



Our Learning Success Story 2024-2025

Parkdale School

4107-54 St.

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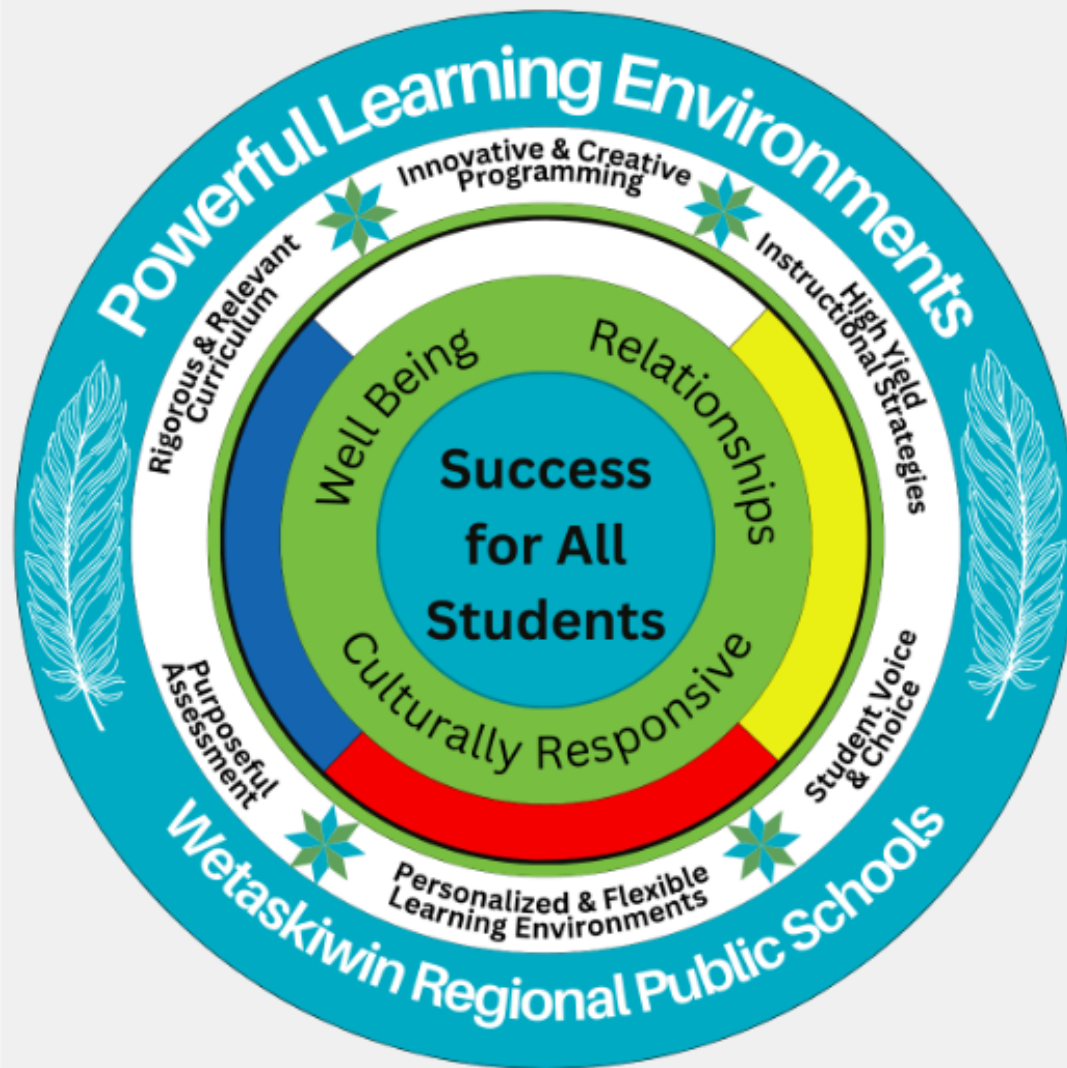
Website: <https://www.parkdaleschool.ca/>

Instagram: <https://www.instagram.com/parkdaleschoolwetaskiwin/>

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Note: Each school within the school board must develop an education plan that reflects and aligns with the school board's education plan. Schools must also prepare a report of the school's results.



WRPS has adopted *Powerful Learning Environments* to help communicate the goals and priorities in our Three Year Plan for Education.

Listed below is a brief explanation of the elements of our model:

- **Success for all Students** - it is our belief that students will receive a quality education in a culture that is inclusive, supports mutual respect, celebrates diversity, and honours the dignity of those we serve and for those who serve.
- **Well Being-** a priority for WRPS is to champion student and staff well being.
- **Relationships** - we know the importance of fostering effective relationships with our students, parents, and community members through thoughtful and meaningful interactions.
- **Culturally Responsive-** WRPS acknowledges and honours the diverse lived experiences, beliefs, practices, customs and rituals that reflect the diversity of our families and students
- **Medicine Wheel** - “the circle shape represents the interconnectivity of all aspects of one’s being, including the connection with the natural world” (Indigenous Corporate Teaching Inc., 2022)
- **Student Voice and Choice** - We recognize the importance of partnering with students and parents to engage in effective processes that allow our student’s voices to be heard. We provide students with meaningful opportunities to make choices related to their learning experiences.
- **High-Yield Instructional Strategies** - Research based strategies that have the greatest positive effect on student achievement for all students, in all subject areas, at all grade levels (Marzano, 2001.)
- **Innovative and Creative Programming** - Innovative and creative programming creates learning opportunities that engage our students in a personalized, flexible, student-centered manner based on the needs of 21st-century students.
- **Rigorous and Relevant Curriculum** - Rigorous and relevant curriculum challenges students to integrate and apply their learning to real world situations. Students are challenged to use higher order thinking skills and to demonstrate mastery of discipline-specific concepts and skills.
- **Purposeful Assessment** - Assessment is merely the means of gathering information about student learning (Black, 2013). Purposeful assessment is using that information to inform instruction, guide student learning, and provide feedback.
- **Personalised and Flexible Learning Environments** - Our staff recognizes that all learners are unique, have distinct interests and this requires individualization in both programming and in the learning environment.

Priorities of the Ministry of Education of Alberta

Education in Alberta will promote the acquisition of skills and the pursuit of knowledge with wisdom, while valuing equality of opportunity, parental and caregiver responsibility, personal responsibility and excellence, and respect for difference and the inherent dignity of each individual. Students will understand the rights and benefits of democratic citizenship and their personal and community responsibilities. They will explore life opportunities that develop their unique talents and potential, provide a sense of purpose and belonging, and affirm the dignity of work.

Vision: Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

Foundations for learning: Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using developmentally appropriate texts of high quality in language classes and standard algorithms in mathematics. These foundations establish knowledge, shared civic and cultural literacy, and skills that enable students to solve problems and think critically as they become active and informed citizens leading healthy lives of meaning.

Outcomes for learning: Communication; Critical Thinking; Knowledge Development; Health for Life; Character Development; Preparing Students for their Future; Community and Civic Engagement and Alberta, Canada and the World.

Source: Ministerial Order - April 2024

Priorities of Wetaskiwin Regional Public Schools

WRPS Foundation Statements, Priorities and Beliefs can be found online [here](#).

District Priorities:

- Curriculum, Instruction and Assessment
- Sense of Belonging - Well Being, Relationship, and Engagement
- Indigenous Programming and Ways of Knowing

Our School's Learning Success Story

Our School's Learning Success Story is our Learning Success Plan and reflects the needs and priorities of our school, the district and the local community. This plan is designed to align with the priorities of Wetaskiwin Regional Public Schools and Alberta Education, including the Provincial Curriculum, the Leadership Leadership Quality Standard and the Teacher Quality Standard. Our School Learning Success Story ensures that priority areas drive plans for the upcoming year and continue to create a foundation of planning for upcoming years.

Supporting Information

- WRPS [Education Plan](#)
- WRPS [Principles of Assessment](#)
- WRPS K-12 Literacy Framework
- Collaborative Response: Understanding and Supporting Our Students
- Continuum of Supports

Our School

- **School Administration**
 - **Principal - Mr. Micheal Daly**
 - mike.daly@wrps11.ca
 - 780-352-4594
 - **Vice-Principal - Mr. Michael Currie**
 - michael.currie@wrps11.ca
 - 780-352-4594
- **School Mission**
 - Wahkotowin - A community of connection, learning and caring
- **School Vision**
 - Healing our community by giving students a strong background of academic and life experience to create curiosity and understanding of what they can achieve.
- **School Values**
 - We value wisdom (iyinisowin), love (kihiw), respect (kistêyhtamowin), bravery (napihkasiwin) , honesty (wetiko), humility (tapahtêyimisowin), and truth (miskinahk)

Our Profile

Parkdale School is a K to 8 school that believes in fostering a safe and caring learning environment for all students. We value the relationship between home and school in developing and promoting the success of the individual student.

Our Celebrations

Staff work together to create a welcoming, calm environment in which we focus on the strengths of all students. Developing strong, positive relationships with families is a belief that all staff have. We have a skilled staff that will work with students to help them grow and develop academically and socially. Students feel safe and secure at school. We are able to feed students both breakfasts and lunches in order to help them grow and develop and focus on their learning while at school. Ensuring that all students and families have a strong sense of belonging is what we desire to achieve. Students at Parkdale will see academic growth and development. Parkdale staff will spend time getting to know the students that they work with, meet the students where they are at and as a school we care for the members of the community.

We celebrate and embrace the Cree Culture, and smudging occurs daily for students and staff. We strive to ensure that Indigenous families know that they are valued and are important to our school community. A land acknowledgement takes place every morning on the school announcements.

Parkdale School has strong student leadership, the students are always willing to help out and support each other and the school community. The students have worked with staff to plan events, help in classrooms and organise fun days for all of Parkdale to enjoy.

Our Demographics

Parkdale School is located on the south west side of Wetaskiwin. The catchment area for Parkdale School is the southside of mainstreet and west of the railroad tracks. Approximately 64% of the students in our school identify as First Nations, therefore celebrating Indigenous culture and identity is important.

There are currently 200 students that are attending Parkdale School. We have single grade classes from kindergarten to grade 8.

The staff consists of

- 11 Teachers
- 9 Educational Assistants
- 2 Administrative Assistants
- 1 Family School Liaison
- 1 Indigenous Support Worker
- 2 Custodians
- 2 Administrators

Our Data Sets

- Assurance Framework
 - Welcoming, Safe, Caring and Respectful School Data
 - Achievement Data PAT, Diploma ([link](#))
 - First Nation, Metis and Inuit Data
 - Other
- Local Data Sets
 - Curriculum Instruction and Assessment
 - Literacy
 - Alberta Education Literacy Screener
 - Reading Readiness Assessment Data
 - Fountas and Pinnell Reading Assessment
 - STAR Reading - Reading Assessment
 - Writing Achievement
 - Numeracy
 - Alberta Education Numeracy Screener
 - MIPI / EICS
 - District Common Final
 - MBA Reports (Gradebook) - Student Achievement
 - Quarterly Progress Reports
 - Indigenous Programming and Ways of Knowing
 - Participation
 - Programming engagement
 - Sense of Belonging - Well Being, Relationships and Engagement
 - Attendance
 - Suspension, Expulsions, Disciplinary logs
 - School based surveys
 - Other

We frame our work from an appreciative perspective which poses an overarching question,

“How can we ensure that every student in WRPS has an exceptional learning experience?”

This approach does not ignore the many learning challenges that exist; rather, we choose to focus on what is right with the world as opposed to what is wrong.

We inquire into our peak experiences and value the gifts each student and staff member brings to our schools.

Achieving Our Vision

Year 1 (2023-2024) was focused on Tier 1 Universal Teaching. Parkdale looked at making learning and achievement visible to both students and staff. Teachers and educational assistants were able to see how their efforts to help students improve, showed real results. This is known as Collective Teacher Efficacy. They, through their efforts, were able to see students improve academically and socially.

Year 2 (2024-2025) will be focused on Tier 2 Interventions

Professional Learning Communities and Collaborative Response provide a structure for the staff of Parkdale school to work together to share knowledge, improve techniques, and ultimately, increase student achievement. Underlying this structure is Collective Teacher Efficacy.

Priority Area of Focus: Curriculum, Instruction and Assessment (Literacy - Reading)

What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?

Our Inquiry Question or Goal (SMART)	"In what ways can Literacy be targeted in meaningful, intentional ways that foster Collective Efficacy through increased student achievement of Parkdale students?"				
Alberta Education Assurance Domain(s)	<input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input type="checkbox"/> Local and Societal Context				
Understanding the Context	As we look at our baseline data we have assessed that we have large gaps in learning this year. To properly address these gaps, Parkdale school will be specifically targeting the two main areas of literacy: Reading and Writing.				
Grade or Division Specific Goal	2024 Results	Strategies and Action Steps	Who is Responsible	Progress Monitoring (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
KINDERGARTEN Students will know all letters and letter sounds of the alphabet. They will recognize 5-10 sight words. They will track while reading (read left to right), turn pages of a book, start at the front of a book. 2025 Students will print sight words independently.	17/20 Know all letter sounds and names 18-20 score 7/7 on text awareness	<ul style="list-style-type: none"> - Jolly Phonics - Heggerty - Printing and writing each day - Sight word recognition 	Mrs. Danielle Romaine	Quarter 2 = PAST, RAN, LeNS Cards 1-2	

Students will know letter sounds. Students will recognize capital and lower case letters	during the Reading Readiness Screening Tool				
<p>GRADE 1</p> <p>Students will read fluently and comprehend at a C level using F&P books. Students will attempt to blend unfamiliar words.</p> <p>2025</p> <p>Students will read fluently and comprehend at a D level using F&P books. Students will read 50 sight words and blend unfamiliar words.</p>	14/21 students achieved the target of level C = 66% success rate	<ul style="list-style-type: none"> - Levelled literacy groups using UFLI program. - Home reading program. - Targeted intervention activities (letter sounds, blending, rhyming, sound formation). - Daily read-alouds. 	Mrs. Lexie Lynn	<p>Quarter 1 = F&P, PAST, RAN, LeNS Cards 1-5</p> <p>Quarter 2 = F&P, LeNS Cards 1-5, CC3</p> <p>Quarter 4 = F&P, LeNS Cards 1-5, CC3 for students requiring additional supports</p>	<p>*Waiting for norms from AB Ed</p> <p>Nov: F&P 4/20 students achieved the target level D. 3 students at sight word goal.</p> <p>Jan: F&P 5/20 students achieved the target level D. 6 students at sight word goal.</p> <p>Mar: 6/18 achieved level D. 8 students at sight word goal.</p>
<p>GRADE 2</p> <p>2023/2024</p> <ul style="list-style-type: none"> - Students will read fluently and comprehend at a level E using F&P books. They will be able to decipher unfamiliar words by segmenting into syllables and use context. <p>2024/2025</p> <ul style="list-style-type: none"> - Students will read fluently and comprehend at a level H using F&P books. - Students will read 200 Fry sight words and attempt to blend unfamiliar words. - Students will spell 3 letter CVC words with beginning, middle and end sounds. 	<p><u>2023/2024</u></p> <p>17/22 achieved the target of E</p> <p><u>2024/2025</u></p>	<p>Levelled literacy groups using UFLI program.</p> <p>Structured Writing Programs that provide scaffolded support and hone writing fluency, language, and vocabulary through brief, focused activities. (Sentence A Day and Handwriting Without Tears)</p> <p>Home reading program.</p> <p>Targeted intervention activities (letter sounds, blending, rhyming, sound formation).</p> <p>Daily read-alouds.</p> <p>Daily writing.</p>	Ms. Shilo Bargholz	<p>Reading:</p> <ul style="list-style-type: none"> - Fry Sight Words - F & P <p>Spelling:</p> <ul style="list-style-type: none"> - Words Thier Way <p>Quarter 1 = LeNS Cards 3-5, CC3</p> <p>Quarter 2= LeNS Cards 3-5, CC3</p> <p>Quarter 4= LeNS Cards 3-5, CC3 for students requiring additional supports</p>	<p>* The Division 1 Learning Success Goals were not set using LeNS and CCS assessment results and norms.</p> <p>Reading:</p> <ul style="list-style-type: none"> - 4/21 can read 200 or more sight words - 4/21 can read and comprehend (independently) at a level H level. <p>Spelling:</p> <ul style="list-style-type: none"> - 8/21 can spell CVC words with beginning, middle and final sounds according to the Words Their Way Assessment.

					January: Reading: - ____/21 can read 200 or more sight words. - 8/21 can read and comprehend (independently) at a level H level. Spelling: - 13/21 can spell CVC words with beginning, middle and final sounds according to the Words Their Way Assessment. -
GRADE 3 Students will increase by at least 4 levels from where they began in grade 3 for F&P. Everyone should be at least a N level. Students will understand blends, syllables and be able to sound out new words. 2024-2025 50% of students at grade level reading	8/11* students moved 4 levels from where they began in Grade 3 = 73% success rate 9/18 students achieved the target of level N.	-chain words -continual phonics work in -Daily 5 rotations - comprehension work - daily writing assignments - 3 Before Me work expectations for reading assignments - guided reading -UFLI program - leveled reading books	Mr. Ben Lau	Quarter 1 = CC3 Quarter 2 = CC3 Quarter 4 = CC3 only students requiring additional supports	Reading Jan - 16/24 students have at increased 1 reading level March - 11/23 are on track to reach or surpass reading level n by the end of Grade 3
GRADE 4 All students will read at a F&P level D. Students will increase their reading levels by 4 levels 2024-2025 60% of students reading at grade level	17/18 reading above F&P D level 15/18 increased a	Grade 4 -continue Three Before me work expectations -introduce Room to Breathe approach to help with comprehension and expression -daily writing assignments	Ms. Christine Hauck	Core Reading Assessment TBD	Jan-Writing assessment 10/16 were writing at grade level. -Strong focus on paragraph writing

75% of students can write 3 paragraphs	minimum of 4 levels	every day -novel study to introduce to them to long form storytelling, comprehension and summarization - focus on main idea and supporting details writing structure - Students participated in daily levelled reading groups.			-Implemented daily writing, reading, spelling and Orthography into leveled groups -11/17 have increased a minimum of 2 levels by Jan. -8/17 at R reading level or above.
GRADE 5 Identify simple plot structure and literary elements. (setting, plot, character) Minimum reading level R F&P.	10/13 (not on IPPs) are reading at or above Level R	<ul style="list-style-type: none"> used picture books to demonstrate literature elements filled out plot diagrams after reading designated silent reading time Focus on paragraph writing - hamburger writing Harry Potter to provide writing opportunities 	Mrs. Suzanne Quinton	Quarter 1 = STAR Reading Quarter 4 = STAR Reading	
GRADE 6 min F & P level V compréhension, identify plot structure, literary elements (setting, plot, main/supporting characters, irony, symbolism, etc), develop vocabulary and strategies to integrate and use new words	11/17* students achieved the target of level V = 65% success rate		Ms. Paris Engram	Quarter 1 = STAR Reading Quarter 4 = STAR Reading	
GRADE 7 All students will be able to identify the literal components in a grade level text (plot, characters, main idea). All students will be able to make inferences in a grade level text. Identify main ideas and supporting details.	Across four administrations of the STAR reading assessment	<ul style="list-style-type: none"> Room to Breathe approach emphasized instruction in text interpretation. All students received instruction, practice, 	Ms. Erin Quinn	Quarter 1 = STAR Reading Quarter 4 = STAR Reading	<ul style="list-style-type: none"> Comparing Q2 to Q1 STAR Results: Up 2+ grade levels: 4, Up 1

<p>Identify plot and conflict and track how conflict develops. Research a topic, ask questions, and organise details. Use strategies to understand words they don't know. All students will find joy in reading.</p> <p>2024 - 2025 goal: Regardless of where they are starting from, all students will demonstrate growth of at least one grade level in STAR reading assessments. At least 50% of students will be reading at grade level or approaching grade level according to this assessment. All students will find joy in reading.</p>	<p>in the 2023-2024 school year, most students showed an ability to understand literary elements. Relative to their own starting point: 12/21 students showed growth 10/21 relatively stable 0/21 students decreased in performance (3 students' data was not obtainable due to attendance)</p>	<p>and were assessed on their performance on literary elements, such as plot, characters, topic, and theme.</p> <ul style="list-style-type: none"> Regardless of their grade level reading ability, all students were required to make connections and predictions about what they read. Students were taught annotation strategies, where they are thinking and interacting with their text, rather than answering questions. This strategy promotes higher level thinking about texts. All students were given opportunities to choose texts that interested them. 			<p>grade level: 2, No change or slight increase/decrease: 18, Dropped 1 - 2 grades levels: 4</p>
<p>GRADE 8</p> <p>All students will be able to identify the literal components in a grade level text (plot, characters, main idea). All students will be able to make inferences in a grade level text. Think critically about a text and propose theories about the author's choices. Identify topic and theme and justify with evidence</p>	<p>Across four administrations of the STAR reading assessment in the 2023-2024</p>	<ul style="list-style-type: none"> Room to Breathe approach emphasized instruction in text interpretation. All students received instruction, practice, and were assessed on their performance 	<p>Ms. Erin Quinn</p>	<p>Quarter 1 = STAR Reading Quarter 4 = STAR Reading</p>	<ul style="list-style-type: none"> Comparing Q2 to Q1 STAR results: Up 2+ grade levels: 2, Up 1 grade level: 3, No

<p>from the text. Research a topic, pose questions, and draw out relevant information and organise ideas and information. Reference sources. Use strategies to understand words they don't know. All students will find joy in reading.</p> <p>2024 - 2025 goal: Regardless of where they are starting from, all students will demonstrate growth of at least one grade level in STAR reading assessments. At least 50% of students will be reading at grade level or approaching grade level according to this assessment. All students will find joy in reading.</p>	<p>school year, most students showed an ability to understand literary elements. Relative to their own starting point: 11/30 showed growth 11/30 stayed relatively stable 7/30 decreased in performance (2 students' data was unobtainable due to attendance)</p>	<p>on literary elements, such as plot, characters, topic, and theme.</p> <ul style="list-style-type: none"> Regardless of their grade level reading ability, all students were required to make connections and predictions about what they read. Students were taught annotation strategies, where they are thinking and interacting with their text, rather than answering questions. This strategy promotes higher level thinking about texts. All students were given opportunities to choose texts that interested them. 			<p>change/slight change: 13, Dropped 1 - 2+ grade levels: 6</p>
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*For whom results are available

Priority Area of Focus: Curriculum, Instruction and Assessment (Literacy - Writing)

What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?

Grade or Division Specific Goal	2024 Results	Strategies and Action Steps	Who is Responsible	Progress Monitoring (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
KINDERGARTEN Students will be able to write and spell their own name, write 5-10 high frequency words, use invented spelling to write 2 or more words and write words using both invented and phonetic spelling. Students will be able to copy environmental print and scribed words independently. Students will be able to share ideas and information about their own drawings and independently use drawings to illustrate ideas, experiences and information and talk about them. 2024-2025 All Students will know (count and show) numbers 1-10 and orally count numbers 1-20.	18/20 can write their own names 10/20 can write 5 high frequency words 19/20 can copy environmental print and scribed words 19/20 share ideas and information about writing and drawings		Mrs. Danielle Romaine	Quarterly Writing Samples to be administered and scored Kindergarten Writing Rubric	
GRADE 1 Students will write 1 original sentence (3+ words) with inventive spelling, sight words,	12/17	-levelled literacy groups (UFLI) -Writing on a whiteboard practising letter formation. -Sentence-A-Day with In-class	Mrs. Lexie Lynn	Quarterly Writing Samples to be administered	<i>Jan: 3/20 students achieved goal.</i>

capitalization, and punctuation. Printing will be neat (shape and size), finger spacing between words. Students will add a relevant drawing. 2025 Students will write 3 original sentences (5+ words) with inventive spelling, sight words, capitalization, and punctuation. Printing will be neat (shape and size), finger spacing between words. Students will add a relevant drawing.		pull out support -Cross-curricular writing opportunities -Reading/editing each others writing		and scored Grade 1 Writing Rubric	<i>Mar: 7/18 students achieved goal.</i>
GRADE 2 2023 Students will write 1 original sentence (3+ words) with inventive spelling, sight words, capitalization, and punctuation. Printing will be neat (shape and size), finger spacing between words. Students will add a relevant drawing. 2024 Students will write 4-5 original sentences with inventive spelling, sight words, capitalization, and punctuation. Students will use finger spaces, capitals and Students will add a relevant drawing.			Ms. Shilo Bargholz	Quarterly Writing Samples to be administered and scored Grade 2 Writing Rubric	
GRADE 3 Students can produce full sentences with proper punctuation (period, question marks, quotation marks) and capitals. They can write a paragraph with 3-4 sentences focused on the same topic. Sentences will be finger spaced apart in neat in shape and size.		<ul style="list-style-type: none"> - Cross curricular writing opportunities - Sentence writing in journals and on computers - Science and social readings involving sentence answers - Paragraph writing - Once upon a picture writing - Printing practice 	Mr. Ben Lau	Quarterly Writing Samples to be administered and scored Grade 3 Writing Rubric	
GRADE 4			Ms. Christine	Quarterly Writing	

Students can produce full sentences with proper punctuation (period, question marks, quotation marks) and capitals. They can write a paragraph with a beginning, middle and ending sentences. Sentences will be finger spaced apart in neat in shape and size.			Hauck	Samples to be administered and scored Grade 4 Writing Rubric	
GRADE 5 Students will be able to write a 5-paragraph essay including „!?“			Mrs. Suzanne Quinton	Quarterly Writing Samples to be administered and scored Grade 5 Writing Rubric	
GRADE 6 Basic syntax, grammar, punctuation, structure of a paragraph (main idea sentence and supporting details), 5 paragraph essay structure, identify and write according to standard plot structure		<i>Intensive reading comprehension and basic writing exercises. Wrote non-fiction, structured essays and opinion pieces based on 5-paragraph essay format. Used short stories and novel studies to examine plot structure, examine setting, and character development. This was used as a model for students' fictional writing.</i>	Ms. Paris Engram	Quarterly Writing Samples to be administered and scored Grade 6 Writing Rubric	<i>Based on divisional assessments five students out of 23 write at an acceptable level for grade 6. This is an increase of four students from the beginning of the year. All students have grasped the basics of identifying elements of plot.</i>
GRADE 7 Structure of a paragraph (main idea with specific and detailed evidence to support). Multiple paragraph, organised writing on a single topic. Expressing multiple perspectives on a single topic. High quality writing includes capitals at the beginning of sentences and on proper nouns, punctuation at the end of the sentence, spell check/grammar check, and paragraphing.		<ul style="list-style-type: none"> All written assignments included the criteria of capital letters, end punctuation, and paragraphing. With reminders, most students were able to achieve this. Some students regularly demonstrated the ability to write multiple paragraphs in response to an assignment. Students were given multiple opportunities to write across the curriculum and in response to topics that interest them, 	Ms. Erin Quinn	Writing Samples to be administered and scored	January Writing Assessment Data: <ul style="list-style-type: none"> Exceeding: 0/23 = 0% Proficient: 5/23 = 22% Satisfactory: 12/23 = 52% Below: 4/23 = 17% Insufficient: 1/23 = 4%

2024 - 2025 potential goal: By the end of the school year, all students will demonstrate skill in writing through on demand writing assessments in January and June. All students will be able to come up with ideas and respond to a prompt. The number of students achieving Exemplary or Proficient will increase by the end of the year.					
<p>GRADE 8</p> <p>Structure of a paragraph (main idea with specific and detailed evidence that links back to the main idea). Multiple paragraph, organised writing with an introduction and a conclusion on a single topic. Using persuasive elements in written work. High quality writing includes capitals at the beginning of sentences and on proper nouns, punctuation at the end of the sentence, spell check/grammar check, and paragraphing.</p> <p>2024 - 2025 potential goal: By the end of the school year, all students will demonstrate skill in writing through on demand writing assessments in January and June. All students will be able to come up with ideas and respond to a prompt. The number of students achieving Exemplary or Proficient will increase by the end of the year.</p>		<ul style="list-style-type: none"> All students were taught the SEEC approach to writing a paragraph (Statement, Example, Explanation, Evidence). All written assignments included the criteria of capital letters, end punctuation, and paragraphing. With reminders, most students were able to achieve this. Some students regularly demonstrated the ability to write multiple paragraphs in response to an assignment. Students were given multiple opportunities to write across the curriculum and in response to topics that interest them, 	Ms. Erin Quinn	Writing Samples to be administered and scored	<p>January Writing Assessment Data:</p> <ul style="list-style-type: none"> Exemplary: 1/24 = 4% Proficient: 12/24 = 50% Satisfactory: 8/24 = 33% Below: 3/24 = 13%

Priority Area of Focus: Curriculum, Instruction and Assessment (Numeracy)					
What are specific areas that the school would like to focus on that connect to Curriculum, Instruction and Assessment?					
Our Inquiry Question or Goal	"In what ways does our school's use of the Collaborative Response Model support numeracy and increase the foundational knowledge of Parkdale students?"				
Alberta Education Assurance Domain(s)	<input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input type="checkbox"/> Governance <input type="checkbox"/> Local and Societal Context				
Understanding the Context	As we look at our baseline data we have assessed that we have large gaps in foundational mathematical principles. Students are demonstrating difficulties as they move year to year on their academic journey with understanding high levels of computation. This is due to a lack of firm foundations upon which to build deeper knowledge.				
Grade or Division Specific Goal	2024 Results	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
KINDERGARTEN Students will count forward and backward to 10 starting at 1. Count forward and backward starting at any number. Subitizes numbers 1-6.	18/20 can count forwards and backwards to 20 15/20 can subitize dice dots		Mrs. Danielle Romaine		

Can do 1 to 1 correspondence for numbers 1-10. Matches numerals to 10 with a given quantity. . Understands repeating patterns, can extend a pattern, can create a pattern.	on the division maths screen 18/20 can match within 6 division maths screen 18/20- repeating patterns and generate 2-3 term patterns				
<p>GRADE 1</p> <p>Students will be able to count, represent and subitize numbers to 10. Count from 1-50. They will be able to do simple addition to 10 and subtraction from 10. They will be able to skip count by 2's to 20 and skip count by 5's and 10's to 100. They will be able to name pennies, nickels, dimes, quarters, loonies, and toonies.</p> <p>2025</p> <p>Students will be able to count, represent and subitize numbers to 10. Count from 1-50 starting at any number. They will be able to do simple addition to 10 and subtraction from 10. They will be able to skip count by 2's to 20 and skip count by 5's and 10's to 100. They will be able to name pennies, nickels, dimes, quarters, loonies, and toonies.</p>	<p>14/18-subitize to 10 14/18 - count to 50 11/18 - count by 2's 8/18 - count by 5's 15/18 - count by 10's 14/18 - +/- within 10 11/18- naming coins</p>	<p>-Targeted intervention activities for counting, calculating, and number sense. -Using coins in counting and patterning activities. -Skip counting songs, videos, games -Addition and subtraction pages for home practice. -Math games for subitizing and</p>	Mrs. Lexie Lynn	<p>Quarter 1 = EICS Math Assessment Quarter 2 = AB Ed. Math Assessment Quarter 4 = WRPS Common Math Assessment</p>	<p>Jan: 3/20 students achieved goal</p> <p>Mar: 10/18 students achieved goal</p> <ul style="list-style-type: none"> Numbers don't reflect financial literacy goal because we haven't begun yet.
<p>GRADE 2</p> <p>2024</p> <p>Students will be able to count to 500 and count by 1s, 2s, 5s and 10s to</p>			Ms. Shilo Bargholz	Quarter 1 = EICS Math Assessment,	

100. Number has a value based on its place on a number line. Quantity can be estimated. Sum can be composed in multiple ways. Addition and subtraction to 50 (including double digit without regrouping). Patterns (increasing and decreasing). Students will understand basic fractions (whole and half). 2025				AB Ed. Math Assessment Quarter 4 = WRPS Common Math Assessment	
GRADE 3 Students will be able to recognize and represent numbers to 1000. They will be able to do addition and subtraction with at least 2 digits with regrouping. They will be able to skip count up to 5 and with 10's. They will be able to recall multiplication and division facts up to the 5 times table. They will be able to add money with bills and dollar coins. Students will understand basic fractions (whole, half, thirds, quarters) numerator, denominator.		<ul style="list-style-type: none"> - Math rotations - Use of manipulatives - Math based games - Peer tutoring - Small group assistance - Classroom economy 	Mr. Ben Lau	Quarter 1 = EICS Math Assessment, AB Ed. Math Assessment Quarter 4 = WRPS Common Math Assessment	
GRADE 4 Students will be able to recognize and represent numbers to 100 000, fractions and decimals. They will be able to recall and apply multiplication and division with factors to 12. They will be able to recall basic math facts in addition, subtraction, multiplication, and division.		-Daily classroom practice with small group work. -Use of manipulatives such as a rekenrek for students with number recognition problems. -Individual pull out daily practice on multiplication/ division/ addition and subtraction during gym.	Ms. Christine Hauck	Quarter 1 = EICS Math Assessment Quarter 4 = WRPS Common Math Assessment	
GRADE 5			Mrs. Suzanne	Quarter 1 =	

<p>Students will be fluent in all basic facts. Students will be able to represent numbers up to ten million. Students will understand decimals in regards to money. Students will understand fractions and be able to add & subtract like denominators as well as improper & mixed fractions. Students will be able to make reasonable estimations.</p> <p>2025: All students will be able to know multiplication and division facts up to 12</p>			Quinton	<p>MIPI Math Assessment Quarter 4 = WRPS Common Math Assessment</p>	
<p>GRADE 6</p> <p>Up to 11 times tables (multiplication and division), factorization, use a Cartesian plane, understanding positive and negative integers, understand/compare fractions with denominators with common factors (NOT just like denominators), understand multiplication/division algorithms</p>		<p>Based strategies on student ability, need and attendance. Students who attended and engaged in the material improved their skills. Those who were not here, did not. Strategies included spiralling curriculum and interleaving concepts.</p>	Ms. Paris Engram	<p>Quarter 1 = MIPI Math Assessment Quarter 4 = WRPS Common Math Assessment</p>	<p>Based on repeated administration of the Grade 6 Mipi, engaged students increased their scores up to 30% over the course of the year. Students who did not attend and were not engaged in school work dropped up to 30%.</p>
<p>GRADE 7</p> <p>Solving problems involving percents from 1 to 100%. Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers with like and unlike denominators, concretely, pictorially, and symbolically. Demonstrate an understanding of addition and</p>		<p>-use pre assessment for each concept to teach concepts where students are at and identify gaps in knowledge -teach key curricular concepts in an interleaving method to create a deeper</p>	Mrs. Dawn Craik	<p>Quarter 1 = EICS Math Assessment Quarter 4 = WRPS Common Math Assessment</p>	<p>-with the strategies that have been implemented students have increased their ability to solve problems involving</p>

subtraction of integers. Compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using benchmarks, place value, equivalent fractions and/or decimals. Demonstrate an understanding of oral and written patterns and the equivalent linear relations. Evaluate an expression, given the value of the variable. Problems that can be represented by one-step linear equations of the form $x+a=b$ where a and b are integers. Demonstrate an understanding of circles (radius, diameter, circumference) Applying formulas for triangles, parallelograms, & circles. Cartesian plane.		level of understanding -use of manipulatives and real world problem solving to help with application of concepts			fractions, decimals and percentages each time the concepts are taught -students with inconsistent attendance have not benefited from the interleaving of curriculum
GRADE 8 Fractions, Ratios and Rates, Word Problems, Algebraic equations		-use pre assessment for each concept to teach concepts where students are at and identify gaps in knowledge -teach key curricular concepts in an interleaving method to create a deeper level of understanding -use of manipulatives and real world problem solving to help with application of concepts	Mrs. Dawn Craik	Quarter 1 = EICSMath Assessment Quarter 4 = WRPS Common Math Assessment	-with the strategies that have been implemented students have increased their ability to solve problems involving fractions, decimals and percentages each time the concepts are taught

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Our Inquiry Question or Goal	"In what ways does our school's use of the Collaborative Response Model to support the wellness of Parkdale students and staff?"	
Alberta Education Assurance Domain(s)	<input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context	
Understanding the Context	<p>Intrinsic to academic achievement is the ability to maintain goal-directed behaviour. Students must see value in their learning and foresee how each step of their incremental learning is a journey towards the future goal of High School Graduation. This ability is referred to as Executive Functioning. While many definitions exist in current research, Parkdale will define Executive Functioning as a series of cognitive skills that enable control over responses to attain goal-directed behaviour. These cognitive skills are listed and defined below.</p> <p>Each cognitive skill has been mapped to the Social/Personal Skills section of the Quarterly Progress Reports to ensure parents and guardians are properly informed about their child's progress.</p> <p>Executive Functioning will be intentionally targeted at taught through a multi-tiered support system from whole school to single grades to individual.</p>	
Attention (HR 10)	How well a student can avoid distractions, concentrate on tasks, and sustain attention	

Emotion Regulation (HR 3)	Indicates control and management of emotions, including staying calm when handling small problems and reacting with the right level of emotion
Flexibility (HR 9)	Reflects how well a student adjusts his/her behaviour to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches
Inhibitory Control (HR 5)	Describes the ability to control behaviour or impulses, including thinking about consequences before acting, maintaining self-control, and keeping commitments
Initiation (HR 6)	Indicates how a student begins tasks or projects on his/her own, including starting tasks easily, being motivate, and taking the initiative when needed
Organisation (HR 8)	Reflects the ability to manage personal effects, work or multiple tasks, including organising tasks and thoughts well, managing time effectively, and working neatly
Planning (HR 7)	Describes how well a student can develop and implement strategies to accomplish tasks, including planning ahead and making good decisions
Self-Monitoring (HR 4)	Indicates a student's ability to evaluate his/her own behaviour in order to determine when a different approach is necessary, including noticing and fixing mistakes, knowing when help is required, and understanding when a task is completed.
Working Memory (HR 11)	Reflects how well a student can keep information in mind that is important for knowing what to do and how to do it, including remembering important things, instructions, and steps

School Specific Goal	Strategies and Action	Who is	Target Date / Timeline	Evidence of Success /
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	Steps	Responsible	(Q1, Q2, Q3, Q4)	Effectiveness
Increase student sense of belonging and connection Development of Parkdale Houses	Develop cross-graded Houses for students to engage in monthly activities Older students to provide leadership to younger	Mr. Ben Lau & Mrs. Suzanne Quinton		Student Surveys and Focus Groups
(Report on Q1 Q2 Q3 Q4)				

School Specific Goal	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Create student sense of engagement, empowerment, responsibility and academic success.	Each Day in the 4 Day rotation students will be provided with a 5-10 minute amount of independent, previously taught Math or LA homework. Students will be taught the skills to complete homework: finding a quiet space, establish a routine, pack your bag, adult sign off once complete, handed in each morning, etc	Classroom Teachers	Quarter 1 = Day 1 Quarter 2 = Day 2 Quarter 3 = Day 3	Student Surveys and Focus Groups

(Report on Q1 Q2 Q3 Q4)

Grade Specific Goal	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Increase student connection to school, staff, and peers and increase sense of belonging at Parkdale	<p>Establish Morning Meetings in each classroom K-8. Meetings will be conducted in a circle and focus on: Positive Greetings, Sharing, Group Activity, and Daily Schedule/Skill Development</p> <p>Create time for connection building in mornings through additional gym time, library time, and breakfast opportunities</p>	Classroom Teachers		Student Surveys and Focus Groups

(Report on Q1 Q2 Q3 Q4)

Individual Specific Goal	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
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<p>Increase student ability to access executive functioning skills</p>	<p>-Assess student Executive Functions</p> <p>-Provide targeted intervention according to area of student need via resources from MHCB</p> <p>-Reassess effectiveness of intervention after 4-6 weeks of bi-weekly sessions</p>	<p>Inclusion Coach: Erin Quinn / Mike Currie</p>	<p>Initial assessment: beginning of Quarter 1</p> <p>Targeted intervention to occur in 4-6 week sections</p> <p>After each section, a post assessment will be given to determine progress</p> <p>Teachers will assess progress independently using a school-created, grade specific rubric that targets each skill. This will then be reported to families at each reporting period</p>	
<p>(Report on Q1 Q2 Q3 Q4)</p>				

Priority Area of Focus: Indigenous Programming and Ways of Knowing

What are specific areas that the school would like to focus on that connect to Truth and Reconciliation - Calls To Action ?

Our Inquiry Question or Goal	"In what ways does our school's use of the Collaborative Response Model support Indigenous Ways of Knowing and the advancement of the Calls to Action of the Truth and Reconciliation Committee?"			
Alberta Education Assurance Domain(s)	<input checked="" type="checkbox"/> Student Growth and Achievement <input checked="" type="checkbox"/> Teaching and Leading <input checked="" type="checkbox"/> Learning Supports <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Local and Societal Context			
Understanding the Context				
Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Creation of Indigenous Studies Committee to support Staff members gain knowledge; support community engagement; and ensure cultural identity is upheld		Mr. Ben Lau, Mrs. Tracy Normandeau, Mrs. Suzanne Quinton, Ms. Rochelle Minde, Mrs. Barb Mercer		
(Report on Q1 Q2 Q3 Q4)				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Utilise Seven Grandfather Teachings as a guide to exhibit respectfully, courteous, and kind behaviour	Monthly student-led demonstration of each teaching with recognition of students that exhibit those traits.	All Staff		
(Report on Q1 Q2 Q3 Q4)				

Grade or Division Specific Goal (SMART)	Strategies and Action Steps	Who is Responsible	Target Date / Timeline (Q1, Q2, Q3, Q4)	Evidence of Success / Effectiveness
Develop cultural events	Plan Orange Shirt Day activities Organise Year-end Feast and celebration	Indigenous Studies Committee		
(Report on Q1 Q2 Q3 Q4)				