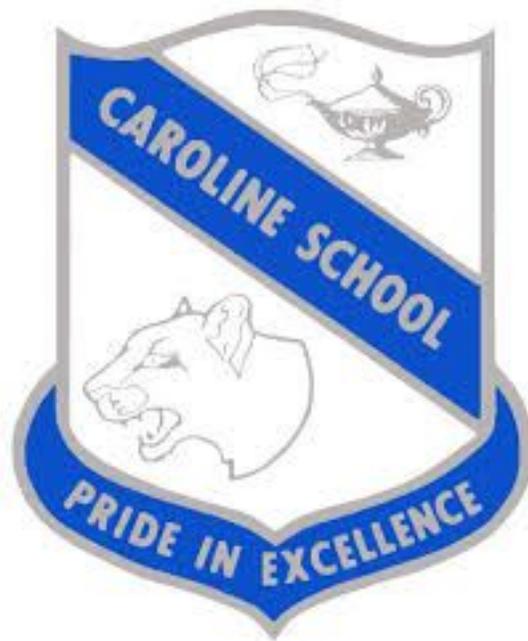


Caroline School
Combined 2017-18 Annual Education Results Report & 2018-21
Three year Education Plan



Caroline School

B. School Profile

Grade configuration

- Kindergarten to Grade 12

Student Enrollment

- 334 students (September 30, 2018 count)
- 31 identified FNMI students
- 49 students with Individual Program Plans
- 6 students with severe behavior plans

Staffing

- 17.532 fte. Teachers
- 5.571 fte. Educational Assistants
- 1.00 fte. Student Support Facilitator
- 0.500 fte. Family Wellness Worker
- 0.800 fte. School Wellness Worker
- 1.875 fte. Administrative Assistants
- 0.75 fte. Learning Commons Facilitator

Extracurricular Activities

- Volleyball (6 teams)
- Basketball (6 teams)
- Football
- Curling
- Golf
- Cross country running
- Track and Field
- Archery
- Leadership (elementary, middle school, senior high)
- Student Governance (grade 4-12)
- FNMI council

C. Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Caroline School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.2	92.3	87.7	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	51.6	54.0	48.5	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	84.1	88.6	86.1	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	2.6	4.1	2.7	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	89.5	65.2	69.0	78.0	78.0	77.0	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.3	68.9	66.9	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	8.5	13.7	10.9	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.0	88.2	76.3	83.7	83.0	83.0	High	Maintained	Good
	Diploma: Excellence	10.9	14.7	7.2	24.2	22.2	21.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	67.1	18.1	31.9	55.7	54.9	54.7	Very High	Improved Significantly	Excellent
	Rutherford Scholarship Eligibility Rate	60.0	37.0	45.2	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.5	53.4	53.2	58.7	57.9	59.0	Very Low	Declined	Concern
	Work Preparation	60.6	72.3	60.1	82.4	82.7	82.4	Very Low	Maintained	Concern
	Citizenship	77.0	81.3	78.0	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	61.6	67.9	69.0	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	66.1	69.2	66.7	80.3	81.4	80.7	Low	Maintained	Issue

D. 2017-18 Results Report regarding key school strategies

The focus of the 2017-18 year for Caroline School was to focus on strategies pertaining to the 5 areas of focus of WRSD - student wellness, pedagogy, collaborative response model, FNMI, and literacy and numeracy.

Our school strategies were the following:

Wellness

2017-18 Strategy

Anxiety - the staff and students Kindergarten to grade 5 received training and coaching in the area of Mindfulness - breathing and focus strategies to reduce stress and anxiety.

Social-Emotional program - a vision of a program to plan and create that would meet

the needs of a targeted group of students whereby their emotional state is impeding both their individual learning as well as those around them.

Finding

While we still maintained a “high” standing in *Safe and Caring Schools*, we did see a drop of 7.1%. This area will be addressed in Section F - Three Year Education Plan.

Pedagogy

2017-18 Strategies

Using a detailed breakdown of the PAT and Diploma results supplied by the Director of Human Resources, teachers of specific disciplines are embarking on a vertical curricular alignment based upon the various identified areas of need. By breaking down the assessments by specific outcome, cognitive level, and question type, we are able to identify specific areas whereby pedagogical practices are discussed and brainstormed in order to improve these areas.

WRSD colleague collaboration - Caroline teachers will be provided time to collaborate with colleagues in respective grades and/or subject disciplines for the purpose of creating common lessons and assessments and increasing pedagogical repertoire. Discussions with admin will occur regarding the progress of the collaboration.

Finding

PAT acceptable rate - decreased 5.6%

PAT excellence rate - decreased 5.2%

DIP acceptable rate - decreased 1.2%

DIP excellence rate - decreased 3.8%

Diploma exam participation rate - increased +49.0%

High School Completion rate (3 yrs) - increased +34.3%

We experienced mixed results in our achievement levels. The PAT results were negatively affected by two main areas - a. New testing procedures in math and b. Student academic levels.

- a. The new Part A mental math sections of the PAT exams proved to be extremely difficult and challenging for our students. For example, in Math 9, our students achieved an average of 27.8% in Part A (Provincial Average 49.4%) whereas an average of 77.8% in Part B (Provincial Average 71.8%). Therefore, the Part A results had a significant effect on our overall acceptable and excellence rates.
- b. Due to being a small school, we only have one class at each grade level. In 2017-18, we had particular classes that had higher than average numbers of students with various difficulties, resulting in exemptions and/or personal choices

of not writing the PAT exams. For example, our grade 9 class had a 78% participation rate because 5 students did not write their exams because of exemptions and/or family decisions that the exams would be an emotionally negative experience due to the child's anxiety levels. This 22% of non-writers is essentially a "0%" against the school's Acceptance and Excellence scores. From last year's grade 9 class, we currently have 10 students (out of a class of 24) who are in either 10-3 or 10-4 programming. This would indicate that the grade 9 PAT levels would not have been at acceptable levels due to the academic capabilities of the students.

The positive results with the focus on pedagogy were clearly evident in the Diploma Exam Participation and High School Completion as both areas had significant increases. We believe these positives were incurred because of our staff focusing on areas of growth within their respective curricula and how these needs can be addressed in earlier grades as indicated by previous standardized test results. With significantly more "fringe" students taking 30-level diploma courses and students finishing high school, this practice will continue at our school of data analysis and will be described more in Section F - Three Year Education Plan.

Collaborative Response Model

2017-18 Strategy

Each division has an organized CRM group that meets during each Professional Development Day. Also, through creative timetabling using Phys Ed and the Learning Commons, common free time has been created for each division to allow embedded meeting time. These meetings are much more brief (approximately 35 minutes) whereby the group discusses a quick progress check on their targeted students as well as any concerns that have risen since the last meeting. If there are more pressing needs, the frequency of the meetings increases; however, one embedded monthly meeting is the minimum. An administrator or the SSF attends all CRM meetings. Each group will continue to meet at least once per month and share their meeting minutes with the admin group.

Finding

As a whole, our CRM schedule was not successful.

Firstly, the scheduled CRM meetings on PD days struggled with whole group attendance. Being the school with the highest number of athletic teams in all of WRSD, many of our staff are also coaches and CRM Friday's often conflicted with tournament schedules. Also, being a K-12 school with essentially only 1 teacher at each grade or

subject level, our staff valued the PD days as time of collaboration with colleagues from other schools and divisions. Having a mandatory obligation of a CRM meeting directly conflicted with this collaborative practice.

Secondly, the embedded common prep time for teachers providing the opportunity to meet for CRM was also only moderately successful. Especially with some of our staff who realistically were teaching 5-7 different courses in a semester, coaching a team in every sport, and also heavily involved in other extracurricular groups in the school, prep time was extremely valuable which often resulted in CRM meetings being postponed.

Changes for 2018

Through consultation with the staff, CRM meetings are now scheduled on a rotational basis on Tuesdays after school. By having a set schedule with only one CRM group occurring, all stakeholders are able to attend (administration, SSF, FWW, and SWW along with the teachers). Extra curricular activities are scheduled around these meetings in order to avoid conflicts for staff involved in other activities and it also protects the Non-instructional days for teachers to allow them the opportunity to focus on their own personal professional development; such as collaboration with colleagues beyond our school.

Deepening Understanding of First Nations, Metis, and Inuit Culture

2017-18 Strategies

A student exchange has been organized with the Sunchild First Nation school whereby staff and a group of students will spend an entire day in each other's school, attend classes, and share their cultural experiences.

Portion of Library book purchasing budget (\$500) is dedicated to increasing FNMI literature

Our Family Center / Mentorship coordinator, Sara Turchet, continues to access FNMI cultural presentations for our school - authors, elders, dancers. Within our school, our goal will be a minimum of 1 FNMI presentation per grade per year for 2017 with an increase in frequency each subsequent year.

Finding

The student exchange with Sunchild First Nation and the purchasing of Library books were both very successful and are continuing this year. While we did have FNMI presentations periodically, we do not feel our goal of a minimum of 1 FNMI presentation per grade per year was met and will be a focus again for 2018.

In order to increase our understanding and awareness regarding FNMI culture and its rich history in Canada, we will be undertaking the following strategies in 2018:

- Increase staff awareness through performing the Blanket Exercise. Then using this knowledge as a starting point for conversations with our students.
- Additional resource purchases such as a Seven Teachings rug whereby ceremonies and discussions with students can occur to gain a better understanding of FNMI culture and beliefs.
- FNMI fund allocation within our school budget - clear designation and allocation of FNMI funds within the school budget to ensure that appropriate funding is protected and available to increase our FNMI awareness throughout our school.
- FNMI council - creating a council of FNMI students who will meet with school administration to discuss best practices of how to increase FNMI awareness not only in just our school but our entire community.

Literacy and Numeracy

2017-18 Strategies

- A common literacy block has been created for Kindergarten-grade 5. Every morning for the first block, students will work in targeted groups based upon their individual literacy skills.*
- Leveled Literacy Intervention teacher for grades 6-8. One teacher has been given a block of time in her schedule as well as received intense LLI training in order to run LLI groups for our middle school children.*
- Grades kindergarten to grade 9 - continuation of Balanced Literacy groups in each classroom.*
- Continuation of Leveled Literacy Intervention - grades 1-5*
- Sr. High - focusing on cross-curricular vocabulary whereby teachers designate a portion of their school-based professional development days to collaborate on the vocabulary used in their classrooms.*

Finding

- This block was extremely successful for Kindergarten-grade 2. Labeled “The Blitz”, every student demonstrated multiple level increases in their F&P results with some students increasing as much as 6 reading levels. Grade 3-5 teachers struggled to find common focus and strategies upon which to create their targeted groups. This group will be a focus again during 2018-19 as we have had significant staff turnover in this area. We will begin by observing similar configurations within WRSD to gain more insight into the possibilities of what and how to target areas of literacy need.
- The LLI teacher was very successful in benchmarking our students from grades 6-8; however, we discovered that the size of task was overwhelming and time consuming. In 2018-19, we have deployed more teachers to aid in the

benchmarking (3 instead of 1) as well as created time in another ELA teacher's timetable to allow for more LLI targeted students the opportunity for one-to-one instruction. Our LLI teacher is now also joining the Literacy Champion council to increase her toolbox with which to share with the staff and students and we are working closely with Kim Wedman to increase our knowledge and resource bases around Literacy.

- c. Balanced Literacy groups will continue and pedagogical strategies have now filtered into our sr. high ELA classes whereby, through the workshop model, students are provided choice of text for their reading in the course. This has proven to be highly successful, especially in our 10-2, 20-2, and 30-2 classes.
- d. LLI is embedded into the Literacy block referred to in a. and will continue.
- e. Cross-curricular vocabulary focus was only moderately successful. This will be a focus of our staff for 2018-19 and referred to in Section F - Three Year Education Plan.

E. Caroline School Vision

Caroline School is a community that is focused on continuous learning and personal growth; one that fosters opportunity and develops citizens with the skills and values to explore and thrive in the world around them.

The vision of Caroline School is to create a school whereby ALL students that attend our school will be successful and feel confident about their future upon leaving our school. In order to achieve this vision, significant changes in a number of areas may need to occur in order to help students overcome challenges that often impede their successes at school. These challenges may include (but not limited to) social-emotional difficulties, physical challenges, and proper programming to meet academic capabilities. When focusing on ALL students, the focus then becomes ALL areas of the school. For 2018-19, the areas we have chosen to focus on are: physical spaces within the school, alternative programs for students, and staff knowledge and understanding. With significant attention to these areas, it is our goal to provide the educational experience whereby we can collaboratively overcome many of obstacles our students face and allow them the opportunity to develop into successful citizens that will be successful in the world around them.

F. 2018-21 Three Year Education Plan

Wellness

In the area of Wellness, our specific actions are the following:

I. Mindfulness - the Mindfulness program is continuing with our Kindergarten to grade 5 students and is being extended this year from grade 6 to 8. The effects of Mindfulness strategies are far reaching from lowering of aggressive behavior to reducing test anxiety. It is our aim to extend the Mindfulness program by one grade each year for the next three years until it is a Kindergarten to grade 12 initiative.

II. Social-emotional Program - Caroline School has embarked on a unique program for WRSD; the creation of social-emotional program that involves the creation of a purposeful physical space in which students can utilize for the purpose of regulation, learning social skills, or being a safe place for a student who is dealing with a difficult situation. The program also involves the utilization of specialized staff. In our school, this is a team approach with our Student Support Facilitator, Family Wellness Worker, and our newly hired School Wellness Worker.

The measure of these strategies will be the long-term statistics in the following areas: a. Documented disciplinary actions by administration involving aggressive behavior; b. Frequency of usage of the social-emotional program; c. Safe and Caring results of the Accountability Pillar.

Learning

After extensive PAT and Diploma exam analysis, combined with Kindergarten to grade 12 teacher discussion, the following areas were identified as foci that would have the greatest impact on student academic achievement:

Literacy - specific area: writing.

Numeracy - specific areas: number sense and mental math

These areas will be the focus of individual teacher professional development, concentrated lesson plans, collaboration with colleagues, and staff meeting discussions. The measure of these areas of focus is to achieve one year's growth for every student in non-standardized testing grades on the Literacy Progressions and MIPI assessment. In grades 6 and 9, the goal is to see a 3% increase each year for the next three years in both the Acceptance and Excellence PAT levels. In regards to Diploma exam results, the measurable goal will be to maintain a "high" level of Acceptance and achieve a 3% increase each year for the next three years in Excellence Diploma levels.

Leadership

Our aim is to increase the leadership capacity in both our students and our staff with new initiatives beginning in 2018-19.

Staff

- Admin time designated for our Aspiring Leadership candidate. This staff member will have designated time in the timetable and be an active participant in our leadership meetings throughout the school year.
- Increasing our Literacy Champions from one to two members - we will now have double the number of staff taking a leading role in Literacy in our school, with a much broader range of grade expertise.
- Professional Development decisions - the choices of what PD to attend is now done by the staff within their divisions. As a group, they must decide what PD they believe is most relevant for their particular grades that also stays within their budget.
- Fundraised budget decisions - similar to the Professional Development, it is the responsibility of the the staff within each division to discuss and decide how to best utilize their available funds for their particular grades.

Students

- Creation of Student Governance - each grade from grades 4 to 12 has two elected representatives that will meet with the principal once per month during lunch time. This is an opportunity to pose questions, gain clarification on school rules/procedures, and propose changes to our school.
- Creation of an FNMI Council - this council will also meet with Administration on a bi-monthly basis. The purpose of this council is to discuss how the school can better educate our school and community regarding FNMI history and culture.

The measure for these Leadership strategies would be in the areas of School Improvement and Quality of Education. The goals after three years are to see a 10% increase in School Improvement and an 8% increase in Quality of Education from the current levels on the Accountability Pillar.

Other Area(s) of Focus

From the Accountability Pillar, there are three areas of concern that need to be addressed.

Transition rate (6 yrs) and Work Preparation

Our strategy to address these low results is we have created a Post-secondary/off campus counselor position within our school. Starting in 2018-19, we have a designated staff member with a block of time every day to focus on meeting with students for career counseling, arranging post-secondary trips, and ensuring that graduation and/or post-secondary requirements are being met that would align with individual student's aspirations.

Parent Involvement

Our strategy to increase the amount of Parent Involvement is two-fold:

- I. Increase the number of opportunities to volunteer in the school. For example, we currently have a very successful targeted literacy program with our Kindergarten-grade 2 student within which our parents play a very active part every day. As similar programs are being created for our older grades, parents will also be strongly encouraged to be an integral part of it. This increased involvement will also be strongly encouraged with extracurricular activities and trips where we are attempting to decrease the number of staff involved to be replaced by parents attending in a supervisory role.
- II. Increase in information and feedback from parents. In 2018-19, our aim is to increase the variety of in which information is being sent to parents (e.g. Remind, Facebook, phone out, classroom newsletters) as well as increasing the opportunity for feedback from parents prior to decisions being made regarding the school. This feedback is currently being obtained through both our School Advisory Council as well as our School Enhancement Committee. Through consultation with other schools as to what methods have been most successful, we will look for alternative ways in which parents can provide important feedback for the school such as through surveys and open meetings.

G. 2018-19 Professional Learning Plan

Being a K-12 school, we determined that the most meaningful professional development for ALL of our staff would be to focus on the area of Wellness. Being a small rural school, challenges such as split grades, multi-disciplined, and fully inclusive classrooms with little to no support are becoming increasingly common. Due to these challenges, we found that it is of utmost importance for our staff to have firm understanding and a vast toolbox to meet the challenges of these diverse situations. Therefore, our entire staff is working through the Gordon Neufeld course, *the Teachability Factor*. Through this course, it is our objective to gain better insight into how to ensure that ALL of our students are successful while attending Caroline School and to increase our ability to be proactive regarding difficult situations rather than just reactive once the negative event has occurred.

Each month, the staff is responsible for completing the coursework for a session on their own and after each staff meeting, which we collaboratively discuss the session as to how it pertains to our educational practices. This allows the staff to utilize the school based non-instructional days to focus on their personal professional development goals pertaining to literacy and numeracy.