

SAP - School Action Plan

Part I

2019-2020

Parkdale School



**Wetaskiwin
Regional
Public
Schools**

For further information relating to this Action Plan,

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Wetaskiwin Regional Public Schools – Priority:

To increase the rate of high school completion.

Facilitated through:

- *School environments that celebrate diversity and respond in a timely way to student cultural, social, emotional and academic needs;*
- *High quality teaching (Teaching Quality Standard);*
- *High quality leadership (Leadership Quality Standard);*
- *Strong literacy and numeracy foundations*



Inclusive Education Services

Contact: Catherine Hamblin, Director

Inclusive Education is based on the belief in the value and dignity of all students. The purpose of Inclusive Education is to provide appropriate educational opportunities and equitable benefits for all students with exceptional needs.

WRPS embraces a commitment to the provision of support services that make it possible for students with exceptional needs to receive an education based on their potential and appropriate to their level of ability. Inclusive Education services focus on addressing the social, emotional, behavioral and learning needs of students. Support is provided through:

- school-based personnel (collaborative support team)
- learning support teachers in each school
- central office support including the services of the Behavioral Specialist

Student Support Services

Contact: Jodie Mattia, Director

Schools support student transitions and development through developmental guidance & career counselling. Developmental guidance occurs in the classroom setting or through group activities that teach and build relationship skills and capacities that are developmentally necessary to deal with the social world around us. This involves not just skill development but successful transitioning through life stages and changes.

Schools also support students in developing positive interpersonal relationships promote positive interpersonal relationships and citizenship through school wide programs. Each school has a school wide program or model that teaches and ensures a positive school climate. Through planned programming, all students are taught the code of behavior that is expected and are engaged in discussions that assist them in developing and performing these behaviors.

WRPS provides Counselling Services to:

- Encourage positive student transitions through life changes and developmental milestones
- Support students in developing positive interpersonal relationships and citizenship
- Assist students who are struggling with challenging issues in their lives

Parkdale School - *Snapshot*

“Where Connections Happen - Wahkotowin”

About Us	Our Vision	Our Focus	Our Progress
<p>Parkdale School is a K to 8 school that is located on the southside of Wetaskiwin. We have a caring environment that supports students where they are at. Our student population tends to be transient in nature.</p> <p>Our school works with the students and their families to offer support, and to form relationships in order to form a home and school partnership.</p> <p>Presentations are brought in from community agencies as well as presentations to classes from the Family School Liaison and Indigenous Support Worker.</p> <p>Our Indigenous Support Worker does Cultural teachings in all of our classes. They support drumming, POWWOW dancing and other cultural activities.</p> <p>We have many community partners that we work with in order to better support our students and their families.</p>	<p>Vision To educate students in a safe environment that encourages them to come to school, learn and be advocates in their own education.</p> <p>Value Parkdale School believes that acting with wisdom, love, respect, bravery, honesty, humility and truth will build student character.</p> <p>Mission To collaborate in a caring environment that includes students, staff, families and community to develop the next generation and incorporates:</p> <ol style="list-style-type: none"> 1) Parkdale School Values and 2) 21st Century Learning <p>so that students become positive contributing members of society.</p>	<p>Literacy <i>Reading:</i> Comprehension and Fluency</p> <ul style="list-style-type: none"> • Our goal is that 90% of our students will be at grade level or improving by a minimum of two grade levels from their baseline assessment for the 2019 - 2020 school year. <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Our goal is that 90% of our students be at grade level or improving by a minimum of two grade levels from their baseline assessment for the 2019 - 2020 school year. This will be using the school designed writing rubrics <p>Numeracy Number sense:</p> <ul style="list-style-type: none"> • Our goal is that 90% of our students be at grade level or improving by a minimum of two grade levels from their baseline assessment for the 2019 - 2020 school year. The assessments being used are the MIPI and the 	<p>In 2018-19 Responsive and Nurturing We had our inaugural Back to School Carnival in which we invited families to start the relationship building with our families.</p> <p>Strong student leadership group. These students plan activities in the school as well as helping our Parent Advisory Council with their events. They also support local charities.</p> <p>Literacy 146 students received targeted invention support in Literacy during the 2018 - 2019 school year. The school uses the Fountas and Pinnell Benchmarking System and has the Levelled Literacy program for Grades 1 to 8. The school is in the second year of purchasing books for the classroom and library through the Indigo Love of Reading Grant.</p>

		<p>WRPS Year End Math Assessment</p> <p>Responsive and Nurturing</p> <ul style="list-style-type: none"> • Our goal is that 100% of our students will feel safe and cared for while attending Parkdale School. • Within our school we promote the following: <ul style="list-style-type: none"> ◦ Sense of Belonging ◦ Cultural Teachings ◦ GSA ◦ ALE (Adverse Life Experiences) training for all staff ◦ Brain Story Certification training for the Educational Assistants ◦ Strength Based Approach when dealing with our students ◦ Restorative Practice when dealing with student issues ◦ Executive Functioning teaching these skills explicitly to the students ◦ Mind Up being taught in some classes ◦ Wolf Pax Games 	
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Focus on Literacy

Division Priority	Increase the rate of high school completion
Division Goal	90% Acceptable, 20% achieving excellence on Language Arts Provincial Achievement Test
School Goals (SMART)	<p>Current: 80% of students in grades 1-6 read and comprehend at grade level according to F & P Benchmark Testing. Writing: By June 29, 2020 80% of students in grades K-6 will score 60% or better on writing at grade level according to the Alberta Education Writing rubric.</p>
Meeting: IQS <ul style="list-style-type: none"> Engaging in Career-Long Learning Demonstrating a Professional Body of Knowledge Applying Foundational Knowledge about First Nations, Metis and Inuit 	Meeting: LQS <ul style="list-style-type: none"> Modelling Commitment to Professional Learning Embodying Visionary Leadership Leading a Learning Community Providing Instructional Leadership Developing Leadership Capacity Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit

Dated Data Driven Action Step/Strategies (Sprint)	Responsible Person	Target Date/Timeline	Results
Teachers in all divisions will analyze the school data and implement interventions to support the students	Teachers Administration Learning Support Teachers	Every three weeks during the course of the school year.	Students that are needing support will be identified and will get the necessary support to improve their academic skills.
Division One will teachers will map and spiral the curriculum for reading and writing	Teachers Administration Learning Support Teachers	End of October	Writing is mapped and the first writing assignments have been completed

Division One teachers will form sprint groups for students that are needing extra support	Teachers Administration Learning Support Teachers	Every three to four weeks the groups will be re-evaluated to ensure that the strategies are working for the students and the data will be collected.	Student growth will be seen on the data sheets
Division two teachers will develop writing rubrics that spiral with the intent of supporting	Teachers Administration Learning Support Teachers	January 30, 2020	Rubrics will be completed and being used within the classes
Division three teachers will be working on student stamina and implementation of daily writing in their classes	Teachers Administration Learning Support Teachers	January 30, 2020	Writing samples will be reported on at the next JEPD day

Focus on Numeracy

Division Priority	Increase the rate of high school completion
Division Goal	90% Acceptable, 20% achieving excellence on Mathematics Provincial Achievement Test of students writing
School Goals (SMART)	Current: 70 % of students in grades 2-8 will score 60% or higher on their math benchmark (Aug/Sept) as measured by the MiPi assessment; so that by June 2020, 70% of students in grades 2-8 will score 60% or higher on year end grade level assessments as measured by the district common math final.
Meeting: TQS <ul style="list-style-type: none"> Engaging in Career-Long Learning Demonstrating a Professional Body of Knowledge Applying Foundational Knowledge about First Nations, Metis and Inuit 	Meeting: LQS <ul style="list-style-type: none"> Modelling Commitment to Professional Learning Embodying Visionary Leadership Leading a Learning Community Providing Instructional Leadership Developing Leadership Capacity Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit

N.B. According to the fall MiPi, 59/146 kids who wrote it whole school were in the yellow / red (below 60%). That is 40%.

Dated Data Driven Action Step/Strategies (Sprint)	Responsible Person	Target Date/Timeline	Results
Division one teachers map outcomes according to Strands to determine weaknesses and discuss according to the MIPI results	Teachers Learning Support Teachers	October 25, 2019	<ul style="list-style-type: none"> Number sense foundations are weak. Also Shape and Space, Data, and Measurement strands.
Division one teachers are implementing daily math talks to improve students' understanding of math concepts	Teachers Learning Support Teachers	Start beginning of October and review end of November	<ul style="list-style-type: none"> Nov. 5/19- After reviewing student needs, felt it was better to review subitizing skills before Daily Number Talks. Will revisit in January.
Division one teachers are using subitizing games using Power of 10 Resources to improve student number sense.	Teachers Learning Support Teachers	Start November 6th and review November 22	<ul style="list-style-type: none"> Some students have shown improvements in subitizing; others are still working on it. Will continue subitizing games with those who need it Will introduce other number sense games to further develop skills with other students.
Division two teachers will implement: Multiplication Facts Sprint -facts to 11 -pre and post assessment -2 minute time limit -Goal: 15-20% improvement from pre-test	Teachers Learning Support Teachers	Start October 4th and review next JEPD	<ul style="list-style-type: none"> Continue to work on basic math facts
Division two teachers to attend intro-level webinar on Math	Teachers	Oct 25 - is the webinar	Teachers all now have basic skills to use IXL in their classrooms.

Division two teachers will have a brief discussion of multiplication sprint results. Will work on introducing division in relation to multiplication	Teachers	January 30, 2019	
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Focus on a Nurturing and Responsive School

Division Priority	Wetaskiwin Regional Public School delivers quality education in a nurturing and responsive environment.
Division Goal	Increase the rate of high school completion
School Goals (<i>SMART</i>)	<p>100 % of students report that help is available when they need it at school in May 2020 on Our School Survey.</p> <p>100 % of students report that they have connections with adult(s) at school in May 2020 on Our School Survey.</p> <p>Attendance rates will increase from 46% to 85% in 2019-20 according to Powerschool data.</p>
Meeting: TQS <ul style="list-style-type: none"> • Fostering Effective Relationships • Establishing Inclusive Learning Environments • Applying Foundation Knowledge about First Nations, Metis and Inuit • Understanding and Responding to the Larger Societal Context 	Meeting: LQS <ul style="list-style-type: none"> • Fostering Effective Relationships • Modelling Commitment to Professional Learning • Leading a Learning Community • Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit • Managing School Operations and Resources • Developing Leadership Capacity

Dated Data Driven Action Step/Strategies (Sprint)	Responsible Person	Target Date/Timeline	Results
School focus on kindness is presented to students and staff	Sandra Wilson - Principal	June 30,2020	Less office referrals and less conflict between students
Classes participate in cultural enhancement classes	Classroom teacher Mrs. Gloria Rogers	June 30, 2020	All classes in the school will participate in weekly cultural classes
School Wellness Morning	Paula Mennear	November 1, 2020	Relationships are built by students by classes working with their grade partner for the morning. During this morning the students will learn about taking care of themselves physically and emotionally
<i>Kids These Day Book</i> Study by Dr. Jody Carrington	All School Staff	March 25, 2020	Staff are reading the book and discussing how to deal with trauma and poverty in a positive manner. There are discussion questions and looking at how it impacts our students and staff as the caregivers.
Bal-A-Vis-X Program with the grade 2 class	Samantha Ritchie Caitlyn Pezderic Sandra Wilson	June 30,2020	Increased student regulation in the grade 2 class
Respect to Connect Program - Boys and Girls Club - Grade 8	Deneen Reti - Stengel	January, 2020	Positive relationship building
Rainbows - Grades 1 to 4	Deneen Reti - Stengel	January, 2020	Wetaskiwin Community Learning Program
Roots of Empathy - Grade 2	Samantha Ritchie	October to May, 2020	Wetaskiwin Community Learning Program
Lego Groups	Educational Assistants	February, 2020	Help facilitate social communication

			and turn taking. Developing a perspective of others
Emotional Regulation Groups - Division One and 2	Deneen Reti-Stengel	January to June 2020	Helping students to understand their emotions and helping them to regulate
Pink Shirt Day	Student Leadership GSA Deneen Reti-Stengel Sandra Wilson	February 2020	Anti-Bullying
Executive Functioning Group	Caitlyn Pezderic Rose Christie	November to June 2020	Help support students with their executive functioning skills
Girls Club	Deneen Reti-Stengel	March	Focus on self - esteem
Cultural Activities	Gloria Rogers	All Year	Beading Drumming Sewing Hoop Dancing