap for acceptable - 8.1% The gap for excellence - 2.5%	Acceptable - 34.8% Excellence - 2.2%
2015 (18 FNMI Students)	Acceptable - 64.6% Excellence - 6.2%	The gap for acceptable - 14% The gap for excellence - 3.3%	Acceptable - 50% Excellence - 2.9%
2014 (18 FNMI students)	Acceptable - 52.9% Excellence - 5.8%	The gap for acceptable - 17.5% The gap for excellence - 5.8%	Acceptable - 35.3% Excellence - 0%
2011 - 2013	Acceptable - 58.4% Excellence - 5.8%	The gap for acceptable - 26.2% The gap for excellence - 5.2%	Acceptable - 32.2% Excellence - .6%

We are steadily seeing a decrease in the gap with the FNMI students. The instructional strategies that are being used support learning for all students in the school. As a staff we are working on improving our instructional strategies and programming in order to best support all students.

Teacher Initiatives to address the academic deficits as based on the Provincial Achievement Tests		
	ECS	<ul style="list-style-type: none"> • Master letter sounds • Work sounds and phonemic skills for the students to have a stronger foundation
	Grade 1 and 2	<ul style="list-style-type: none"> • Focusing at grade level to ensure the basic skills are mastered (priority outcomes) • Review with grade level partner to ensure that essential outcomes are taught • Teach the language of comprehension and model the language • Work on vocabulary cartoons • More explicit teaching reading for author's purpose and identifying the main ideas • Explicitly teach test taking skills • Explicitly teach study skills
	Grade 3 and 4	<ul style="list-style-type: none"> • Read more nonfiction articles and discuss the main ideas and details • Work on inferencing with characters in a narrative • Content vocabulary • Vocabulary word charts • Make the words colorful in writing assignments (ex: adjectives in a different color) • Explicitly teach test taking and study skills • Work on the language skills in all subject areas • Work on problem solving skills and model that there can be more than one way to solve a problem • Look at finding writing programs that all teachers would use so the

		<p>language is the same from year to year</p> <ul style="list-style-type: none"> • Purposefully working on reading comprehension and symbolism • Discuss the purpose of the audience of stories
	Grade 5, 6 and 7	<ul style="list-style-type: none"> • Work on the writing process - find a program that can be used school wide • Have student learn to edit their own work • Work on more narrative/fiction pieces of literature • Work on finding the main message or ideas in the text and supporting details in order for the students to see the difference • Look at the text features • Practice making inferences • Pre-teach vocabulary • Preview tests in advance • PAT practice throughout the year using PAT scoring guide • Heterogeneous groupings to support weaker students • Use of scribes and readers • Use of technology • Use of foldables to increase student engagement/organization • Use of Daily 5 • Daily RTI to work on comprehension and reading • Use of Super 6 reading strategies • Use of Scholastic "Movin Up" program partnered with "Super 6" reading strategies. • Use of foldables to increase student engagement/organization/understanding • Consistent use of math language • Adapted groupings
	School Wide Initiatives - these are being used	
	<ul style="list-style-type: none"> • School wide assessment plan - continually monitor student progress and growth • Word Walls - teachers have word walls in their classrooms to help with vocabulary • Teachers are to use the subject specific vocabulary while teaching • Resources - the school continually looks at acquiring resources that enable all teachers to develop and use a similar language • Priority outcomes - teachers will use the priority outcome documents created by the division • Continual development of our assessment skills 	

	<ul style="list-style-type: none"> • Literacy and Numeracy - continual development of our teaching skills • RTI focus on reading comprehension • Incorporating literacy and numeracy into all subject areas • Continual monitoring of attendance • PAX Program to improve self-regulation skills • Nutrition program - to support our students • School-wide, we are promoting and practicing successful student behaviours, such as increasing rigor and stamina, work completion, test-taking skills, study skills • Common practice, such as Daily Five, Words Their Way (being introduced this year) introduces common language, common expectations, and aids acquisition and retention of concepts • Focused intensive literacy for struggling grade 1 and 2 learners • Use of technology for students, as needed - helps to extend comprehension even if reading level is low, focus on content of writing even if writing is a weakness, etc • Focused intensive numeracy for struggling grade 1 and 2 learners • Focus on identifying key words in math problems, test questions • Collaboration amongst the teachers.
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Safe and Caring School

Question: Percentage in agreement that 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.

	2016	2015	2014	2013
Overall	Parkdale - 81.5% Province - 89.5%	Parkdale - 87.5% Province - 89.2%	Parkdale - 80.4% Province - 89.1%	Parkdale - 77.9% Province - 89.0%
Parent	Parkdale - 71.7% Province - 89.8%	Parkdale - 93.3% Province - 89.3%	Parkdale - 86.2% Province - 88.9%	Parkdale - * Province - 87.8%
Student	Parkdale - 76.0%	Parkdale - 72.5%	Parkdale - 65.8%	Parkdale - 68.0%

	Province - 83.4%	Province - 83.0%	Province - 83.1%	Province - 84.2%
Teacher	Parkdale - 96.9% Province - 95.4%	Parkdale - 96.7% Province - 95.4%	Parkdale - 89.3% Province - 95.3%	Parkdale - 87.7% Province - 95.0%

The safe and caring results have dropped this year. This is a concern as it is a priority of the school staff to work on this element of the accountability pillar. We apply data gained from the Accountability Pillar but we are also using the fall Tell Them From Me Survey. It is the desire of the school staff to have all students feel safe and cared for at the school. We will work with the students, parents and teachers to ensure that this happens. We are currently a PAX school and are looking into the Mind Up program as well.

Safe and Caring School Analysis		
Students	Parents	Staff
<ul style="list-style-type: none"> • Student help each other with work • Students have come up with the idea of the Golden Ticket to promote positive behavior in the playground • Students want an anonymous box for students to provide information to the office • Students are coming up with lots of special days for the students (ex: red/green day, pj day....) • Promoting with students the importance of following rules • Want to get involved with community service 	<ul style="list-style-type: none"> • Parents feel the need to ensure that better communication is occurring between the school and community • Use social media to our benefit • Parents are seeing evidence of programs supporting this area (MHCB Programming) • Epidemic of parents who are over-protective despite that their children are feeling safe, according to the results • Students feel that they are heard • Drive the point home with students that they can and should come to staff because we will support them • School buses are likely an issue, but it's out of control of the school • Encourage students to report issues because if they are reported the school deals with it 	<ul style="list-style-type: none"> • Talk to the students about walking safely to and from school • Allow students to leave the classroom one at a time to go to the bathroom • Supervision in the boot rooms • We provide support to any students that require extra support and guidance • Teachers are working on respect, language and bullying in their health classes • Re-teaching the expectations for behaviour in the boot rooms • Partnering older students with younger students • Peace Patrol Program • Smudging occurs daily • PAX (good behavior game) - focus on the tootles which is a positive tattle • Lunch with the Principal - recognition to the students who are working hard

		<p>and doing what they need to do</p> <ul style="list-style-type: none"> • Attendance - work on making sure that the students feel like they are wanted at the school and work with families and ensure that they are understanding the importance of behavior • Discipline at the office is done in a restorative manner - we are always using this time as a time to teach • We have added sports teams to our school. Staff have stepped up and we have coaches for all of our teams.
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Program of Studies

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.

	2016	2015	2014	2013
Overall	Parkdale - 72.8% Province - 81.9%	Parkdale - 76.2% Province - 81.3%	Parkdale - 84.2% Province - 81.3	Parkdale - 82.7% Province - 81.5%
Parent	Parkdale - 60.0% Province - 80.1%	Parkdale - 63.8% Province - 79.9%	Parkdale - 85.1% Province - 79.9%	Parkdale - n/a Province - 78.9%
Student	Parkdale - n/a Province - 77.5%	Parkdale - n/a Province - 76.9%	Parkdale - n/a Province - 76.6%	Parkdale - n/a Province - 77.8%

Teacher	Parkdale - 85.6% Province - 88.1%	Parkdale - 88.5% Province - 87.2%	Parkdale - 83.3% Province - 87.5%	Parkdale - 82.7% Province - 87.9%
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There has been a drop in the percentage of people happy with the programming the students are receiving at school. This is a concern that we are working on at all stakeholders. One of the areas that we need to work on is promoting the good stuff that we are doing at our school.

Program of Studies Analysis	
Parents	Teachers
<ul style="list-style-type: none"> Parents are not aware of the opportunities their children have to learn about the subjects, an arts open house night would be a good idea Make sure that teachers are communicating with home in regards to what they are teaching in the class 	<ul style="list-style-type: none"> Technology is used daily Students have PE Try to have specialists teaching the older grades their specific subjects (art, music and PE) Cree language is being offered to the students Send home curriculum at a glance sheets Drama incorporated into the Christmas Concert We have an intramural program We have a choir We have sports teams

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	2016	2015	2014	2013
Overall	Parkdale - 71.8% Province - 84.6%	Parkdale - 88.9% Province - 84.2%	Parkdale - 86.0% Province - 83.8%	Parkdale - 79.1% Province - 83.4%
Parent	Parkdale - 66.7%	Parkdale - 77.8%	Parkdale - 76.5%	Parkdale - n/a

	Province - 76.6%	Province - 75.5%	Province - 74.9%	Province - 74.1%
Student	Parkdale - n/a Province - 83.1%	Parkdale -n/a Province - 83.6%	Parkdale - n/a Province - 82.6%	Parkdale - 73.5% Province - 82.4%
Teacher	Parkdale - 76.9% Province - 94.0%	Parkdale - 100.0% Province - 93.5%	Parkdale - 95.6% Province - 93.8%	Parkdale - 84.6% Province - 93.7%

At Ecole Parkdale School we do what we can to support students at risk. There is a decline in the results that we are trying to address through the programming at the school.

Program of Studies - At Risk Students	
Parents	Teachers
<ul style="list-style-type: none"> • FSL provides a significant service helping students with problems not related to school work • Open door policy - this helps the parents to feel comfortable • MWL - students are given support and guidance as they need it 	<ul style="list-style-type: none"> • There is a concern about the amount of students with needs and the amount of support available (Not enough FSL time allotted to the school) - More FSL time was given to the school to help support this • FSL running groups to deal with similar issues within the classroom therefore being able to support more students • MHCB project - the program is in the school for 8 weeks out for 8 weeks and then back in offering support • We have a practicum Art Therapy student who is at our school until December to support our students • MWL supports students and families through programming and cultural teachings.

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	2016	2015	2014	2013
Overall	Parkdale - 83.1% Province - 90.1%	Parkdale - 82.4% Province - 89.5%	Parkdale - 86.8% Province - 89.2%	Parkdale - 87.7% Province - 89.8%
Parent	Parkdale - 65.3% Province - 86.1%	Parkdale - 52.8% Province - 85.4%	Parkdale - 83.3% Province - 84.7%	Parkdale - n/a Province - 84.9%
Student	Parkdale - 93.0% Province - 88.0%	Parkdale - 97.1% Province - 87.4%	Parkdale - 88.2% Province - 87.3%	Parkdale - 88.3% Province - 88.7%
Teacher	Parkdale - 91.0% Province - 96.0%	Parkdale - 97.2% Province - 95.9%	Parkdale - 88.9% Province - 95.5%	Parkdale - 87.2% Province - 95.7%

We have increased in the overall results and with the parents. However, we have not however improved with students and staff.

Education Quality Analysis	
Parents	Teachers
<ul style="list-style-type: none"> • Parents want to ensure that there is constant communication between school and family • Parents would like to be able to help the students with their homework but need the information to help 	<ul style="list-style-type: none"> • Teacher collaboration time • Posting or discussing the outcomes in class • Teachers are using Words Their Way to help develop the Language Program • Teachers work hard to meet the students where they are at while providing a little challenge • A technology committee has formed to help support the teachers with learning about Google

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	2016	2015	2014	2013
Overall	Parkdale - 74.1% Province - 82.6%	Parkdale - 90.9% Province - 82.0%	Parkdale - 86.7% Province - 81.2%	Parkdale - 84.6% Province - 80.3%
Parent	Parkdale - 63.6% Province - 74.8%	Parkdale - n/a Province - 74.2%	Parkdale - n/a Province - 73.1%	Parkdale - n/a Province - 71.1%
Teacher	Parkdale - 84.6% Province - 90.5%	Parkdale - 90.9% Province - 89.7%	Parkdale - 96.7% Province - 89.4%	Parkdale - 84.6% Province - 89.4%

We have taken a drop in the results in this category. This is a concern that we need to address. Within our classes we work on manners and work ethic during our lessons.

Work Preparation	
Parents	Teachers
<ul style="list-style-type: none"> The parents had no comments on this 	<ul style="list-style-type: none"> Student leadership group - these students will organize and run events for the school. They are also organizing the WRPS Student Leadership Conference this year. Milk Cart Workers - these students volunteer to go around the school at lunch time and sell milk to the classes Lunch Monitors - these students volunteer their time to help the students while they eat their lunch Attendance - we work hard as a staff to promote good attendance, and the importance of being on time Goal setting - teaching the students to set goals for themselves and what they need to do in order to reach the goal.

SCHOOL WELLNESS

Ecole Parkdale is a complex school. Therefore wellness for staff and students is a priority. It is important enough to be included in our Three Year Education Plan.

Healthy Eating

Healthy eating is reinforced daily by the classroom teachers. They remind the students about healthy snacks and why we need them. The food that is served at the school is nutritionally sound food. Teachers do not offer candies as rewards or prizes within the classroom.

Active Living

Active living is important within our school. Due to timetable constraints we do not have daily PE classes. We do however have sports teams that include students from grades 5 to 7. We have two recess breaks a day when all of the students are active outside, or they are involved in the intramural program.

Mental Well-Being

We have support for the students that involves the Family School Liaison, Maskwacis Wahkotowin Liaison, we have a practicum Art Therapy student at the school. All interactions in the office are done in a restorative and teaching manner. We want to support student growth. The staff and students have all been put on teams for competing in events around the school. The winning teams will get a banner on the gym wall. This is to encourage a sense of belonging to the school. Staff mental health is also considered important and activities are put in place to support this.

A Wellness Team will be developed at the school. This will involve any staff that are willing to work towards implementing wellness activities for students and staff at the school

At Ecole Parkdale School the staff is a dedicated group of professionals who believe in the capability of the students. They work hard to differentiate the lessons and meet the students where they are at.

2016-2017 Indigenous Program Logic Plan

School Outcome: Complete High School at the same rate as all other students.

“Work Completion and Sense of Belonging”

Strategy	Practice/Action	Evidence/Result
<ul style="list-style-type: none"> - Culturally relevant lessons in all classrooms 	<ul style="list-style-type: none"> - Collaborate with teachers to provide information for lessons and units that they are working. 	<ul style="list-style-type: none"> - Student and teacher feedback - <i>Seven Grandfather teachings in all classes(ECS thru grade 7)</i> - <i>Grade 4/5 Cree Jingle Bells for the Concert</i> - <i>Grade 4/5 Social Studies</i> - <i>Grade 7 - Longhouse Project in Social Studies</i>
<ul style="list-style-type: none"> - Work with the parents to try 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 (looking at starting) 	<ul style="list-style-type: none"> - Track the number of parents who volunteered for the school - Track the number of parents who attend the Cultural Advisory Committee - Track the number of families that attend events - Collect parent feedback - <i>Contacting parents of students that she is working one on one with</i> - <i>Contacting parents in regards to Elder</i> - <i>Contacted parents in regards to Attendance</i> - <i>Contacted parents in regards to Cultural Advisory Committee</i> - <i>Sent letter to all families in regards to the Cultural Advisory Committee meeting</i>

		<ul style="list-style-type: none"> - <i>Back to School Barbeque and Dance attended by half of our families</i>
<ul style="list-style-type: none"> - Culturally Relevant Practices 	<ul style="list-style-type: none"> · Drumming; Smudging; Dancing; Beading and Sewing · Partner with Ermineskin School – drumming and pow wow · Family Dinner with Ermineskin School Food Studies Class? 	<ul style="list-style-type: none"> - Track the number of students participating in the clubs - Collect student feedback - Collect staff feedback - Collect parent feedback - <i>Starting Hoop Dancing - prepping the hoops and there are students that want to teach it</i> - <i>Has student leaders for smudging - there are approximately 25 to 30 students that smudge daily</i> - <i>Students also smudge during the day if they need it or ask for it</i> - <i>Beading is done one on one with students that need it</i> - <i>Kevin Littlechild continues to teach drumming once a week</i> - <i>Involved in SLIC conference, Tech Camp</i>

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 the Librarian - Teacher to ensure FNMI 	<ul style="list-style-type: none"> · Order books upon availability and money · Look through the current resources and update and purge as deemed necessary 	<ul style="list-style-type: none"> - Track the number of books that we currently have in the collection

books and resources are available in the library		<ul style="list-style-type: none"> - Track the number of books purged and the number of books collected - 30 books have been purged - Teacher feedback - Student feedback - Brandie will look at ordering more books for the library
<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 1-3 Storytelling with the 7 Grandfather teachings · ECS – storytelling/Colors · Pen Pal with Ermineskin School <ul style="list-style-type: none"> - Cree Beginners club 	<ul style="list-style-type: none"> · Student feedback · Teacher feedback
<ul style="list-style-type: none"> - RTI classes 	<ul style="list-style-type: none"> - Grades 1 and 2 - classes are split into smaller groups in the morning for their LA and MA classes - Grades 6 and 7 students have classes daily to work on reading comprehension skills - All classes have RTI periods in which they work on extra LA and MA 	
<ul style="list-style-type: none"> - Differentiation within classes 	<ul style="list-style-type: none"> - Teachers are developing centers to address student needs within the classroom 	

School Outcome – achieve 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 common math assessment 	<ul style="list-style-type: none"> - Teachers worked on developing the assessments 	
<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· 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">- Working with approximately 16 families that have attendance concerns- Attendance is calculated monthly and connections with families made at this time and throughout the month
<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