



**Wetaskiwin  
Regional  
Public  
Schools**

# School Action Plan

2020-2021

**Parkdale School**

This is our working document and will be updated during the school year as work is completed.

For further information relating to this Action Plan,

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# Wetaskiwin Regional Public Schools – Priorities:

- 1. Student Achievement**
- 2. Indigenous Student Success**
- 3. Fiscal Sustainability**
- 4. Infrastructure Capacity**

## ***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*

## **Parkdale School Inclusion Coach**

**Contact: Brittany Ouellette at 780-352-4594**

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

Working with Mrs. Ouellette providing support to the students at Parkdale School is:

- Targeted support is offered to grades K to 3 students through intervention groups that are organized by Mrs. Ouellette and Ms. Goodrich
- Ms. Goodrich also offers targeted support to students in grades 4 and 5
- Ms. Engram offers targeted support to students in grades 4 to 6
- Mrs. Craik offers targeted support to students in grades 7 and 8



## **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 supports drumming, POWWOW dancing and other cultural activities. They build connections with our families and help to support our families.</p> <p>We have many community partners that we work with in order to better support our students and their families.</p> <p>COVID 19 has impacted our ability to run groups and have many of the activities that we normally would facilitate in our school.</p>	<p><b>Vision</b> To educate students in a safe environment that encourages them to come to school, learn and be advocates in their own education.</p> <p><b>Value</b> Parkdale School believes that acting with wisdom, love, respect, bravery, honesty, humility and truth will build student character.</p> <p><b>Mission</b> 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"> <li>1) Parkdale School Values and</li> <li>2) 21st Century Learning</li> </ol> <p>so that students become positive contributing members of society.</p>	<p>With schools being closed as of March 2020, we were unable to reach the majority of our students. We know that we are going to have to spend time this year on Literacy and Numeracy reviewing concepts that may have been missed.</p> <p>Because of COVID 19 we have kept our goals the same as last year and are working on ways to implement strategies to support our struggling learners. Our data collection sheets guide our instruction in the classroom.</p> <p><b>Literacy</b> <i>Reading:</i> Comprehension and Fluency</p> <ul style="list-style-type: none"> <li>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 2020 - 2021 school year.</li> </ul> <p><i>Writing:</i></p> <ul style="list-style-type: none"> <li>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 2020 - 2021 school year. This will</li> </ul>	<p><b>In 2019-20</b> <b>Responsive and Nurturing</b> We had our second Back to School Carnival in which we invited families to start the relationship building with our families. Our Junior High Students were the ones who planned, organized and ran the events.</p> <p>We were unable to have this carnival for the 2020 - 2021 School Year. The global pandemic has made it so we can not gather in large groups.</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. - Because of COVID co-horting rules we are not running a leadership group in order to not mix cohorts.</p> <p><b>Literacy</b> 160 students received targeted invention support in Literacy during the 2019 - 2020 school year.</p> <p>The school uses the Fountas and Pinnell Benchmarking System</p>

<p>Even in the midst of the pandemic we are working at trying to create a warm and welcoming environment for our students that are attending school.</p>		<p>be using the school designed writing rubrics</p> <p><b>Numeracy</b> Number sense:</p> <ul style="list-style-type: none"> <li>• 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 2020 - 2021 school year. The assessments being used are the MIPI and the WRPS Year End Math Assessment</li> </ul> <p><b>Responsive and Nurturing</b></p> <ul style="list-style-type: none"> <li>• Our goal is that 100% of our students will feel safe and cared for while attending Parkdale School.</li> <li>• Within our school we promote the following: <ul style="list-style-type: none"> <li>◦ Sense of Belonging</li> <li>◦ Cultural Teachings</li> <li>◦ GSA</li> <li>◦ ALE (Adverse Life Experiences) training for all staff</li> <li>◦ Strength Based Approach when dealing with our students</li> <li>◦ Restorative Practice when dealing with student issues</li> <li>◦ Executive Functioning teaching these</li> </ul> </li> </ul>	<p>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><b>Numeracy</b> We have implemented the Power of Ten program into our K to 3 classes in order to support numeracy development. We also started to offer numeracy to support students who were having difficulty in Division One.</p>
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		skills explicitly to the students <ul style="list-style-type: none"> <li>○ Wolf Pax Games</li> <li>● Our Family School Liaison and Indigenous Support Worker - meet with students and support families within our school daily.</li> </ul>	
The Global Pandemic brings with it some challenges that schools must deal with. We are still working at providing support to our students in the best way that we can. We are having small groups within cohorts to work on academic skills, working with our FSL and ISW, and bringing in district support where we can. We wish for every student to be safe and successful during these challenging times.			

## 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 ( <i>SMART</i> )	<p><b>Target:</b></p> <p><b>Reading: 80% of students in grades 1-6 read and comprehend at grade level according to F &amp; P Benchmark Testing.</b></p> <p><b>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.</b></p> <p><b>Beginning Benchmark:</b></p>

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Letter Names	12 - red 3 - yellow 1 - green 5 - no data	1 - red 1 - yellow 4 - green 13 - no data	9 - green 10 - no data					
Letter Sounds	13 - red 3 - yellow 5 - no data	1 - red 3 - yellow 2 - green 12 - no data	9 - yellow 10 - no data					
Reading Level		9 - red 1 - green 8 - no data	10 - red 5 - green 4 - no data	12 - red 3 - yellow 7 - green 1 - no data	13 - red 1 - yellow 13 - green 1 - no data	9 - red 7 - yellow 6 - green 1 - no data	24 - red 7 - green 2 - no data	10 - red 7 - yellow 8 - green 1 - no data

**Mid-Year Benchmark:**

**End of Year Benchmark:**

Meeting:

TQS

- Engaging in Career-Long Learning
- Demonstrating a Professional Body of Knowledge
- Applying Foundational Knowledge about First Nations, Metis and Inuit

Meeting:

LQS

- 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 and Individual Sprint Commitment	Target Date/Timeline	Results
<p>Oct 9, 2020 Area of need:</p> <ul style="list-style-type: none"> <li>- Focus on reading instructions - affects all subjects</li> </ul> <p><b>Sprint:</b> <b>Goal -</b> K/1 - letter and sound recognition, 100% accuracy Gr. 2-5 - Evan Moore, Daily Language, (or resource that is similar). Students need to read instructions on their own and complete the questions daily with 80% accuracy.</p>	Grade K to 5 Teachers	Oct 30, 2020	
<p>October 9, 2020 <b>Literacy</b> - Implementing the COPS/SPOC writing strategy using/developing standardized checklists. Working on teaching independent editing strategies for their writing. Measured by using the standardized rubric (content management) and looking for improvement over 3 writing pieces.</p>	Grade 6 to 8 Teachers: Implementing the COPS/SPOC writing strategy using/developing standardized checklists.	End of Term 1 (November 20)	<p>Currently using the SPOC checklist with the Grade 8's for their essay</p> <p>Currently using the SPOC checklist with the Grade 7's for thor novel study character analysis</p> <p>Currently using the SPOC checklist in Grade 6 for story writing</p>
<p>October 30, 2020 Area of need:</p> <ul style="list-style-type: none"> <li>- Focus on reading</li> </ul>	K/1 Teacher - Letter songs, Jolly Phonics Program, Pull Out program for letter sounds and names, regular	November 19, 2020	<p>Nichol Oct 30 pm - setting up LLI groups/daily 5 supports</p> <ul style="list-style-type: none"> <li>- LST - support for those</li> </ul>



<p>instructions - affects all subjects</p> <p><b><u>Sprint:</u></b></p> <p><b>Goal -</b></p> <p>K/1 - letter and sound recognition, 100% accuracy</p> <p>Gr. 2-5 - Evan Moore, Daily Language, (or resource that is similar). Students need to read instructions on their own and complete the questions daily with 80% accuracy.</p>	<p>printing and craft activities related to the letter of the day</p> <p>Grade 2 Teacher- Story that they fill out a specific letter in - working on comprehension</p> <p>Grade 3 Teacher - Continue with the Evan Moore, following into the Daily Math so they are working on following the instructions</p> <p>Grade 4 Teacher - Continue with the Evan Moor Daily Language, highlight the key words in Science and Social</p> <p>Grade 5 Teacher - Continue with the Daily Language and continue with Journal, students get a reading prompt that asks them a question that they need to answer</p> <p>Art and Health Teacher for Grade 3 - Art assignment direction will be given in a written format, with an analysis of their art work written by answering questions. Health the students will read the questions and underline the key words in the questions.</p>		<p>who needed it</p> <p>Ben Oct 30pm- Accessed the Evan Moore PDF language resources and prepared resources</p> <p>Haley Oct 30- Set up LLI groups and daily 5 materials. Prepared Sprint resources.</p> <p>Jenn- accessed daily language review resources and prepared these resources</p>
October 30	<p>Educational Assistants and Inclusion Coach - sound and letter recognition for multiple students/Dolch words for multiple grade levels/Individual support for target student (literacy concepts)/Novel study support/ Levelled Literacy Intervention group grade 6 and dolch words</p>	November 30, 2020	

## 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)	<p><b>Target:</b> 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.</p> <p><b>Baseline:</b></p> <table><tr><td></td><td>ECS</td><td>Gr.1</td><td>Gr.2</td><td>Gr.3</td><td>Gr.4</td><td>Gr.5</td><td>Gr.6</td><td>Gr.7</td><td>Gr.8</td></tr><tr><td>Red</td><td></td><td></td><td>5</td><td>5</td><td></td><td>16</td><td>6</td><td>17</td><td></td></tr><tr><td>Yellow</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Green</td><td></td><td></td><td>5</td><td>8</td><td></td><td>3</td><td>2</td><td>2</td><td></td></tr></table> <p><b>Year End Data:</b></p>		ECS	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Red			5	5		16	6	17		Yellow										Green			5	8		3	2	2	
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Meeting: <u>TQS</u> <ul style="list-style-type: none"><li>Engaging in Career-Long Learning</li><li>Demonstrating a Professional Body of Knowledge</li></ul>	Meeting: <u>LOS</u> <ul style="list-style-type: none"><li>Modelling Commitment to Professional Learning</li><li>Embodying Visionary Leadership</li><li>Leading a Learning Community</li></ul>																																								

- Applying Foundational Knowledge about First Nations, Metis and Inuit

- 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 and Individual Sprint Commitment	Target Date/Timeline	Results
<p>Oct 9, 2020</p> <p>Area of need:</p> <ul style="list-style-type: none"> <li>- Focus on reading instructions - affects all subjects</li> </ul> <p><b>Sprint:</b></p> <p><b>Goal -</b></p> <p>K/1 - letter and sound recognition, 100% accuracy</p> <p>Gr. 2-5 - Evan Moore, Daily Language, (or resource that is similar). Students need to read instructions on their own and complete the questions daily with 80% accuracy.</p>	K to 5 Teachers	Oct 30, 2020	
<p>October 9, 2020</p> <p><b>Numeracy</b> - Sprints: multiplication and division facts to 9. Looking for an increase in the number of correct responses in 1 minute.</p>	<p>Junior High Math Teacher: One - three times a week, students are practicing</p> <p>Grade 6 Teacher: Students are practicing their facts one time a week</p> <p>Administration: Math pullout support</p>	End of Term 1 (November 20)	



	(Gr 7 and 8)		
<p>October 30, 2020</p> <p>Area of need:</p> <p>ECS/1 - Counting, number recognition and skip counting</p> <p>Grade 2 - Skip counting</p> <p>Grade 3 - Sign identification with adding and subtracting</p> <p>Grade 4 - Multiplication facts</p> <p>Grade 5 - Decimal</p>	<p>K/1 Teacher - Counting, number matching, centers, and songs for skip counting, subitizing games</p> <p>Grade 2 Teacher - Worksheets, popsicle stick ordering based on numbers, songs, daily counting practice</p> <p>Grade 3 Teacher - Addition, Subtraction and or mixed question sheet daily. Highlighting of the signs different colors</p> <p>Grade 4 Teacher - Multiplication sheets, multiplication charts, exit slips with multiplication questions</p> <p>Grade 5 Teacher - Decimal sheets and place value work</p> <p>Grade 3 Art and Health Teacher - Look for art projects involving numbers for the students to work on.</p>	<p>Nov 19, 2020</p>	<p>Grade 3 Teacher - Oct 30 pm - setting up Sprint materials</p> <p>Grade 4 Teacher - Oct- Setting up sprint materials for multiplication.</p> <p>Grade 2 Teacher - Oct 30- Setting up Spring materials for skip counting.</p> <p>Grade 5 Teacher - set up daily math review and get decimal math resources ready, and work with Dawn for grade 7 &amp; 8 resources.</p>
<p>October 30, 2020</p>	<p>Educational Assistants and Inclusion Coach- number recognition from 1-10 for ECS, and 1-20 for grade 1/ individualized support for adding and subtracting and recognizing operations/ pre literacy skills paired with numeracy concepts. (individualized support with target student)/ pull out group to recognize operation and strategy with math concepts/ grade 4 targeted group support with addition and subtraction without regrouping/math fact flash cards</p>	<p>November 30, 2020</p>	

## 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 2021 on Our School Survey.</p> <p>100 % of students report that they have connections with adult(s) at school in May 2021 on Our School Survey.</p> <p>Attendance rates will increase from 46% to 85% in 2019-20 according to Powerschool data. - Attendance continues to be a concern; however with a global pandemic occurring we will not focus on attendance we are going to focus on connecting with our families.</p>
Meeting: <u>TQS</u> <ul style="list-style-type: none"> <li>• Fostering Effective Relationships</li> <li>• Establishing Inclusive Learning Environments</li> <li>• Applying Foundation Knowledge about First Nations, Metis and Inuit</li> <li>• Understanding and Responding to the Larger Societal Context</li> </ul>	Meeting: <u>LQS</u> <ul style="list-style-type: none"> <li>• Fostering Effective Relationships</li> <li>• Modelling Commitment to Professional Learning</li> <li>• Leading a Learning Community</li> <li>• Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit</li> <li>• Managing School Operations and Resources</li> <li>• Developing Leadership Capacity</li> </ul>

Dated Data Driven Action Step/Strategies (Sprint)	Responsible Person and Individual Sprint Commitment	Target Date/Timeline	Results
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<p><b>Oct 9, 2020</b>  <b>Make connections with our families.</b></p> <ul style="list-style-type: none"> <li>- phone calls/google meets at Oct 8 parent teacher interview.</li> <li>- Calls home to check on students that are absent.</li> <li>- Calls to update parents on student progress.</li> </ul> <p>Paula Mennear comes in to support students with the MHCB resources all grades K-5.</p> <p>Students receive support with the school nutrition program.</p> <p>Utilize Karlene Cutknife in the classes for Indigenous and mental health resources in the classrooms.</p> <p>Will utilize Ramona and Marie for classroom support in indigenous areas once they are allowed to come into the classes.</p> <p>Grade 3 - Pax games to work on self regulation</p>	<p>Shilo, Haley, Nichol, Ben, Jen</p>	<p>Oct 30, 2020</p>	<p>Karlene Cutknife in grade 3 - Beading with the students - October</p>
<p><b>October 14, 2020</b>  Learning Support Teacher is creating a Google Site for students to access at home for Literacy and Numeracy activities. This is to support student learning while they are at home due to situations arising from the Pandemic. Teachers will insert this in</p>	<p>Brittany Ouellette</p>	<p>October 21, 2020</p>	<p>Completed and organized target and group supports</p>



their Google Classroom.			
<p>October 15, 2020</p> <p>Administration will plan school activities that can be done following COVID protocols in order to facilitate a sense of normalcy for the students.</p>	Sandra Wilson	October 16, 2020	<ul style="list-style-type: none"> <li>- Turkey Trot (Oct 8, 2020)</li> <li>- Jersey Day (Oct 21, 2020)</li> <li>- Halloween (Oct 29, 2020)</li> </ul>
<p>Oct 30, 2020</p> <p>Area of Need: Regulation of behavior and not just blurting out</p> <p>Sprint: K/1 - working on transition for centers and to different rooms Grade 2 - regulation Grade 4 - Student helpers - students helping others be successful in the class Grade 5 - regulation of blurting out and behavior</p>	<p>Shilo - Paula Mennear is coming in to do workshops, brain bins, dojo, treasure box, playdoh when work completed, bunny breathing, lazy 8 breathing</p> <p>Haley - Dojo points, sign up with dojo point rules and how to earn them, no talking sign on the desk that the teacher can point to. MHCB worker coming in. Bubble Gum chart to fill in as a class.</p> <p>Nichol - Paula coming into the class, work on the regulation of behavior and not blurting out. Dojo and Wolfpax. Try masks in class to allow students to work together with masks on and sanitization. Reward of quiet when expected to they can have a reward.</p> <p>Ben - Student helpers so they can interact with each other in a positive and productive manner, Paula coming in</p> <p>Jenn - Quiet game, try to beat the previous time, Paula coming in</p> <p>Sandra - Use a visual timer on the board and offer a break after a designated time of working, follow the same classroom rules as Nichol</p>		

Oct 30 Read Brain Friendly Teaching, Ch2 Foster Safety	Paris (one day)	Oct 30	Completed
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