

School Continuous Improvement Plan

Year 1: 2024/25

PARKLAND COMPOSITE
HIGH SCHOOL &
THE LEARNING CONNECTION - EDSON
EDSON, AB





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VISION

Every member of our learning community has the knowledge and skills to define and pursue success.

MISSION

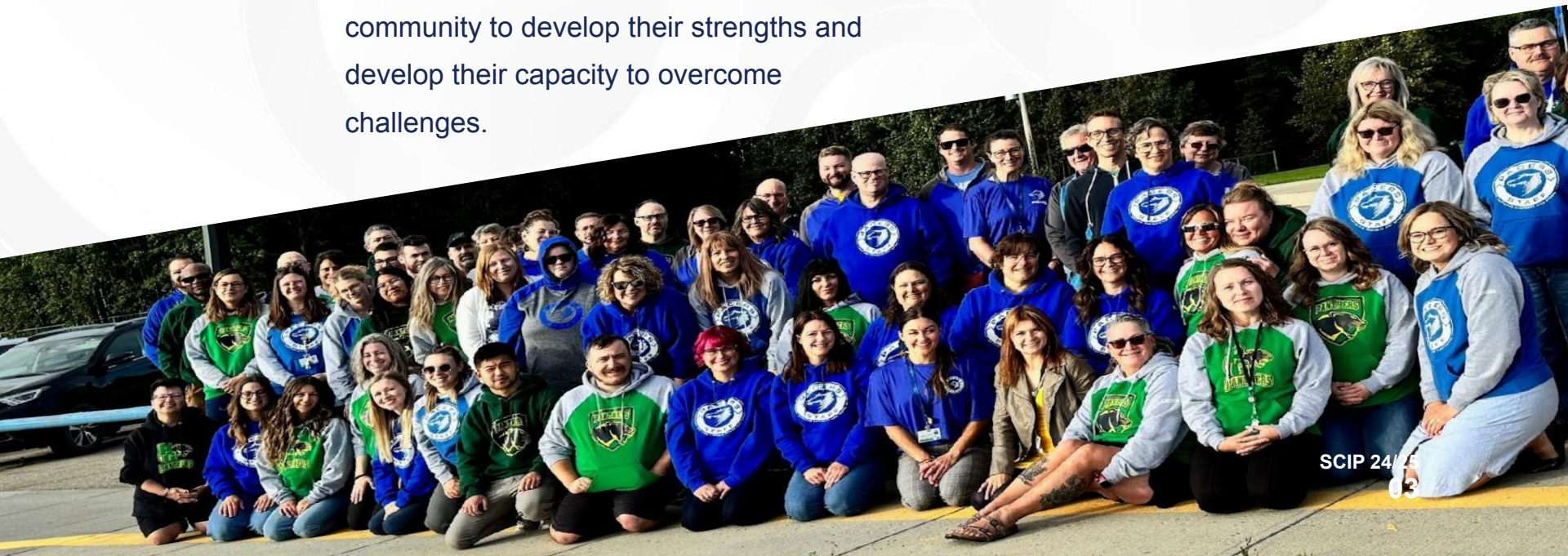
We will foster a supportive, respectful school culture to guide our learning community to develop their strengths and develop their capacity to overcome challenges.

CORE VALUES

Growth

Preparation for Success

Engaging Learning Environments



2023/24 Data: Areas to Celebrate



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	77.6	77.6	80.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	68.9	67.3	71.6	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	74.5	68.5	76.8	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.9	84.6	83.3	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	58.7	30.9*	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	PAT9: Excellence	9.9	4.2	n/a	15.4	15.5	15.5	Low	n/a	n/a
	Diploma: Acceptable	77.7	68.2*	68.2	81.5	80.3	80.3	Low	Improved	Acceptable
	Diploma: Excellence	13.3	9.1	9.1	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	75.5	81.5	82.8	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.4	73.9	79.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.4	78.3	79.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	69.8	72.4	72.7	79.5	79.1	78.9	Very Low	Maintained	Concern

Our Fall 2024 Assurance Measures Report for the 2023/24 school year shows overall **growth** or **maintained** improvement results in most measures.

PAT & Diploma Results High Points

Provincial Achievement Tests (PATs) and Diploma Exam results show improvement from the previous school year.

- PATs - Science 9 continues to yield successful results.
- Diplomas - We continue to perform well in the Sciences and Mathematics.

Program Access

Students at Parkland responded with a high level of satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their school.

Parkland boasts over 20 different Career & Technology programs, in addition to in-house Academic Advisors in the Pacer Success Centre, alternative learning/virtual programming, Family School Liaison Counsellor (FSLC) and our Wellness Navigator.





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Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.4	73.9	79.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.4	78.3	79.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	69.8	72.4	72.7	79.5	79.1	78.9	Very Low	Maintained	Concern

Though we note an increase of **27.8 percentage** points in the Grade 9 PAT Acceptable Standard results and an increase of **9.5 percentage** point in the Diploma Exam Acceptable Standard results, we recognize we are, respectively, 3.8 percentage points below the provincial average in both Grade 9 PAT and Diploma Exam results.

Areas for Growth

PAT & Diploma Academic Success is Low

Provincial Achievement Test (PAT) and Diploma Exam data show that Parkland is below the provincial average.

- PATs - Humanities (Language Arts 9 & Social Studies 9) and Mathematics 9 are areas for growth.
- Diplomas - Humanities (English & Social Studies) as areas for growth.

Increase Parent Engagement

Only 35% of parent respondents said they were involved in decisions with their school (Parkland), with 26% agreed that their input into student decisions was being considered and 42% satisfied with opportunities to be involved in decisions about the school.

Meeting the Provincial average is within our reach!



Closer Analysis of our Data

Perceived Parental Involvement is Low

Data showed that parental involvement is considered very low.

However, there is a contradiction in this perspective between teachers (88%, improved) and parents (52%, declined) in terms of satisfaction with the availability of opportunities to be engaged.

Perceived Education Quality is Low

Parent respondents in our AEA data showed a 30% decline in satisfaction with the quality of education, but this response is not consistent with student respondents, who showed a 5% increase in satisfaction with education quality.

There is a disconnect between what the students are feeling and what the parents are seeing.

Area of Particular Concern in parent responses:

- 54% of respondents felt students understand what they are expected to learn.
- 38% of student respondents find schoolwork interesting.
- 50% of respondents agree that students are learning what they need to know.

Safe & Caring Schools

There is a disconnect between parental and student perceptions in this area, with 70% of parents responding they are satisfied our school is safe and caring, resulting in a score of very low, whereas 83% of students responded they are satisfied that our school is safe and caring, resulting in a score of very high.

Following a deep analysis of our Citizenship, Education Quality, Access to Supports and Services, and Parental Involvement measures, we believe there is a correlation between classroom practice:

- 1) specifically related to engaging students in the learning outcomes in the core program of study subjects, and
- 2) our parent stakeholder awareness that student learning is our priority, supported with wrap-around supports and services in an inclusive, safe campus for all students at Parkland.



Measure: Citizenship

Percentage of teachers, **parents**, and students who are satisfied that students model the characteristics of active **citizenship**.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	129	85.3	116	70.3	148	76.0	190	67.3	145	68.9	Low	Maintained	Issue
Parent	19	75.8	13	52.4	33	70.7	42	64.4	26	45.2	Very Low	Declined	Concern
Student	89	82.0	88	65.3	92	65.9	119	52.3	95	68.2	Intermediate	Improved	Good
Teacher	21	98.1	15	93.3	23	91.2	29	85.2	24	93.3	High	Maintained	Good

For example, when asked “Is your child encouraged to try their best”, only **63%** of parents indicated they agreed. **88%** of students agreed when asked the same question.

Where is the opportunity to address the gap?

Q to parents: What evidence do you need to see or hear from Parkland staff to ensure you that we are encouraging the students to try their best?

Measure: Education Quality

Percentage of teachers, **parents**, and students satisfied with the overall quality of **basic education**.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	129	87.6	116	86.4	148	84.2	190	81.5	145	75.5	Very Low	Declined	Concern
Parent	19	71.7	13	83.3	33	78.7	42	79.3	26	59.0	Very Low	Declined	Concern
Student	89	93.4	88	80.3	92	81.1	119	74.4	95	79.2	Very Low	Maintained	Concern
Teacher	21	97.6	15	95.6	23	92.8	29	90.8	24	88.2	Very Low	Maintained	Concern

For example, when asked if “Your child clearly understands what they are expected to learn at school”, only **54%** of parents indicated they agreed. **84%** of students agreed when asked the same question.

Where is the opportunity to address the gap?

Q to parents: what evidence you would need to see or hear from Parkland staff to ensure that teachers are clearly communicating to students what they are expected to learn?



Measure: Access to Supports and Services

The percentage of teachers, **parents**, and students who agree that students have **access to the appropriate supports and services** at school.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	116	80.9	148	81.5	190	78.3	145	74.4	n/a	Declined	n/a
Parent	n/a	n/a	13	66.7	33	73.6	42	68.8	26	51.5	n/a	Declined	n/a
Student	n/a	n/a	88	80.1	92	76.2	119	74.4	95	79.9	n/a	Maintained	n/a
Teacher	n/a	n/a	15	95.9	23	94.7	29	91.7	24	91.7	n/a	Maintained	n/a

For example, when asked, “Your child can get help at school with problems that are not related to school work”, **42%** of parents agreed and **46%** of parents reported they “*don’t know*”.

Where is the opportunity to address the gap?

Q to parents: What evidence does your family need to see or hear from Parkland staff to know your child can access support for problems not related to school work?

Measure: Parental Involvement

Percentage of teachers and parents satisfied with **parental involvement** in decisions about their child's education.

	School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	40	81.2	28	73.3	56	73.0	71	72.4	50	69.8	Very Low	Maintained	Concern
Parent	19	65.3	13	53.3	33	63.5	42	69.1	26	52.0	Very Low	Declined	Concern
Teacher	21	97.1	15	93.3	23	82.6	29	75.7	24	87.5	Intermediate	Maintained	Acceptable

For example, when asked “how satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child’s school”, only **42%** of parents indicated they were satisfied, with **25%** indicating *they did not know*. **96%** of teachers indicated they were satisfied - a **20%** increase from the previous year.

Where is the opportunity to address the gap?

Q to parents: what evidence you would need to see or hear from Parkland staff to feel you have an opportunity to be involved in your child’s school?

Goals for 2024/25



Increase Student Achievement



Increase Stakeholder Engagement in Quality Education

#1. Increase Student Achievement

Measure	Parkland Composite High School			Alberta			Measure Evaluation		
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Strategy: Focus on Instructional Practice

Teachers design **lessons aligned** to the **program of studies**; students are **aware** of what they are learning, and **what they are expected to know or do** as a result of the lesson focus; they understand how they will be **assessed**.

Teachers use **high-effect pedagogy** to ensure all students are **actively participating** in their learning.

Strategy Implementation Plan:



Curricular Alignment

- Teachers have a course **Scope and Sequence** that identifies which outcomes will be taught within units, and when the units will be taught
- Course **assessment tools** align with the learning outcomes being measured which aligns with the program of studies for the course. The tools that inform students' grades are clearly detailed in **PTPro**
- Professional Development events specify time to confirm **major assessments to the program of studies (aka blueprinting)**, which is then confirmed back to the course Scope and Sequence to identify gaps
- Teachers participate in Professional Development on **Standards Confirmation and Reliability Review**
- **Item Analysis:** Department teams identify low-achievement questions from multi-year PAT and Diploma Results for **Lesson Study**

Daily Classroom Visits, the Administration will be looking for:

- **Teacher Clarity:** students know what they're learning and why, students know what they're expected to know and show on an assessment. Students know what to do when they get stuck.
- **High-effect pedagogy:** quality of the tasks or activities to engage all students.
- **Questions to students:** what are you learning today? How will you know if you get it? What are you expected to do if you get stuck? How will you be getting marked or graded on this?
- **Questions to teachers:** how did you determine with task or activity for today's learning? What are your check-ins with students telling you about the success of today's lesson? What is the main assessment tool you're planning to use to determine the students' grades for this unit? What students are you worried about? How can I support you?

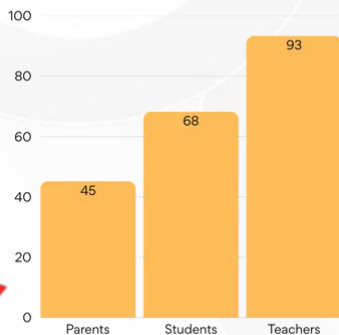
Measures

- Every course has a **Scope and Sequence** aligned to the Program of Studies.
- Admin has been in every classroom multiple times and has evidence the strategy is being implemented.
- An environmental scan of all **agendas** for department meetings, teacher-staff meetings, and school PD days shows a focus on curricular alignment activities.
- All teachers have participated in creating and/or marking common assessments
- Increase in Grade 9 Provincial Assessment Results (PAT)
- Increase in Diploma Exams Results - decrease between class and exam awarded mark.
- Improvement in **Education Quality Measure**

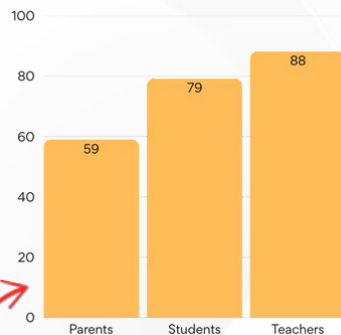




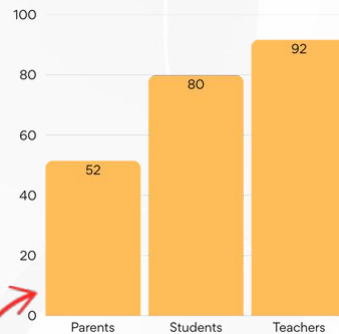
#2. Increase stakeholder engagement for quality education at PCHS.



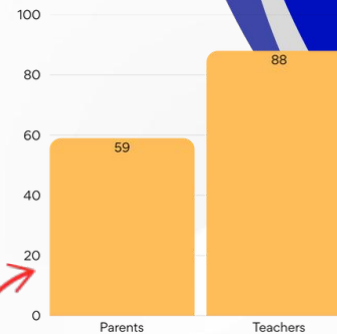
Percentage of teachers, **parents** and students satisfied that students model the characteristics of **active citizenship**



Percentage of teachers, **parents** and students satisfied with the overall quality of **basic education**



Percentage of teachers, **parents** and students who agree that students have **access to the appropriate supports and services at school**



Percentage of teachers and **parents** satisfied with parental involvement in decisions about their **child's education**

Strategy: Meaningful Communications

We will actively communicate our focus on **quality teaching to support student learning and achievement** within an **kind, safe, and responsive** campus. As a staff, we will ensure all communications from PCHS reflect our commitment to this goal.

Strategy Implementation Plan:



Parent/Teacher Communications

- At the beginning of each high school semester, every student and their parent participates in an update to the students' progression towards their high school diploma and career plan through MyBlueprint.
- **Course outlines** for all students in Grade 9 and 10 have a "Info for Parents" tear-away page and a section requiring a parent-signature teachers collect back.
- Course outlines are aligned and have **specific common information** for students and their parents (i.e. how to get help in the course, how to access the Parent Portal, PTI dates, student expectations for learning success, etc)
- **Parents are notified when their child is at risk** - not handing in assignments, not attending class, not accessing help when offered, not participating in class activities or tasks
- Intervention conversations/intervention effects are logged and administration is alerted if there is no improvement

Administration will:

- Notify parents when their child is thriving, attending every class, representing the school's values in their actions and attitudes
- Look for timely, responsive identification of students at risk or struggling
- Support the creation of an intervention plan where relevant
- Ensure parents have been informed and asked to support the school to assist the student
- Follow up with an email to Grade 9 and 10 parents who did not respond they had seen the course outlines
- Follow up on request for supports and services beyond classroom-level requirements
- 'Red-flags' alarming changes in baseline or typical student behaviours
- Host **Parent Focus Groups** at each of the Grade levels once per semester

Measures

- Parents receive the information or evidence they need and are confident that PCHS provides quality education in a caring and kind campus
- Fewer students at risk or failing their classes
- Improvement in School-wide Student Attendance
- Increase parent satisfaction responses across the Assurance Measures
- Increase in High School Graduation rate
- Increase in student achievement results





Emergency Preparedness - Safe & Caring Schools

Focus

To reestablish staff and student preparedness for emergency responses procedures (ERP) post-wildfire evacuations.

Strategies

- Student Reunification Professional Development Activity
- Emergency Response Planning Table Top Activities
- Full School Drills (ex. Fire Drill, Hold & Secure, Lock Down, etc)
- Community Preparedness Professional Development (Dec. 2024)

Measures

- Evaluation of Drill Success
- Completion of Community Preparedness Professional Development
- Debrief from Community Preparedness Professional Development for key learnings
- Decrease number of students reporting seasonal anxiety





**Edson Multi-Campus Administration Team
2024-2025**

