



**Parkland Composite High School  
Annual Results Report – 2017 – 2018  
School Continuous Growth Plan – 2018 – 2021**



## **OUR VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

## **OUR MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

## **OUR PRIORITIES**

Student Learning • Teaching & Leadership Excellence • Community Engagement

## **OUR BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## **OUR CORE VALUES**

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

## **Alberta Education Outcomes**

1. Alberta's students are successful
2. Alberta's education system supports Indigenous students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed

## Success for All x All Kids Are Our Kids = One Year's Growth

**Methodology:** The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

Our School We provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy
  - Our data driven initiative is a refined focus on reading comprehension and vocabulary development. We have implemented a 3 tier approach, with individual teacher coaching from a literacy specialist, supported by a department focus, culminating in a school wide adoption of best practices.
2. Student success through innovative, effective and appropriate uses of educational technologies
  - We are completing our transition from desktop workstations to a fully mobile platform. We will add 60 chromebooks a year over the next 3 years. This expansion will make use of our network infrastructure and existing WIFI capabilities. Plans are being developed to fund and implement a common area makerspace.
3. Our school community respects diversity and promotes inclusion
  - ACES students actively involved throughout the school.
  - GSA Coffee House organized by Students and RCMP Liaison
  - Operational GSA in house supported by certificated staff
  - 7 gender neutral washrooms

4. Indigenous student success

- Indigenous liaison Renay Woelfing operates our Legends room, and daily resource for teacher development.
- Continuation of a 2 representative delegation attending the GYPSD Indigenous Teacher Camp
- Staff professional development from multiple elders to foster understanding and incorporation into classroom activities. Will also support staff in the transition to the new TQS.
- Development of an online video data bank of Elder teachings for PCHS and GYPSD student learning.
- Multiple school events focusing on indigenous teachings and cultural practice.
- Teachers will infuse indigenous perspective and culture into the curriculum for all courses.

5. Excellence in Teaching and School Based Leadership

- School wide adoption of Generative Dialogue implemented with a 2 step strategy. Administration is using generative dialogue to encourage reflective practice in classroom teaching and staff are being developed to use generative dialogue with students and parents.
- School development of Department Head leadership role in areas such as Data Analysis, Budgeting, Timetabling and Generative Dialogue.

**Parkland Composite High School  
School**

Personnel	2018-2019 FTE	2017-2018 FTE	2016-2017 FTE
School Administration	2	2	2
LST/FSLC	.80	.80	.80
Certificated Staff	22.78	25.25	27.25
Support Staff	10.5 Including Library & Office	10.5 Including Library & Office	11 *including Library and Office
ECS Student Population	NA	NA	NA
Grades 9-12 Student Population	441	425	438
Indigenous	70	65	53
FRIM	30	28	30

## **Principal's Message**

Parkland staff are working hard on analyzing and evaluating the 2017-2018 results data. Accountability Pillar, Thought Exchange, OurSchool survey, Mathletics Testing, AIMSweb Testing and HLAT Testing. This analysis is used to drive decisions made in implementing educational strategies and focus.

Knowing that ALL KIDS ARE OUR KIDS, we have a wide range of supports available to help ensure all students find a place at Parkland. Our new Pacer Success Centre (PSC) houses our Academic and Career Advisors, Off Campus Coordinator, Independent Learning Class and Library. Outside the PSC students will find extra support through our Indigenous Coordinator (Legends room), Family School Liaison and Learning Support Teacher (ACES). Adding these supports to the Parkland team of Teachers and Educational Assistants help empowers ALL KIDS to self-regulate, become active learners and understand and implement the characteristics of active citizenship. We are now moving as a school to implement a student owned "Your Future, Your Plan" strategy. This discover, plan, implement and empower based program, will be developed in the PSC and then spread to staff, parents and the community at large.

In striving for SUCCESS FOR ALL students, staff at Parkland will be using an instructional focus on Literacy. More precisely on Reading Comprehension and Vocabulary. This focus will be embedded in all courses and daily lesson plans. "High School Redesign" continues to move us forward as we implement an academic FLEX block (35 min, 5 days a week). This is implemented with a high rate of targeted intervention for Grade 9, sliding to more self-directed intervention style by Grade 12. Diploma and PAT Excellence Courses will continue to be embedded into FLEX . These courses are made available for students facing Diploma Exams and Provincial Achievement Tests. They will focus on readying students for these important evaluations through targeted review driven by the 2017 – 2018 data analysis. Excellence Courses will begin at the halfway point of each semester. Our "Your Future, Your Plan" student focused strategy will help in all areas of academic achievement, as students discover how their academic focus will affect their future.

It is important that Parkland engage its students, parents and community through a multitude of events and forms of communication. To effectively communicate we send weekly emails home, have an active Facebook page, an informative Webpage and use both of our local newspapers to inform the public of all the great things happening at Parkland. Further to this, we have increased our internal student engagement by adding a visual media presence that can be seen on widescreen monitors throughout the school. We also provide interactive opportunities through the school year, such as Awards Night, Parent Teacher Interviews, Parent Council Meetings, Career Day, Edson Trade Show, Edson Christmas Parade and multiple Community Day activities.

Parkland is very proud of the success our students achieve and will continue to strive to motivate, inspire and encourage all students who walk through our doors.

## Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

## Combined Accountability Pillar Overall Summary

Measure Category	Measure	Parkland Composite High 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	<a href="#">Safe and Caring</a>	75.7	88.8	85.3	89.0	89.5	89.4	Very Low	Declined Significantly	Concern
Student Learning Opportunities	<a href="#">Program of Studies</a>	79.2	84.1	84.9	81.8	81.9	81.7	High	Declined	Acceptable
	<a href="#">Education Quality</a>	82.3	85.5	85.7	90.0	90.1	89.9	Low	Declined	Issue
	<a href="#">Drop Out Rate</a>	3.1	4.4	3.3	2.3	3.0	3.3	High	Maintained	Good
	<a href="#">High School Completion Rate (3 yr)</a>	72.5	66.1	72.6	78.0	78.0	77.0	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	69.1	62.5	65.0	73.6	73.4	73.3	Low	Maintained	Issue
	<a href="#">PAT: Excellence</a>	14.1	14.1	10.5	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	81.9	84.4	81.6	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Excellence</a>	15.7	19.2	17.3	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	42.3	37.9	41.6	55.7	54.9	54.7	Low	Maintained	Issue
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	56.4	65.3	64.9	63.4	62.3	61.5	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	48.4	45.8	50.3	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	<a href="#">Work Preparation</a>	70.6	63.4	69.5	82.4	82.7	82.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	70.4	80.4	75.8	83.0	83.7	83.7	Low	Declined	Issue
Parental Involvement	<a href="#">Parental Involvement</a>	76.8	87.0	86.0	81.2	81.2	81.0	Intermediate	Declined	Issue
Continuous Improvement	<a href="#">School Improvement</a>	70.4	77.6	76.4	80.3	81.4	80.7	Low	Declined	Issue

When looking at multiple data sources (Accountability Pillar, Thought Exchange, OurSchool ) and focusing on the concept of students feeling supported and cared for at Parkland, we get conflicting results. Two show a caring staff / school (Thought Exchange, OurSchool) and the other shows a need for improvement in this area (Accountability Pillar). We realize that Parkland has undergone a major change in school culture, and with this increased focus on high expectations, some students may feel some stress or and increase in anxiety ( OurSchool survey) . As the culture continues to develop we are confident that the dip in the Accountability Pillar - Safe and Caring, will correct itself.

Parkland staff has spent countless hours looking over our PAT and Diploma exam results. Each subject area tells its own story and thus each has their own specific plan for improving results. When all of the subject plans for improvement were presented by staff we found an underlying theme. This is a needed improvement in the areas of Reading Comprehension and Vocabulary Understanding. This data backed finding is driving a school wide initiative to implement strategies that will bring forward results in both Reading Comprehension and Vocabulary understanding. These strategies are being developed at the Teacher, Department and School Wide level. We are using literary experts to help support or planning and implementation.

The Pacer Success Centre has seen a big increase in demand this year. The driver of this is our ability to meet students individual needs through the offering of individualized educational plans that are success focused. We are also expanding our “Your Future, Your Plan” program to help students understand and look forward to the change that comes at the end of High School. The need and thus implementation of the Success Centre and all of its programs are based and driven by the data pulled from the Accountability Pillar, Thought Exchange and OurSchool. The Success Centre will continue to be adaptive to the changing needs of our students.

**ALL KIDS ARE OUR KIDS:**

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

<b>School Goal 1: Increase student understanding of the importance of how and why you plan for your future after high school and connect that understanding to daily choices.</b>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>● Continue to develop the Pacer Success Centre to enhance access to individualized education plans and promote “Your Future” focused thinking.</li> <li>● Develop and implement a comprehensive, School wide approach to developing student owned “Your Future, Your Plan” tools</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>● Increase in student use of the Pacer Success Centre.</li> <li>● Outline of complete program “Your Future, Your Plan”</li> <li>● Training of all staff on how to talk to students about their life after high school</li> </ul>
<p><b>Evidence of Success:</b></p>	

**SUCCESS FOR ALL:**

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

<b>School Goal #1: Increase achievement in results through a focus on Reading Comprehension and Vocabulary.</b>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>● Implement a school wide program to increase reading comprehension.</li> <li>● Implement a school wide program to increase vocabulary understanding.</li> <li>● Support the development of these programs through the use of Literary experts.</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>● All teachers will implement reading comprehension and vocabulary understanding strategies in all lessons</li> <li>● All Department will have a clear department wide strategy for reading comprehension and vocabulary understanding.</li> <li>● There will be clear school wide program to increase reading comprehension and vocabulary understanding.</li> </ul>
<b>Evidence of Success</b>	

**SUCCESS FOR ALL:**

<b>School Goal #2: Develop and implement instructional strategies to address gaps identified in PAT and Diploma Data</b>	
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>• Math, Science, English and Social Studies Departments develop a comprehensive list of changes that can be made by course and to address issues found through data analysis.</li> <li>• Increase in the use of Generative Dialogue by Administration to empower teachers to find ways to implement data driven changes.</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>• Successful implementation of 90% of strategies developed through data analysis.</li> <li>• All strategies were discussed by Administration with teachers using Generative Dialogue.</li> </ul>
<p><b>Evidence of Success</b></p> <p>.</p>	