



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Parkdale School

Three-Year
Strategic Education
Plan
2018-2021

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

To view the jurisdictional Three Year Plan click on the following link: <http://www.wrps11.ca>

PRINCIPALS 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 2018-2021 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 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.

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 2017-2018. 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, 2018 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

To educate students in a safe environment that encourages them to come to school, learn, and advocate for their own education.

VALUES

Parkdale School believes that acting with wisdom, love, respect, bravery, honesty, humility and truth will build student character.

MISSION

To collaborate in a caring learning environment that includes students, staff, families and the community while incorporating Parkdale School values to develop the next generation of learners.

PRIORITIES

- Enhance the success of First Nations students and encourage the active involvement of their families.
- Safe and Caring Schools the results are important to continually work on for the benefit of our students and their families.
- To implement an effective RTI (response to intervention) 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 teach mindfulness within the school, as a means of improving self-regulation and academic skills.
- Students literacy and numeracy skill development.
- Continue with Adverse Life Experience training and consider Trauma Informed Practices within the school.

PROFILE OF THE SCHOOL

DEMOGRAPHICS

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

The school has approximately 250 students in K to 8. The school population is constantly changing as the catchment area contains a large number of rental properties, some of which are low income housing.

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 2014	A/E 2015	A/E 2016	A/E 2017	A/E 2018
Grade 6						
Language Arts (E)	School	75.0/2.5	84.2/7.9	71.8/5.1	76.9/5.1	57.7/7.7
	Province	90.6/19.5	91.3/21.5	91.5/22.6	91.5/20.9	92.2/19.7
Mathematics	School	51.2/7.3	57.9/5.3	48.7/2.6	51.3/0.0	52.4/0.0
	Province	81.0/17.0	80.7/15.5	79.3/15.4	76.7/13.9	80.1/15.3
<p>* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.</p> <p>Note: n/a = Achievement Evaluations are not calculated due to the change in tests.</p>						

* "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
Student Learning Assessment	PAT Acceptable Standard	Very Low	Maintained	Concern
	PAT Standard of Excellence	Very Low	Maintained	Concern
English Language Arts 6	PAT Acceptable Standard	Very Low	Declined	Concern
	PAT Standard of Excellence	Low	Maintained	Issue
Math 6	PAT Acceptable Standard	Very Low	Maintained	Concern
	PAT Standard of Excellence	Very Low	Maintained	Concern

Comment on Results

At Parkdale School, the focus of provincial test analysis for grades six continues to be based on students who write exams. This past year eight students did not write the Achievement Tests. Literacy and Numeracy continue to be areas of focus for the school.

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 continued development of a Response to Intervention Plan for the school which has support available to all of our students.
- Continued data collection which helps all staff to understand where the students are at, and supports the planning of lessons and extra support for the students.
- Following the Literacy Plan that was established for Division One in their work with Miriam Trehearne.
- Development of a Literacy Plan for Division Two and Three.
- As a school we have a focus on trying to calm the students and make them mindful of what is happening.
- The use of consistent language and programming within the school. We have purchased the Fountas and Pinnell Benchmarking system as well as the Levelled Literacy Intervention Program. We also have purchased some of the Fountas and Pinnell classroom resources for Division One.
- Increased targeted support for students through the Classroom Improvement Fund grant.
- Use systematic analysis of data from Provincial Achievement Tests to improve and modify teaching practice that positively effects student achievement.
- Job Embedded Professional Development time – the staff is using the time to collaboratively work towards programming for the students, and learning new programs or mastering programs that they are implementing into the classroom.
- Differentiation of instruction in order to meet the needs of the all students.
- Use of the following programs: Daily 5, Words Their Way, Empower Writing, RazKids, Empowering Readers program, IXL Math
- Communication with staff and the Learning Team to ensure that needs are being met.
- All staff supporting student learning – Educational Assistants have received training in the Levelled Literacy Program, Learning Support Teachers and Learning Assistant Teachers work with groups.
- Asking the students “Why are we reading this?” and “What is the Genre?” – this helps the students to understand why they are reading the material. Working on their metacognition – thinking about thinking.
- Increase the availability of non-fiction text to help build background knowledge and concepts.
- Explicitly teaching the students how to read instructions and write tests.
- More formative assessment and feedback.
- Cross-curricular concepts in the classes.
- Finding resources and books that interest students – the Indigo Grant has been an exceptional help with this.
- Continued exposure to poetry, graphic novels and cartoons.
- Explicitly teaching students to go back and reread the text.
- Exposing the students to the correct vocabulary for the subjects.
- Working on rigor and stamina within the classes.
- Daily math review and spiraling the concepts.
- Making learning relevant to the students.

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		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.3	73.8	75.7	75.2	74.3	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.	86.7	90.9	74.1	75.0	100.0	Very High	Improved	Excellent

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.

Strategies

- 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.
- The Student Leadership group has planned a number of community based activities. They have planned a mitten, toque and scarf drive, a toy drive, a foodbank drive and just want to be seen in the community
- The Parkdale School values are the being taught in the classroom, and discussed on the morning announcements.
- School wide push on attendance and the importance of coming to school and making the relationship to school being like a place of work.
- Student Leadership opportunities in the school to help the parent group with the activities that they plan.

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

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	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).	55.6	76.5	52.2	70.6	47.4	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).	0.0	0.0	0.0	0.0	0.0	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 Maskwacis Wahkotowin Liaison encourages the students to get involved with their 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.
- Cultural component is being added to the Parent of Parkdale meetings.
- Students are receiving more literacy support as the school is working with the Literacy Plan developed with Miriam Trehearne through the Learning Assistant Teacher and Learning Support Teachers.
- School values are based on the Seven Grandfather Teachings.

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		
	2014	2015	2016	2017	2018	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	76.2	72.8	77.6	73.5	Intermediate	Maintained	Acceptable
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.8	82.4	83.1	91.7	91.2	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.	80.4	87.5	81.5	81.6	81.0	Low	Maintained	Issue

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.

Strategies

- Enhance the success of First Nations students and encourage the active involvement of their families.
- Family School Liaison Worker (FSLW) will provide preventive, responsive, crisis and family supports and interventions.
- Parkdale School participates in the Provinces School Nutrition Program with the meals supported by Hope Mission.
- The school has developed a Literacy Plan for Division One; Division Two and Three are currently working on a plan.
- The school has acquired the Fountas and Pinnell Levelled Literacy Intervention Program in order to offer supports to the students.
- The teachers are working collaboratively with the Learning Assistant Teachers and the Learning Support Teachers to provide support to the students who are struggling.
- The Administration continues to look at the year planning, unit planning and lesson planning of the teachers.
- The school is developing their assessment plan to ensure quality assessment is taking place.
- The school is assessing students and collecting the data in order to make informed decisions about student instruction.
- Teachers will communicate clear learning outcomes to the students in language they can understand.
- Teachers will use the subject specific language to improve student vocabulary.
- Students in grades 6 to 8 have sports teams that they can play on.
- There is a choir for grades 4 to 8 to participate in.

- A committee will be forming at the school to look at Executive Functioning Skills, Mindfulness, and Anxiety. This committee will work at devising a school wide program to work at developing the skills across the grades.

Goal Two: Transformed Education through Collaboration

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2015	2017	2018	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.3	74.2	83.2	96.5	95.6	Very High	Maintained	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.	74.5	71.8	68.0	74.4	61.3	Very Low	Declined	Concern

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.
- 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 different areas (attendance, hard work, volunteer effort) – this is done at Assemblies and Lunch with the Principal – also having a variety of attendance contests during the school year.
- Use the student agenda books and personal devices as a communication tool, and phone calls to parents as well.
- 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 have the opportunity to attend conferences and workshops throughout the year to assist them in implementing the curriculum in their classrooms and at the school.
- School will plan events to encourage parental involvement. This will be done with staff and with the Parents of Parkdale.

BUDGET HIGHLIGHTS

Summary of Budget

			Actual
			2017-18
Budget Summary			Budget
			\$
Revenues			
AB. ED. Shared Services Allocation			\$1 780 919
AB. ED. Indigenous Program Allocation			\$11 500
Total Revenue			\$1 792 419
Expenditures			
Staffing Teachers			\$1 222 305
Staffing Teaching Assistants			\$262 783
Services, Contracts and Fees			\$69 124
Total Expenditures			\$1 792 419



Professional Development Plan 2018 – 2019

Parkdale School staff is committed to the job-embedded professional development opportunities that have been provided by the development of the school calendar.

Parkdale School is working as a staff to improve the Literacy of the Students. In grades ECS to Three the staff is continuing the work established last year with the Literacy Plan. The staff will be gaining a further understanding of the Fountas and Pinnell Resources that have been purchased, and working on developing common rubrics. They will then be looking at student work with the rubrics to develop common understandings. Development of common language to be used school wide as well as resources that scaffolds in order to support growth.

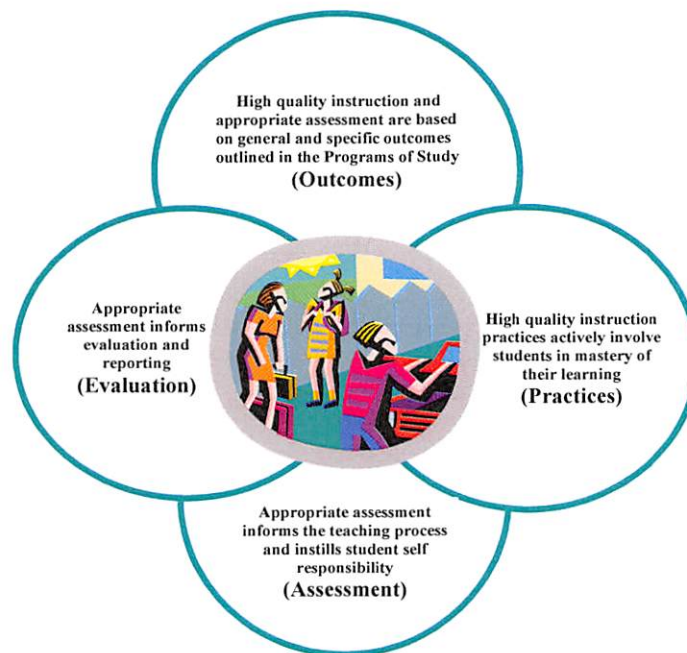
Division Two and Three teachers are working on the development of a Literacy Plan that will not only support student growth and the work that has been completed with the Division One plan. The staff is also looking at how to make literacy cross all subject areas.

The staff is now looking at what can be done to improve Numeracy in the school by developing a numeracy plan.

The staff is also continuing their work with Adverse Life Experiences (ALE). We have developed an ALE plan and will be monitoring our work with the plan. The plan not only supports students but it also supports the staff at the school.

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 2017-2018

OUR SCHOOL PRIORITY:

Improve the academic success for all students.

Our focus on student learning, staff growth and learning communities was highlighted in all schools throughout the jurisdiction. This focus will assist us in realizing continuous improvement in all areas.

One highlight that will impact student learning is the Indigo Love of Reading grant. The school received a \$50 000 grant to be spent over the next three years. This will enable us to not only add more books to the school library but also to the classroom libraries. Exposing our students to literacy will help us reach our literacy goals.

STUDENT LEARNING

- To enhance the instructional strategies teachers use in the classroom, we continued to focus on literacy and:
 - 104 students received extra literacy support during this school year.
 - 21 students improved their reading by 1 level
 - 18 students improved their reading by 2 levels
 - 20 students improved their reading by 3 levels
 - 18 students improved their reading by 4 levels
 - 34 students improved their reading by 5 or more levels

STAFF GROWTH

- Staff in Division One worked diligently with Miriam Trehearne and developed our Literacy plan while thoughtfully working with the student data.
- Division Two and Three staff have worked to ensure continuity between classes and teachers, and have started to develop a Literacy Plan as they have witnessed the impact of the Literacy Plan with Division One.
- Staff has grown in their ability to work with the student data and use that data to guide instructional practices.

FUTURE CHALLENGES

There are many good examples of student success in 2017 - 2018, 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 mindfulness, developing student resiliency, as well as providing character education within our classes. The first three days of school we focused on Relationship Building at school and within our classrooms. We had a Back to School Carnival in which families could attend, we have Family Movie Nights hosted by the Parents of Parkdale, and the staff is actively planning other activities such as a Literacy Night, and A Day in the Life (where parents can pretend that they are the students). Our Family School Liaison and Wahkotowin Liaison provide our families with many services. We have many community partners: Hope Mission, Season's Retirement Home, Wetaskiwin Family Chiropractic Clinic, etc, that support our school and families.

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. The staff is working hard to develop plans that will support student growth by establishing consistency in the programming. The school also carefully monitors attendance in hopes of encouraging students and their families to realize the importance of coming to school, every day and on time.

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. A large number of our school families have experienced trauma, and because of this school is not necessarily considered safe to them. We are working to drop these barriers.

Conclusion

The 2018-2019 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. 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.

Parkdale School ALE plan

Parkdale School has developed an ALE Plan (adverse life experience) in order to better support the students and the staff within our building to be as successful as they can be through a strength based approach (focusing on the positive).

Outcome: Staff will be well through awareness, education and empowerment.	
Strategy: Setting clear and healthy boundaries at work and personal life	<ul style="list-style-type: none"> • Action/Practice – Professional development on setting boundaries (sharing resources, me time) – Acknowledge and respect others boundaries (text and email awareness – school rule that Admin will only email 5 days a week from 6 AM to 10 PM) • Evidence – Add into handbook that PD days will incorporate wellness, ALE team facilitates wellness goal setting – staff created a wellness goal at the beginning of the year, wellness is incorporated into Professional Development days • Results – less staff absenteeism, majority of staff meet their wellness goal • Who – all staff is involved in this goal
Strategy: Professional learning for staff regarding wellness	<ul style="list-style-type: none"> • Action/Practice - Boundaries – ALE team is looking into offering PD on this based on the needs of the staff – include as part of PD days and staff meetings – staff activities, mentoring and wellness • Evidence – items are on the agenda for staff meetings and PD days – planned mentoring • Results – Increased staff participation • Who – All staff
Strategy: Have fun at work	<ul style="list-style-type: none"> • Action/Practice – staff morale activities planned for at work and outside of work • Evidence – staff challenges • Results – they are planned on the calendar and no more than 2 per month • Who – all staff

Outcome: Foster a sense of belonging and pride at (or in) Parkdale School (community, staff, and students)	
Community	<ul style="list-style-type: none"> • Action/Practice – school based student activities – public relations (newspaper, blog, website) – Create a bulletin board to display press coverage and pictures of what is happening in the school – Invite parents to the school more often for various activities • Evidence – record the events and times that it occurs – Share and blog the good things that are happening at the school • Results – change in reputation, increased family involvement • Who – student leadership, staff – inform office of events happening in their classroom, parents, students, community, parent council
Staff	<ul style="list-style-type: none"> • Action/Practice – communicate class events – time at staff meetings to share what is happening in classes – planned activities (collaboration with classes) • Evidence – events are communicated on webpage and Facebook • Results – increased participation • Who – all staff
Students	<ul style="list-style-type: none"> • Action/Practice – building community within the school (relationship building) – One school value per month is taught and a Wolfpaw winner is based on the value – each class presents at one assembly – classroom greeters (each class picks a student to be greeter at the door every morning to greet the students in the class or Junior High students greet younger students) • Evidence – student participation and awareness • Results – less office referrals dealing with conflict and improved attendance • Who – all staff and students
Outcome: Through continued engagement Parkdale will demonstrate strong communication with the entire school community	
Attendance	<ul style="list-style-type: none"> • Action/Practice -Attendance Initiatives – school wide and class (ex: first class to have everyone at school on time, best attendance for the week, March Attendance Madness, Christmas Attendance – educate the families on the importance of attending (parent teacher interviews, webpage...) – attendance bulletin board – classroom greeters • Evidence – Data collection • Results – Improved attendance • Who – all members of the school community
Parents	<ul style="list-style-type: none"> • Action/Practice – social media – agenda messages – sign in front of the school – remind (text messages to parents) – communicating with home about the supports that the students are receiving • Evidence – posts on social media – phone calls home • Results – less phone calls at the office • Who – all staff and parents
Staff	<ul style="list-style-type: none"> • Action/Practice – eTeacher page to introduce ourselves to our community – communication from office with information that staff need to know – intentionally put new staff with a returning staff member – communication expanded in the handbook • Evidence – eTeachers pages filled out – handbook completed • Results – less questions • Who – all staff

Indigenous Program

With a large number of our student population being Indigenous, it is very important to our school that we include cultural elements into our programming and that we continue to facilitate opportunities to participate in culturally relevant programming for students, families and staff.

2018 - 2019 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 and for the staff	<ul style="list-style-type: none">Collaborate with teachers to provide information for lessons and units that they are planning.Medicine Wheels are displayed in all classesCTF Cree Art/Language ClassParkdale School Values are the Seven Grandfather TeachingsPresentations in classes in reference to the Seven Grandfather TeachingsPlan to teach staff about important elements of the Cree culture as well as residential schools and the TRC	<ul style="list-style-type: none">Student, parent and teacher feedback
<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 offeredThe addition of culturally relevant information to the Parents of Parkdale meetings	<ul style="list-style-type: none">Track the number of parents who volunteered for the schoolTrack the number of parents who attend the Cultural Advisory CommitteeTrack the number of families that attend eventsCollect parent feedback

<ul style="list-style-type: none"> Culturally Relevant Practices 	<ul style="list-style-type: none"> Drumming; Smudging; Dancing; Beading and Sewing 	<ul style="list-style-type: none"> Track the number of students participating in the clubs Collect student feedback 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"> Track students through student assessment plan data spreadsheet Involvement in the school planned Literacy Event 	<ul style="list-style-type: none"> Track the number of parents at parent night Track the students through the assessment plan Track the number of parents at Parent Teacher Interviews
<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 With Indigo Grant ensure that there are culturally relevant books in the classes and the school Culturally relevant component to the Literacy Event Teach Cree words school wide – announcement – student leaders Cree words displayed around the school permanently. 	<ul style="list-style-type: none"> Student feedback Teacher feedback Parent feedback

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 are taught 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 Staff learning Cree numbers 	<ul style="list-style-type: none"> Track the number of students being taught Cree numbers Track information from parent conversations Track the number of staff members that ask for assistance
<ul style="list-style-type: none"> Monitor student progress 	<ul style="list-style-type: none"> Development of a school Numeracy Plan School will track students at, below and excellence for all students 	<ul style="list-style-type: none"> Plan is completed

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 overall attendance and late arrivals for students 	<ul style="list-style-type: none"> When there is an attendance concern, first contact will be made by the teacher in order to establish relationships If attendance issues continue contact parents and offer support and concern Supportive meeting with the students regarding their attendance as per the school procedure Build awareness of the importance of attendance through information sent home and bulletin boards and contests Target is a decrease from 	<ul style="list-style-type: none"> Track the number of students making the attendance concern list Track the number of contacts, supportive meetings and the outcomes of the meetings

	the average 17% absence from the previous year.	
<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

Positive School Environment Plan

At Parkdale School we want to create a safe and caring environment for our students. This will be an environment where we work with the students and their families. All matters will be handled with the idea we are educating. We will deal with students holistically. It is hard for students to learn when they need support in other areas. At Parkdale School we value the entire student. Please look at our Positive School Environment Plan on the website.