

PARKLAND COMPOSITE HIGH SCHOOL



EDSON, ALBERTA

ANNUAL RESULTS REPORT – 2016 – 2017
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020

PRINCIPAL: MARK MARIS
ASSISTANT PRINCIPALS: RYAN HALL AND ERIN MURPHY

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

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the POS
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

PARKLAND COMPOSITE HIGH SCHOOL**School Demographics**

Personnel	2017-18 FTE	2016-17 FTE	2015-16 FTE
School Administration	2	2	2
LST / FSLC	.80	.80	.80
Certificated Staff FTE	23.50	25.25	27.25
Support Staff	10.5 *including library & office	10 *including library & office	11 *including library & office
ECS Student Population	NA	NA	NA
Grades 9 – 12 Student Population	425	438	472
FNMI	65	53	
FRIM	28	30	

Principal's Message 2017

Parkland staff are working hard on analyzing and evaluating the 2016 - 2017 results data. Accountability Pillar, Thought Exchange, "Our School" survey, Mathletics Testing, AIMSweb Testing and HLAT Testing. This analyses 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 Instructional Coach, FMNI Coordinator (Legends room), Family School Liaison and Learning Support Teacher (ACES). Adding these supports to the Parkland team of Teachers and Educational Assistances 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" strategy. This discovery, 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 are continuing to implement an academic FLEX block (35 min, 4 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. New this year will be the introduction of DIPLOMA / PAT EXCELLENCE COURSES. 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 2016 – 2017 data analysis. EXCELLENCE COURSES will be scheduled in FLEX and will begin at the halfway point of each semester. Our new "Your Future" 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 and an informative Webpage. 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 and Career Day. Interaction with Parkland staff is also possible at the Edson Trade Show and the Edson Christmas Parade.

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.

Mark Maris, Principal

ALL KIDS ARE OUR KIDS:

Combined 2017 Accountability Pillar Overall Summary (October 2017 report)

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	Safe and Caring	88.6	85.9	82.9	89.5	89.5	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	84.1	89.3	84.2	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	85.5	87.9	83.7	90.1	90.1	89.6	Intermediate	Maintained	Acceptable
	Drop Out Rate	4.4	4.2	2.7	3.0	3.2	3.3	Intermediate	Declined	Issue
	High School Completion Rate (3 yr)	66.1	73.3	76.6	77.9	76.5	76.1	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	62.5	69.3	66.4	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	14.1	6.5	10.3	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.4	79.6	81.0	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	19.2	18.4	15.9	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	37.9	41.2	42.1	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	65.3	64.6	64.6	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	45.8	52.5	52.9	57.9	59.4	59.3	Low	Declined	Issue
	Work Preparation	63.4	68.6	72.7	82.7	82.6	81.9	Very Low	Maintained	Concern
	Citizenship	80.4	76.8	73.3	83.7	83.9	83.6	High	Improved Significantly	Good
Parental Involvement	Parental Involvement	87.0	89.4	83.0	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	77.6	80.9	76.8	81.4	81.2	80.2	High	Maintained	Good

Thought Exchange 2017
IMPORTANT THOUGHTS FROM

Parkland Composite High School

What Is Working

The large number of clubs and teams that the school offers.

Parkland is a Safe Place where Academics and Attendance are important.

Teachers at Parkland spend extra time before/after school assisting the student.

Flex is a great idea for struggling and time-pressed students. It adds to Parklands supportive and caring school environment.

What Can Be Improved

Preparing them better for after high school

Smaller academic class sizes

More practical experience for what they will deal with as adults

Add an attendance policy

Participation

Staff = 24, Parent = 53

“OurSchool” Survey Data 2017
IMPORTANT Data FROM

Parkland Composite High School

What Is Working

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 80% of students had positive relationships; the Canadian norm for these grades is 77%.

Students are interested and motivated in their learning.

- 42% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

- In this school, students rated effective classroom learning time 7.3 out of 10; the Canadian norm for these grades is 6.3.

Students who find classroom instruction relevant to their everyday lives.

- In this school, students rated relevance 6.7 out of 10; the Canadian norm for these grades is 5.7.

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.9 out of 10; the Canadian norm for these grades is 5.9.

There are clear rules and expectations for classroom behavior. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated positive learning climate of the classroom 6.8 out of 10; the Canadian norm for these grades is 5.7.

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- **In this school, students rated teachers' expectations for academic success 7.8 out of 10; the Canadian norm for these grades is 6.9.**

What Can Be Improved

Students who skip classes or miss days at school without a reason, or arrive late for school or classes.

- **In this school, the student truancy rate was 36%; the Canadian norm for these grades is 34%**

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- **24% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.**

Students who plan to finish high school.

- **79% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 84%.**

Students who plan to pursue a post-secondary education.

- **49% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.**

Participation

315 Students participated in survey

Comment on Results:

When analyzing the data in the areas that measure an Inclusive Learning environments and supporting all students, we see many positive results. The theme of a safe, caring and supportive student environment is clear. The results show a student body that feels they belong and are successful at Parkland.

The results also show many students do not know what their future holds and are uncertain about taking the next step into life after high school. This could be contributing to some of the concerning areas of anxiety, depression and overall commitment to doing their best.

Parkland offers a wide variety of courses to help to make sure students have the opportunity to have experiences to draw on when planning for their future.

ALL KIDS ARE OUR KIDS:

School Goal 1: Increase awareness, understanding and importance of how and why you plan for your future after high school.		
Strategies <ul style="list-style-type: none"> • <i>Develop the Pacer Success Centre to enhance access to “Your Future” focused thinking.</i> • <i>Develop a comprehensive, School wide approach to developing student owned “Your Future” tools</i> 		Measures <ul style="list-style-type: none"> • <i>The physical movement of PIE, Links and Work Exp. Into our functional Success Centre.</i> • <i>Supports (Counsellors) for students are rebranded to reflect the focus on student’s futures.</i> • <i>Design, create and start to implement “Your Future” student plan.</i>
Evidence of Success October:	Evidence of Success January:	Evidence of Success May:

SUCCESS FOR ALL:

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Fall 2016 Testing Results

Mathletics

Scores of 0 - 49%	Scores of 50 - 79%	Scores of 80 - 100%
37.2%	57.4%	5.3%

AIMSweb

Scores of 0 - 25%	Scores of 26 - 79%	Scores of 80 - 100%
20.7%	56.6%	22.6%

HLAT

Limited	Adequate	Proficient	Excellent
18.3%	26.6%	32.1%	22.9%

Spring 2017 Testing Results

Mathletics

Scores of 0 - 49%	Scores of 50 - 79%	Scores of 80 - 100%
38.8%	49.2%	11.9%

AIMSweb

Scores of 0 - 25%	Scores of 26 - 79%	Scores of 80 - 100%
22.3%	57.3%	20.3%

HLAT

Limited	Adequate	Proficient	Excellent
15.2%	30.5%	32.2%	22.0%

Mathletics Data

% of students in each grade level who are demonstrating mathematical skills at or above 50%

GRADE	YEAR									
	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
9	62.7%	61.1%	43%							

AIMSweb Data

% Percentage of Parkland students meeting grade level benchmark in Reading based on AIMSweb

GRADE	YEAR									
	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
9	79.2%	77.6%	63%							

HLAT Data

% of students in each grade level who are writing at or above “adequate” level as defined by HLATs

GRADE	YEAR									
	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
9	81.6%	84.7%	84%							

Comment on Results:

PAT testing showed a large increase in students achieving “Excellence”. This increase in “Excellence” achievement, moving from 6.5% to 14.1%, was the result of increasing the scores on students who were just below “Excellence”.

Concerns from our PAT results are related to the Acceptable range. Students are moving from Acceptable to Excellence, but not moving at the same rate from below Acceptable into Acceptable.

We see a positive trend from mid to high level achievement in Fall to Spring Mathletics. There was a similar positive trend from Limited to Adequate in Fall to Spring HLAT.

It is concerning that our grade 9’s entering this year scored significantly lower than last years in their Fall entry Mathletics and HLAT testing.

SUCCESS FOR ALL:

School Goal 1: Increase PAT acceptable range to Provincial average.		
<p><i>Strategies</i></p> <ul style="list-style-type: none"> • <i>Targeted intervention based on our data analysis.</i> • <i>Collaboration with our feeder school – Pine Grove</i> • <i>Reading A-Z</i> • <i>PAT Excellence Flex course</i> • <i>PLC - Collaborative student focused plans for success</i> 	<p><i>Measures</i></p> <ul style="list-style-type: none"> • <i>Data Analysis completed</i> • <i>Admin and Department meetings with PG</i> • <i>10 or more students complete Reading A-Z</i> • <i>Minimum of 6 PAT Excellence Flex classes in all subjects</i> • <i>Completion of 15 collaborative plans for highest need students</i> 	
<i>Evidence of Success October:</i>	<i>Evidence of Success January:</i>	<i>Evidence of Success May:</i>

School Goal 2: Increase the overall results on the English Diploma Exam in the area of Part “B”, Category 3 (30-1, 30-2)		
<p><i>Strategies (based on analysis of data and no more than three)</i></p> <ul style="list-style-type: none"> • <i>Diploma Excellence Course</i> • <i>Targeted reading comprehension instructions for grade 11 & 12</i> 	<p><i>Measures</i></p> <ul style="list-style-type: none"> • <i>Completed in both semesters for Eng 30-1 and 30-2</i> • <i>5 strategies will be implemented for reading comprehension.</i> • <i>Overall diploma results in this category will show 80% above cut score.</i> 	
<i>Evidence of Success October:</i>	<i>Evidence of Success January:</i>	<i>Evidence of Success May:</i>