



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Clear Vista School

**Three-Year Education Plan
2017-2020**

and

**School Results Report
2016-2017**

November 2017



**Wetaskiwin Regional
Public Schools**



TABLE OF CONTENTS

| | |
|---|-----------|
| Accountability Statement & School Council Involvement Publication Statement, Vision and Mission Statements | 3 |
| School Focus and Outcomes 2017-18 And Results from 2016-17 | 4 |
| Focus and Outcomes | 5 |
| Results from 2016-17 | 7 |
| Alberta Education Goals and Outcomes | 12 |
| Outcome 1: Alberta students are successful | 13 |
| Outcome 2: The Achievement Gap between FNMI Students and all other students is eliminated | 14 |
| Outcome 3: Alberta's Education System is Inclusive | 15 |
| Outcome 4: Alberta has Excellent Teachers, School and School Authority Leadership | 15 |
| Outcome 5: The Education System is well Governed and Managed | 16 |
| School Budget Highlights | 17 |

ACCOUNTABILITY STATEMENT & SCHOOL COUNCIL INVOLVEMENT

The Clear Vista School Education Plan for the three years commencing August 31, 2016 and School Results Report for 2015/16 was prepared in consultation with the School Council and staff. This education plan was developed in the context of the jurisdictional Three Year Educational and fiscal plans. Our school is committed to achieving the results laid out in the education plan.

PUBLICATION STATEMENT

Clear Vista School will post this document on our website, with copies being distributed and discussed with our school council. Copies will be available from the School.

CLEAR VISTA MISSION

Clear Vista School is a positive and supportive educational community that inspires students to do their best, celebrates achievements and encourages lifelong learning.

CLEAR VISTA BELIEF STATEMENT:

We believe...

*That learning should be lifelong and fulfilling;
In a safe, clean, nurturing environment of humor, happiness, and hope;
In promoting self-discipline and in viewing discipline as a positive means of growth;
That all children can learn and be successful;
That commitment and dedication are important attributes of good educators and learners;
In recognizing and celebrating the goodness, gifts, and growth in every individual;
That education is a partnership between staff, students, parents and community;
In striving to achieve one's fullest potential;
In caring, sharing, and mutual respect;
That education should prepare us to be moral, responsible and productive members
of society; and
In teaching by example.*

The Staff of Clear Vista School

Clear Vista

School Focus and

Outcomes

2017-18

&

Results from

2016-17

School Focus, and Outcomes 2017-18

School Focus: *Every student will read at or above grade level.*

Outcome 1: Students achieve in literacy at the same rate as all other students in the province.

| <u>Strategy</u> | <u>Practice</u> | <u>Evidence</u> |
|---------------------------------------|---|---|
| Support reading & writing development | RTI – Focus on Reading | Jerry Johns |
| | Implement PLC - Div I – II | Dolce, Schoenell |
| | Initiate PLC – Div III | |
| | Implement Daily Five in elementary classrooms | CORE Maze, RRST |
| | Teacher PD – provide access to PD funds for teachers. | School based assessments Grade 6 & 9 PAT |
| | Use Google Apps and Chromebooks and programs such as: RAZ Kids | Articulation Probes |
| | Reading Theory Program | Burns Roe, Bader, Vineland |
| | For additional support in building fluency, comprehension | |
| | Paired reading programs | |

See Clear Vista Analysis and Report on Provincial Achievement Tests for additional information.
Ask at the school for this report.

Outcome 2: Students achieve in numeracy at the same rate as all other students in the province.

| <u>Strategy</u> | <u>Practice</u> | <u>Evidence</u> |
|------------------------------|---|-----------------|
| Support numeracy development | RTI – Priority Math Tutorials (Division II & III) | Grade 6 PAT |
| | RTI – Div III Numeracy intervention groups | |

Implement PLC -
Div I and II

WRPS Common Math
Assessments

Initiate PLC – Div III
IXL Math

MIPI, Key Math
IXL reporting

See Clear Vista Analysis and Report on Provincial Achievement Tests for additional information. Ask at the school for this report.

Outcome 3: Students complete high school at the same rate as all other students in the province.

“Work completion & Sense of Belonging”

Strategy

Students complete
school work as required

Practice

RTI – Flex Periods

Evidence

TTFM – School Completion
Report

Parents & students use
Maplewood for attendance
and marks

See Clear Vista Positive School Environment Plan for additional strategies.

Outcome 4: Students transition into post-secondary or the workforce at the same rate as all other students in the province.

“Attendance, Study Habits, Work Ethic, Planning”

Strategy

Students attend
regularly and punctually

Practice

Monitor attendance

Evidence

Attendance Reports

Parents & students use
Maplewood for attendance
and marks

Students will complete “My
Blueprint” as part of Health

School will host “Junior
Achievement Program
Presentations (gr 3-8)

RTI - Flex extension groups

Results from 2016-17

School Focus: *Every student will read at or above grade level.*

Outcome 1: Students achieve in literacy at the same rate as all other students in the province.

| Division II | Oct. 2016 Initial Screening | April 2017 Final Round |
|----------------------------------|--|-----------------------------------|
| % of students Benchmarked | 69% | 69% |
| % of students Not benchmarked | 31% | 31% |
| Division III | Oct. 2016 Initial Screening | April 2017 Final Round |
| % of students Benchmarked | 82% | 94% |
| % of students Not benchmarked | 18% | 6% |

Division 2 Fluency

Initial test: 73% of students met benchmark

End of year 84% of students met benchmark

Division 2 Word Recognition

Initial test 90 % met benchmark

End of year 92 % met benchmark

Division 2 Comprehension

Initial test 49% met benchmark

End of year 82% met benchmark

School based assessments (Final LA Mark)

| Grade | At or above Grade Level | At or above Excellence |
|-------|-------------------------|------------------------|
| 4 | 63.6 % | 36.4% |
| 5 | 62.5% | 37.5% |
| 6 | 44.6% | 51.8% |
| 7 | 46.3% | 44.4% |
| 8 | 65.5% | 27.3% |

Grade level is defined as achieving at least 60% as a final mark (gr 4-6) and 50% (gr 7-9). Excellence is defined as achieving at least 80% as a final mark. In grade 6 and 9, the PAT is used as a final exam and so is part of the final school mark.

Grade 6 & 9 LA PAT

| Grade | Acceptable Standard | | Excellence | |
|-------|---------------------|-------|------------|-------|
| | CV | Prov | CV | Prov |
| 6 | 78.9% | 82.5% | 12.3% | 18.9% |
| 9 | 86.8% | 76.8% | 76.8% | 14.9% |

Outcome 2: Students achieve in numeracy at the same rate as all other students in the province.

Evidence

School based assessments (final Math mark)

| Grade | At or above Grade Level | At or above Excellence |
|-------|-------------------------|------------------------|
| 4 | 76.4% | 23.6% |
| 5 | 54.2% | 37.5% |
| 6 | 32.1% | 55.4% |
| 7 | 40.7% | 42.6% |
| 8 | 56.3% | 42.6% |

Grade level is defined as achieving at least 60% as a final mark (gr 4-6) and 50% (gr 7-9). Excellence is defined as achieving at least 80% as a final mark.

In grade 6 and 9, the PAT is used as a final exam and so is part of the final school mark.

Grade 6 & 9 PAT

| Grade | Acceptable Standard | | Excellence | |
|-------|---------------------|-------|------------|-------|
| | CV | Prov | CV | Prov |
| 6 | 88.5% | 79.0% | 11.5% | 15.2% |
| 9 | 65.9% | 75.0% | 22.7% | 19.3% |

Comment: School based assessment, except for grade 6, are higher than the PAT scores. The PATs show that the grade 6 students are achieving in numeracy above the rate as all other students in the province. The grade 9 results show that this group of students did not achieve at the same rate as all other students in the province.

Outcome 3: Students complete high school at the same rate as all other students in the province. “Work completion & Sense of Belonging”

Evidence - the Acct Pillar – high school completion rate (Not available for Clear Vista - this is a high school measure)

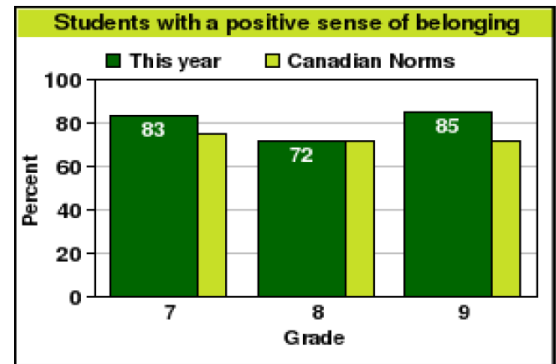
Sense of Belonging (from the “Tell Them From Me Survey”):

The following is the result from Grades 7-9 from the November 2016 survey. In Nov. 2015, this measure was 72%.

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 80% of students in this school had a high sense of belonging; the Canadian norm for these grades is 73%.
- 87% of the girls and 76% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 73% and for boys is 73%.



Comment: This measure showed a significant increase over 2015 (80% vs 72%). There is a high correlation between students who have a positive sense of belonging at school and high school completion. Students will leave Clear Vista and go to high school displaying this positive sense of belonging which should result in an increased high school completion for these students.

Outcome 4: Students transition into post-secondary or the workforce at the same rate as all other students in the province. “Attendance, Study Habits, Work Ethic, Planning

Attendance:

| Month | Elementary Percent of Attendance | Junior High Percent of Attendance | School Percent of Attendance |
|--------------|---|--|-------------------------------------|
| September | 95.97% | 94.98% | 95.36% |
| October | 95.54% | 93.23% | 94.67% |
| November | 93.38% | 91.62% | 92.73% |
| December | 88.92% | 83.43% | 87.47% |
| January | 90.32% | 87.58% | 89.35% |
| February | 92.27% | 90.2% | 91.41% |
| March | 93.52% | 89.56% | 92.15% |
| April | 92.5% | 88.14% | 91.18% |
| May | 93.59% | 87.96% | 91.88% |
| June | 92.09% | 85.58% | 90.1% |

Comment: The school’s success in ensuring that students’ transition into post-secondary or the workforce will be reflected in the high school measure of this area. Clear Vista’s goal is to prepare students for high school by instilling good attendance patterns, good study habits, a good work ethic and giving students the skills they need to plan for their future. Attendance overall shows a decline as the year progresses. This decline is most evident in junior high. This year will continue to feed into enrolment trends that can be tracked over time. Attendance at school is directly related to success at school and so the continued monitoring of attendance and continued work by the school to decrease absenteeism will remain an important school initiative.

Students in junior high used “My Blue Print” to begin looking at their career aspirations. Grade 9 students attended two career fairs - one in Edmonton and one in Red Deer. In the spring, Clear Vista had a successful Junior Achievement Day for students in grade 3-9. Several volunteers from local businesses came to the school to make this day very successful.

ALBERTA EDUCATION PROVINCIAL Desired Outcomes

Results from 2016-17

**Clear Vista Three Year Plan
2017-2020**

- **Desired & Specific Outcomes**
- **Performance Measures**
- **Comments on Results**
- **Strategies**

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 77.1 | 77.1 | 78.4 | 76.6 | 76.3 | 80.0 | Intermediate | Maintained | Acceptable | 85.0 | 90.0 | 95.0 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 21.1 | 24.5 | 25.2 | 19.6 | 21.7 | 25.0 | High | Maintained | Good | 30.0 | 35.0 | 40.0 |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0.0 | 0.0 | 0.0 | 0.8 | 0.0 | 0.0 | Very High | Maintained | Excellent | 0.0 | 0.0 | 0.0 |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 83.4 | 81.0 | 85.1 | 81.4 | 83.9 | 85.0 | Very High | Maintained | Excellent | 90.0 | 95.0 | 100 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 66.9 | 88.9 | 74.2 | 66.2 | 72.9 | 80.0 | Intermediate | Maintained | Acceptable | 85.0 | 90.0 | 95.0 |

Comment on Results:

Clear Vista School uses a range of assessments throughout the course of the year in all of our classrooms to gauge whether students are Below/At/Excellence in their Grade Level. We have high expectations for all of our students with high levels of support. This year we will no longer have the Grade 9 PAT results as a standardized source of data; so classroom assessments in Gr. 7 and 8 will be relied upon more prominently to ascertain the students levels of academic success.

Clear Vista School impacts the Drop Out Rate by establishing good routines, expectations and behaviors for attendance, work completion and engagement within our K-8 school.

Clear Vista School impacts citizenship and behaviours as outlined in our *Positive School Environment Plan* including Div. 1-3 monthly assemblies, Effective Behaviour Supports programming, Student Leadership, and the work of our Student Support Team which is made up of our LST's, Wahkohtowin Teacher and Liaison, Counselor, Mental Health Capacity Building Liaison, Vice Principal and Principal.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 44.6 | 42.6 | 51.7 | 72.1 | 42.5 | 50.0 | Very Low | Maintained | Concern | 55.0 | 60.0 | 65.0 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 0.0 | 5.9 | 3.3 | 2.9 | 3.8 | 5.0 | Very Low | Maintained | Concern | 10.0 | 15.0 | 20.0 |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | * | * | * | * | 0.0 | 0.0 | Very High | n/a | n/a | 0.0 | 0.0 | 0.0 |

Comment on Results:

Clear Vista School has adjusted the Indigenous Team to now include a 0.4 FTE Indigenous Teacher along with a 0.5 FTE Wahkotowin Liaison. Together they help to support the school's overall *Indigenous Education Plan*. We have high expectations for our students along with high levels of support; joining strategies such as increasing the visibility of Indigenous culture throughout the school such as the addition of a Smudging room are in the facility plan for our school moving forward. In the fall of 2017, Clear Vista hosted its first Orange Shirt Day and plans to increase student ownership for 2018 include having the students take lead on the assembly for next year.

Outcome Three: Alberta's education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 88.4 | 83.7 | 89.4 | 83.5 | 89.6 | 90.0 | Very High | Improved | Excellent | 95.0 | 100 | 100 |

Comment on Results:

Clear Vista School focusses on making itself a welcoming place for students, staff and parents. As such, efforts to increase student engagement and pride in our school in particular with our junior high students will help students to remain engaged with their school.

Outcome Four: Alberta has excellent teachers, school and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 81.0 | 78.8 | 77.3 | 79.2 | 78.0 | 80.0 | Intermediate | Maintained | Acceptable | 85.0 | 90.0 | 95.0 |

Comment on Results:

Clear Vista School offers students two sets of options throughout all of our terms. We are receptive to student feedback on what they find interesting and engaging and combined with staff interests and skill sets – new ideas for engaging options are possible moving forward.

Outcome Five: The education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 73.9 | 80.7 | 78.1 | 76.8 | 76.6 | 80.0 | High | Maintained | Good | 85.0 | 90.0 | 95.0 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 80.6 | 82.7 | 80.2 | 71.1 | 81.4 | 85.0 | High | Maintained | Good | 90.0 | 95.0 | 100 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 89.9 | 89.8 | 93.8 | 89.6 | 93.7 | 95.0 | Very High | Improved | Excellent | 100 | 100 | 100 |

Comment on Results:

Clear Vista School is focused on student learning and the quality of education provided is very high. We continue to strive to improve and grow along with our students and we will share our learning with our stakeholders as we move forward.

BUDGET HIGHLIGHTS

Summary of the Clear Vista School Budget

| | | | |
|------------------------------|--|--------------|---------------|
| | | | Projected |
| | | | 2017-2018 |
| <u>Budget Summary</u> | | | Budget |
| | | | \$ |
| | | | |
| Revenues | | | |
| Program Band | | \$ 1625.00 | |
| FNMI Allocation | | \$ 5000.00 | |
| Program Physical Education | | \$1800.00 | |
| Program Home Economics | | \$ 750.00 | |
| Program Industrial Arts | | \$ 1500.00 | |
| Shared Services | | \$3190007.00 | |
| Total Revenue | | | \$ 3200682.00 |
| | | | |
| Expenditures | | | |
| Staff Expenses | | \$ 308538.20 | |
| Supply & Program Expenses | | \$ 115300.00 | |
| | | | |

| | | | |
|---------------------------|--|--|---------------|
| Total Expenditures | | | \$ 3200682.00 |
| | | | |
| Surplus (Deficit) | | | \$ 0.00 |
| | | | |