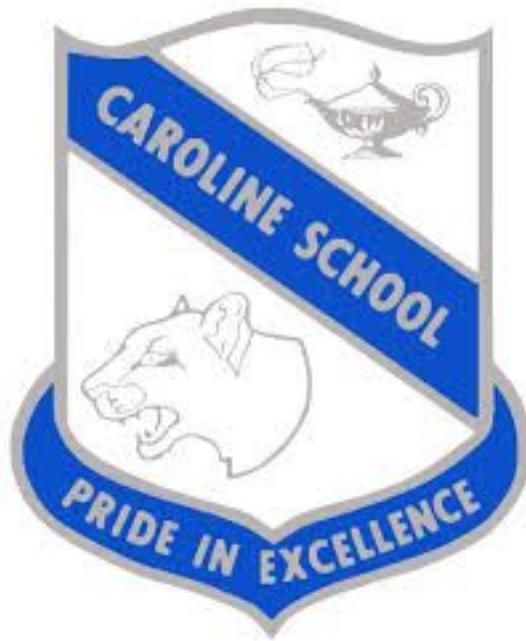


Caroline School

Combined 2018-19 Annual Education Results Report & 2019-22 Three year Education Plan



Caroline School

B. Mission Statement

To develop the confidence, courage, skills, attitudes and values necessary for students to fit in with society, do anything and be anywhere in the world with success.

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.

Values

Heart - safe and caring, kind, compassionate, inclusive

Purposefulness - desire, commitment, engaged in pursuing success

Connectedness - supportive, active, engaged with self, school, and community

C. School Profile

Grade configuration

- Pre-Kindergarten to Grade 12

Student Enrollment

- 360 students (September 30, 2019 count)
- 35 identified FNMI students
- 46 students with Individual Program Plans
- 6 students with severe behavior plans

Staffing

- 18.73 fte. Teachers
- 4.645 fte. Educational Assistants
- 1.00 fte. Student Support Facilitator
- 0.300 fte. Family Wellness Worker
- 0.500 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, senior high)

D. Combined 2019 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	83.6	85.2	86.7	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	57.3	51.6	51.3	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	88.9	84.1	86.4	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	4.5	2.6	2.2	2.6	2.3	2.9	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	58.7	89.5	76.5	79.1	78.0	77.5	Low	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.0	63.3	70.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	16.8	8.5	11.3	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.7	87.0	80.3	83.6	83.7	83.1	Low	Maintained	Issue
	Diploma: Excellence	26.7	10.9	8.5	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	44.0	67.1	40.3	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	57.1	60.0	50.1	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	30.0	32.5	45.1	59.0	58.7	58.7	Very Low	Declined	Concern
	Work Preparation	60.3	60.6	62.4	83.0	82.4	82.6	Very Low	Maintained	Concern
	Citizenship	74.5	77.0	77.7	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.9	61.6	67.2	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	74.6	66.1	65.2	81.0	80.3	81.0	Intermediate	Improved Significantly	Good

E. 2018-19 Results Report regarding key school strategies

The focus of the 2018-19 year for Caroline School was to focus on five of the Overall areas of Concern from our 2017-18 Accountability Pillar. These areas were: PAT Acceptable, PAT Excellence, Transition Rate, Work Preparation, and Parental Involvement.

From last year's focus, our goal was to achieve a 3% increase in both PAT levels as well as a 3% increase in Diploma Excellence levels. This goal was to be achieved through a school-wide focus on Literacy (specific area writing) and Numeracy (specific areas number sense and mental math). Results show that our goals were met with increases of 10.7% in PAT Acceptable, 8.3% in PAT Excellence, and 15.8% in Diploma Excellence. While these one year results were above the target, we will continue to strive to improve all of the academic areas.

For Transition Rate and Work Preparation, our school strategy was to designate 0.200 fte of a teacher to assume the role of career and academic counselor. Due to academic focus and time commitments, this strategy was not successful in achieving our improvement goal. Therefore, a new focus and set of strategies have been implemented for 2019-20 and will be explained further as these two areas continue to be a main focus for our school.

Our strategy for increasing Parent Involvement for 2017-18 was two-fold: 1. Increase the number of volunteer opportunities in the school and 2. Increase information and feedback from parents. Our goal was to achieve a 3% increase year over year in Parent Involvement. Results show an increase of 8.5%, meeting our first year goal. Our focus will be to maintain and improve these results by continuing to focus on our current strategies.

F. 2019-2022 Three Year Education Plan

Inquiry Question

How can we vertically align the outcomes and strategies taught from grade to grade in the areas of literacy and numeracy while maintaining a social-emotional wellness focus?

Through our discussions as a staff and data collected from our students, we identified a noticeable disconnect in areas such as teacher expectations of student skills and knowledge from the previous grade, strategies used to teach specific skills in the areas of literacy and numeracy, and identification of the "big rock" outcomes that students need to possess in order to be successful the following year. We strongly believe that by vertically aligning the outcomes and strategies being taught, the disconnection will be minimized and student learning and growth will be increased. The strategies that we have implemented in 2019-20 are the following:

- A. Imbedded teacher collaboration time - for one hour every six days, the teachers in each division collaborate. Each division of teachers is tasked with creating their own inquiry question as well as the strategies they will implement to achieve their goal. These questions and strategies must also align with the overall school focus.
- B. Multi-year data analysis - instead of just looking at an individual year's achievement (e.g. last year's diploma results or Fountas and Pinell data), we are now looking at three or four years of the same data source to help identify positive and negative trends. This type of analysis then directs the discussion of what have individual teachers and/or we as a school been doing to create a particular positive or negative pattern.
- C. Student intervention blocks for grades 1 to 12 - we have created a daily block of time whereby individual students can access one-to-one support with teachers to work on individual areas of need.
- D. Imbedded Collaborative Response Model time and WeCollab software implementation - in order to facilitate the vertical alignment of strategies being used in the classroom, the collaborative culture we aim to create, and the collection of data that can be used to track a student's progress, we have imbedded CRM meeting time of one hour every three weeks and are utilizing the WeCollab software.

By implementing the above strategies we strongly feel that our school as a whole will be a more cohesive learning environment whereby students will build off of the outcomes and strategies used by previous teachers in previous years to further their knowledge and skills. We also believe that the cohesiveness of the staff will also increase as there will be a deeper understanding of the expectations of the outcomes and strategies being taught to their students in prior years as well as the expectations once they move on to the next grade. By creating their own inquiry questions and strategies as a division and then linking them together as a whole school, the accountability and ownership by the teachers will significantly increase.

To aid in the process, multi-year data analysis will be vital. Fountas and Pinell, MIPI, Provincial Achievement and Diploma exams will all be utilized to provide both the identification of positive and/or negative areas of focus on as well as to provide the results of whether our strategies are having a positive or negative impact. Also, more specific data collection is also done to provide specific, concrete information in regards to specific situations. For example, to provide data is regards to student literacy levels and the possible connection to the amount of time students spend reading, we are following specific grades of students for all core and option classes to determine how much reading is being done at school during a typical day.

Other Area of Focus

The other area of focus is our Transition Rate to post-secondary and Work Preparation. The strategies implemented for 2019-20 are the following:

- A. Career and Academic Counselor - this 0.200 fte position has now been assumed by school administration. The purpose of this is to create a consistency and stability with the position whereby the knowledge and information required to perform the role successfully can be built upon year after year instead of constantly changing with different teachers. Also, the flexibility within the administrators' timetable allows for meeting with students and parents that best suits them instead of only having a scheduled small block of time.
- B. Career Center - we have created a Career Center in our school that can be accessed by students and the general public who wish to find information in the following areas: post-secondary programs, applications, scholarships, volunteer work experience, and job vacancies in the Caroline area.
- C. Career Transition courses - to continue on the work done by grade 10 students in CALM, our grade 11 and 12 students will now be enrolled in CTR courses. The purpose of these courses is to help facilitate their preparedness for post-secondary studies or entering the workforce after high school graduation.
- D. Post-secondary tours - starting in 2019-20, three tours will be offered to students each year: Edmonton colleges and universities, Calgary colleges and universities, and Central Alberta colleges. The purpose of these tours is to provide students with a firsthand experience of what these institutions look like and what is has to offer its students.

G. 2019- Professional Learning Plan

For 2019-20, we have created Our school-based PD days are split between administration-directed and teacher-directed.

Administration-directed

These days are focused on the following:

- A. School visioning - review and updating of our 12 year old school vision and values
- B. Collaborative IPP creation and updating
- C. Vertical alignment of outcomes and strategies between divisions
- D. Transition meetings between grades/divisions at the end of the year

Teacher-directed

We have created a staff shared document titled Caroline Staff PD information. For each of the teacher-based PD days, each staff member is required to indicate the following: *PD Description, Location, and Goal*. The purpose of this document is multi-purpose - all staff can see what everyone is working on and potentially collaborate on a similar topic; administration has clear knowledge in the event that a staff member is off site for a PD day; creates accountability that individual PD is aligned with personal professional growth plans, school

goals, and division directions; and drives conversation between administration and staff during PGP reviews and general discussion around teaching practice.