

Caroline School
Combined 2015-16 Annual Education Results Report & 2016-19
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

Learning at Caroline School is founded on Integrity, Respect, Diligence, Optimism, Compassion, Cooperation and Courage. The policies and decisions we make, the actions implemented and our daily efforts will be founded on these values.

C. October 2016 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4101 Caroline School



Measure Category	Measure Category Evaluation	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	Acceptable	Safe and Caring	82.7	88.2	83.6	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Program of Studies	48.3	43.0	49.1	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	86.4	83.4	83.3	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	3.9	3.4	3.2	3.5	3.5	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	74.8	67.0	71.9	76.5	78.5	75.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	78.9	52.9	65.9	73.6	72.9	73.4	Intermediate	Improved	Good
		PAT: Excellence	11.7	7.4	14.5	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	68.5	84.9	81.5	85.0	85.2	85.1	Very Low	Declined	Concern
		Diploma: Excellence	0.0	8.2	6.6	21.0	21.0	20.5	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	35.6	41.9	45.3	54.6	54.4	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate	53.3	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	49.4	56.8	38.4	59.4	59.7	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	54.2	53.8	62.9	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	74.7	78.0	72.3	83.9	83.5	83.4	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	Parental Involvement	72.2	67.0	70.9	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Concern	School Improvement	60.3	70.7	66.5	81.2	79.6	80.0	Very Low	Declined	Concern

D. 2015-16 Results Report regarding key school strategies

The 2015-16 year for Caroline School can be summarized by two words: *change* and *challenge* which we feel had a direct effect on our accountability pillar results.

Change

As a high school, Caroline School undertook a very significant change in our timetable and programming. This change was studied and researched for an entire previous year by the staff. A summarization of the strategies that were implemented are as follows:

- Reduction of face-to-face instructional time - reduced from an average of 84 minutes/day to 50 minutes/day Monday through Thursday with 140 minute blocks on Friday to allow for longer lessons and assessments such as essay writing, unit exams, and science labs.
- Creation of 2 hour, 1 day per week options.

- Creation of 2 hour tutorial times Monday through Thursday whereby all teachers who were not teaching options were available for students to attend to receive 1 on 1 help.
- Teacher Advisory time everyday for the first 20 minutes of the day whereby a group of approx. 15 students would meet with an advisor to receive school information, sign up for tutorials, and academic counseling. Students would also work on programs such as MyBlueprint during this time.
- End of 2015-16 - school-wide decision to focus on two areas:
 - Academic - literacy
 - Cultural/wellness - anxiety

Issues with the Changes (and the 2016-17 strategies to correct them)

Even though the changes were initially widely accepted by the school community, issues arose that needed to be rectified. The issues and changes made are:

- Face-to-face time was not enough - class time for 2016-17 has been increased to 60 minutes/day Monday through Thursday. (Big improvement)
- Friday classes were too long and students were burned out by the end of the day - Friday classes in 2016-17 have been decreased to 79 minutes per day (significant improvement)
- Option classes now run twice/week for 75 minutes per class. A little extra time for each option plus in the event of a school function on a particular afternoon, those options do not lose an entire week of class like in 2015-16.
- Teacher Advisory too long - time was cut down to 10 minutes (much more focused and productive).
- Location of Teacher Advisory - due to poor attendance (students would come to school late knowing that Advisory was first thing), Advisory time was moved to after the first period. Attendance is now 90+%.
- Tutorial time - too long and lack of teacher availability. Students could not stay focused for two hours at one time and often due to option choices and teacher schedules, some students had difficulty seeing core teachers that they really needed help from. In 2016-17, a 40 minute tutorial block was created whereby ALL teachers are available so students have access to any teacher, any day of the week.
- 2016-17 focus - literacy strategies from Kindergarten to grade 12 - Leveled Literacy Intervention, Balanced Literacy, Cross-curricular vocabulary

Challenge

A large challenge for Caroline School was not only the drastic changes briefly described above, but also the change in teaching personnel that accompanied 2015-16. With all of the discussion and research that occurred the previous year, two out of the four sr. high

core teachers were not teaching in 2015-16 (maternity leave and deferred 1 year leave of absence). This resulted in the following teaching assignments:

- All science streams (Biology, Chemistry, Physics, general science) - first year teacher in her first ever position.
- All English courses - career middle school ELA teacher who had yet to teach sr. high in her career.
- All Mathematics courses - career middle school math/science teacher who is trained in sr. high math but had yet to teach a sr. high math course in his 8 year career.
- All Social Studies courses - teacher entering his second year at Caroline School in sr.high social studies.

Therefore, not only did we undertake an extreme schedule transformation, but we also endured a significant, temporary staffing turnover. (Note: the four individuals above performed extremely well and should be commended for their efforts - being in new positions compounded with changes that we now learned were too extreme in some cases, they were tremendous)

The second challenge faced by our school community that we feel needs to be addressed were the multiple deaths experienced. Losing a long time staff member and two former students who were recent grads and both still resided in Caroline, took a major toll on both staff and students alike. Without a doubt, academic achievement levels were affected by these tragedies through interrupted classes, lack of student attendance, and emotional stress.

For 2016-17, with the changes implemented to the timetable described above, the return of our core staff, as well as an increase of course offerings to students through the usage of community experts (yoga, art, and cosmetology), our focus is to see an improvement of 5% in the three areas of the Accountability Pillar where we experienced a “decline” in 2015-16 - Diploma:Acceptable, Diploma:Excellence, and School Improvement.

E. 2016-19 Three Year Education Plan

*1. Implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.*

- a. Identification of students who appear disconnected in our school - in our Collaborative Response meetings, teachers will identify students who appear to be lacking connection to the school. Through these discussions, action plans will

be created whereby adults who may have similar interests or even share a common space (e.g. their classroom is by the student's locker) purposefully converse with the child. These students are also identified for PPT meetings whereby all stakeholders discuss strategies to help these young people.

- b. Teacher Advisory Groups - cross-grade groups of 15 to 18 students meet with their advisor teacher every day for 10 minutes. During this time, academic counseling, school activity updates, tutorial registration, and open conversation occurs. This has been very successful in connecting with our students in grades 9-12. Action plan - teachers will continue to foster these connections with their students - as a school, we will monitor our level of success through the Tell Them from Me survey data to determine if a connection to the school and its members increases.
- c. Anxiety - through our TTFM data, anxiety is a noticeable issue amongst our students. As a staff, we are currently researching various school cultural programs that address anxiety that can be implemented in a K-12 school.

*II. Implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.*

- a. Project-based learning - teachers have attended professional development this year on PBL and are now beginning to implement it in their classrooms. Teachers will have one unit constructed and delivered via PBL by the end of this school year.
- b. UDL - teachers begin with the outcomes in which they wish for their students to achieve and then begin to construct their lessons and assessments based upon these outcomes. These outcomes are also reported on in grades K-8. By September of 2017, teachers will be able to demonstrate one example of UDL to the administration and to parents at parent-teacher interviews.
- c. 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. Reports to admin will be submitted regarding the progress of the collaboration.

*III. Establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team meetings**.*

- a. Each division has an organized CRM group that meets monthly. If there are more pressing needs, the frequency of the meetings increases; however, monthly meetings are the minimum. An administrator attends all CRM meetings. Each

group will continue to meet at least once per month and share their meeting minutes with the admin group.

- b. PPT meetings are held weekly (Tuesday at lunch); however, due to availability of teachers, Family Wellness worker, SRO, ..., other meeting times are also arranged. Notes regarding all meetings will continue to be accurately kept to ensure follow-up when needed.

*IV. implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.*

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

*V. implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.*

- a. Grades kindergarten to grade 9 - creation of Balanced Literacy groups in each classroom.
- b. Leveled Literacy Intervention - grades 1-5
- c. 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.

F. Caroline School 2016-17 Professional Development Plan

Being a K-12 school, school-based professional development has always been a difficult concept whereby the focus of the PD would be deemed beneficial by all staff. For 2016-17, a new PD approach has been adopted whereby each staff division is dictating what professional development their cohort will be focusing on and the methods in which they will receive their development. The PD structure is as follows:

- Each division has a PD staff representative that meets with the admin team once per month to discuss professional development items such as upcoming PD days, PD opportunities, PD plan progress, and any possible hurdles that they may be facing.
- At the beginning of the year, each division was given the following directive from admin - each group was allotted time down with their professional growth plans

and the 5 WRSD priorities. After discussing their PGP's with their colleagues and reviewing the 5 priorities, each division was to construct a PD plan for their respective division (what will be their focus; when, where, and how will they receive their professional development) and present it to the PD committee.

Below are the focus areas of each division:

- Division I - Project-based Learning
- Division II - Project-based Learning; Mindfulness (wellness)
- Division III - Balanced Literacy
- Division IV - Pedagogy and Assessment - significant collaboration with WRSD colleagues to create common lessons and assessments