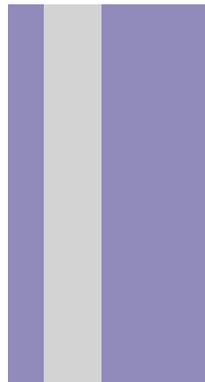
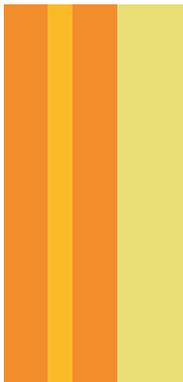




Pigeon Lake Regional School

Three Year Education Plan 2018 – 2021



Wetaskiwin Regional
Public Schools

SCHOOL PROFILE

Pigeon Lake Regional School currently serves 280 students in Grades 7 - 12. Most of the school's students are drawn from a vast attendance area that includes the hamlet of Falun, the lake community around Pigeon Lake, the Ma-Me-O Beach First Nations' reservation and Maskwacis. The school receives Grade 7 students from the Falun, Lakedell and Pipestone Schools.

PROGRAMMING AND SERVICES

In spite of its small size, the school offers a full range of academic courses to enable students to complete Alberta Education Diploma, Knowledge and Employability Certificate programs and High School Completion Certificate programs. In addition, we offer a wide range of option programs including art, drama, foods, fashions, construction, fabrication, mechanics, information technology, photography, design studies, cosmetology, tundra sports and outdoor education.

Our school also offers a wide range of extra-curricular activities including six basketball teams, six volleyball teams, cross country running track and field, golf, badminton, curling, weight room club, drama productions, student leadership opportunities, computer club and a school reach team. We are proud to be a part of Alberta Education's High School Redesign Initiative. As such we also offer programming that is focused on making sure that all students are successful and graduate high school.

SCHOOL MOTTO

Excellence in Education



FOUNDATION STATEMENTS

School Mission Statement

At PLRS, we are committed to all students graduating:

- With academic strong skills and personal attributes
- Prepared for post-secondary success
- As responsible citizens
- As lifelong learners
- With confidence
- Inspired

School Vision

At PLRS, our policies, programs, and practices promote our mission statement. We envision a school where:

- Diversity is respected and celebrated in a safe, caring, and inclusive environment
- Students develop the characteristics of an active and responsible citizen
- Students receive timely and effective interventions from staff
- Students are at school every day with the desire to learn
- All students and staff have a passion for learning
- All staff are dedicated to our Mission Statement

School Values

In order to achieve the shared vision of our school, we commit to a model where:

- We define “academic” as an acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies, and curriculum that encompasses every course that our students take
- Staff uses effective, data driven instructional methods supported by common assessments within the classroom to improve student learning
- Staff strives to establish candid, collaborative, and ongoing lines of communication with colleagues and other professionals
- Staff analyzes and evaluates school policies and procedures ensuring our actions are in line with our Mission Statement
- Staff learns from each other and supports each other in order to improve the learning environment for all
- Staff models the attitude and behaviour of a lifelong learner and an active citizen
- Staff takes the time to celebrate strengths and successes

SCHOOL IMPROVEMENT PLAN

Pigeon Lake's school goals will continue to be in aligned with the WRPS Board priorities:

- To increase the rate of high school completion.

In addition, data from the Accountability Pillar Survey, OurSCHOOL data, Student Learning Profiles, Diploma Examinations and Achievement Test results, as well as data collected at the school through surveys and focus groups will be used to measure implementation.

School Goals

- 1) Decrease the indigenous gap within our school
 - By the end of the 2018-19 school year, the literacy achievement gap will be less than 15% and the numeracy achievement gap will be 20%
- 2) Increase the academic results within our courses
 - At the end of every 2018-19 course, in comparison with past academic results, there will be a 5% increase in academic success in all core subject areas.
- 3) Increase accountability and responsibility in all students
 - By the end of 2018-19 school year, 90% of school population will be accountable and responsible

Key Initiatives to Meet Goals

Instruction at Pigeon Lake Regional School is the means to improve student learning and achievement. All students at Pigeon Lake Regional School will be given the means to reach excellence. Instruction will be: modeled on exemplary teaching; be culturally responsive; based on the learning outcomes of the Program of Studies; differentiated to meet the needs of students; driven by diligent and insightful analysis of data.

High School Redesign (5 Pillars)

High School Redesign is about high School Completion and is a catalyst to driving the new change within a school. At PLRS, HSRD has given the staff the opportunity have an open mindset to try new approaches to teaching and learning.

○ *Mastery Learning*

- Assessment Practices: Assessment is a driver of change in our building and change in pedagogy. Our staff has adopted many of the assessments beliefs and principles of the Alberta Assessment Consortium. As a school we believed that “assessment is used as part of the learning process that provides feedback about how to improve and gives students a clear view of what is expected.” This year there will be a strong focus on developing common formative and common summative assessments in core courses.
- Credit Recovery: Through Learning Commons (“In-reach Program”) at the school, we will provide students an alternative method to complete courses and achieve credits.
- Teacher Advisory Groups (TAG): Teacher advisory groups provide students with academic and non-academic support while empowering our students through prescribed lessons that will be taught to all students.
- Directed Learning: We offer remediation and enrichment opportunities for our students. Directed Learning is 40 minutes every day were students have a choice to receive remediation or have a chance to explore subjects that may be of interest to them such as passion projects and extensional opportunities.

○ *Personalization*

- Teacher Advisory Groups (TAG): Getting to know our students and development of relationships.
- Numeracy and Literacy Enrichment and Intervention: classes in which student’s self-identify strengths and areas of growth. From there, students work in a project based classroom to improve their skill and competencies or areas of remediation and intervention assisted by staff in smaller groups.
- Individual Student Interventions (RTI): This intervention is available to students that need flexible pacing in a course, to students seeking additional remediation or enrichment, or to students that require credit recovery.

○ *Flexible Learning Environments*

- The creation of an environment that allows for a variety of learners using different strengths and working at a different pace. Our intent is to use this flexible setting by personalizing curriculum to meet the needs of our students.
- Directed Learning: see above

- Learning Commons: Through Learning Commons (“In-reach Program”) at the school, we will provide students an alternative method to complete courses and achieve credits. Some student will use the Learning Commons for credit recovery and others may be taking courses at a different grade level, others are getting individual assistance in areas of need.
- Individual Student Interventions (RTI): see above
- *Rigorous and Relevant Curriculum*
 - Professional Learning Community (PLC): Teachers have developed core subject collaborative teams. The key to this initiative is teacher collaboration. See below for more information.
- *Assessment*
 - Assessment Practices: see above

Jr High Literacy Program

- Through our “Directed Learning time” we have specifically targeted Literacy for Grade 7 – 9 students. Based in a Response to Intervention model, we will be implementing standardized assessment measures (SAMs) which are administered to all Jr high students three times a year as a universal screening and diagnostic assessment. This allows us to track the grade level abilities of each student in terms of reading comprehension and writing. Using this baseline data, students are placed in a specific program that focuses on remediation or enrichment with the goal to have all students at grade level by the end of grade 9.

Jr High Numeracy Program

- We have specifically targeted numeracy to help provide enrichment and remediation opportunities (Tier 1 and 2 Interventions) within the timetable. All Jr High Math courses have been scheduled at the same time in the timetable to allow for the movement of students from one section to another. This movement enables students to receive targeted instruction in more than one classroom setting. This targeted instruction is based on the Essential Outcomes for each Unit which teachers have developed based on the program of studies. The targeted instruction that students receive may be in the form of remediation or enrichment depending on the specific needs of the students for that unit.

Professional Learning Communities (PLC)

- Teachers have developed core subject collaborative teams (math, science, social & math). Teachers collaborate to analyze data to create goals. They work on creating common assessments, common instructional practices, as well as enrichment and remediation projects, while improving instructional practice that in turn improves student learning.
- **SMART Goals Include:**
 - **Social Studies** - Our grade 9 students will achieve the provincial average for acceptable and 20% of our students will achieve the

measure of excellence. 100% of PLRS students will pass their social 30 level courses. This will be accomplished by:
Incorporating weekly sources into classroom practice/written/pictorial, ensuring all unit finals are reflective with source based questions, and talking about our classroom practices, when and how we deliver lesson materials and looking at group work and group marking.

- **English** - Goal to increase student achievement to 100% acceptable standard on DIPs and PATs and a 10% increase in standard of excellence by end of 2019-2020 school year. This will be accomplished by: Development of common assessments for grades 7-12 in all courses by December 2018. Common unified practice for junior high between course teachers by June 30, 2019. Scaffold practice for senior high curricula by January semester 1 and June semester 2.
- **Science** - To implement a minimum of 1 science hands on application per unit per course for all science classes by January 2019. Provide in servicing for all science teachers for proper use, storage, cleaning and placement of all science equipment, to be completed by June 2019. This will be accomplished by: Outcome mapping all assessments by the end of June 2019 for all science classes except 14/24 and track statistics for yearly comparisons (this is a baseline year).
- **Math** - Increase achievement in excellence on the PATs by 3-5% and have 100% of our students achieving the acceptable standard. This will be accomplished by: Creating math 9 unit exams that have PAT questions, numerical response and mental math parts to better prepare them for the PAT. (Increase achievement in excellence 3-5 % on the PAT) - This is a baseline year. Reworking 7-9 projects to be 1 per strand instead of 1 per unit. Providing real world applications and individual components to align with our district document.

Response to Intervention Model (RTI)

- The basis of this model will be adopting the belief that all students can succeed. This model will include the development of: School wide Intervention Teams, Collaborative Teacher Teams, Use of Universal Screening and Diagnostic Assessments (benchmarking). Tier 1 Interventions that are have school wide supports and teacher team lead interventions, Tier 2 supplemental core programming and Tier 3 intensive programming. The utilization of directed learning time is used to provide Tier 2 and 3 Interventions.

Supporting Initiatives to Meet Goals

Professional Development

- Assessment: Key focus this year is on developing common Formative and Summative assessments. Teachers will examine their assessment practices and focus on providing effective feedback that supports student learning. In subject specific teams (PLCs), teachers will identify the essential understandings in each course. Using the Essential understanding, teachers will collaborate to develop formative and summative assessments.
- Adaptations and Accommodations: Teachers will collaborate to ensure consistent and meaningful adaptation and accommodations of student learning.
- Integration of Technology into Teaching Practice: Teachers will utilize of Google Apps for Education.

Positive School Environment Plan

- Pigeon Lake Regional School is concerned with the educational, personal/social, and career development of students in order to encourage the building of strong citizens for our community. The outcome in each area are listed as follows *(Please see the Positive School document for more information)*:
 - ✓ Students will feel safe at school and have a sense of belonging
 - ✓ Students will value school outcomes
 - ✓ Build resiliency skills of all students to promote positive mental health and wellbeing.
 - ✓ Develop a communication plan for sharing confidential information regarding students with adverse experiences.
 - ✓ Enhance awareness of Indigenous culture and the impact of intergenerational trauma.
 - ✓ Staff will model positive communication in all of their interactions
 - ✓ Parents will feel welcome at Pigeon Lake School

Career Counselling

- Ensuring that high school students are placed in the appropriate educational program to ensure Academic Success. The involvement of teachers, parents, academic counselor and administration in all placement discussions. A goal this year is to teach students of the importance of Kindergarten to Career, through a holistic view. Looking at keeping students on track to graduation and why education matters and focusing on attendance.

Learning Support Team

- Weekly learning support team meetings occur to coordinate and support students.
- Redesign and reorganization of the IPP process to ensure that a usable workable document that is transparent for our parents and staff.
- Teachers will develop and utilize accommodations, adaptations and when appropriate modifications to ensure that every student can be successful in their class.

Students Representative Counsel & Student Voice

- Students will take on an active role by organizing activities and spirit days that encourage student involvement in the school.
- A new committee is being set up to specifically address the needs of our students. The student voice committee will provide the students of Pigeon Lake the opportunity to discuss debate and make recommendations that will contribute to the development and maintenance of a welcoming, caring, respectful and safe school community within an inclusive school environment. The committee may consider information from any source, although the basis for discussion will arise out of the student responses on the “OurSCHOOL” survey which is administered by the school.

Indigenous Plan

- In alignment with the WRPS Indigenous Program Logic Model, PLRS is developing a plan that addresses the following WRPS outcomes (*Please see the Indigenous Program Logic Model document for more information*):
 - ✓ FNMI students in PLRS will achieve in literacy at the same rate as all other students in the province.
 - ✓ FNMI students in PLRS will achieve in numeracy at the same rate as all other students in the province.
 - ✓ FNMI students in PLRS will complete high school at the same rate as all other students in the province.
 - ✓ FNMI students in PLRS will transition into post - secondary or the workforce at the same rate as all other students in the province.
- Some of the School based strategies and practices that we will be utilized to meet these outcomes include:

Provide alternative workspaces and learning opportunities: Cultural room for students to work with Indigenous Teacher throughout the day. Student access Learning Commons and Directed Learning time to complete credit recovery or receive additional support from Teachers, EA's and FSL.

Provide culturally significant opportunities for students: Work with Elders/community members to support cultural instruction. Provide conversational Cree language in Culture room. Hosting cultural events throughout the year. Provide cultural opportunities (beading, sewing, drum making). Daily smudging as needed/wanted.

Prepare students for academic support: Liaison between teachers, Indigenous Teacher, FSL and FNMI families.

Increase Student Attendance: Monitor daily attendance and contact families. Complete home visits to address attendance/tardiness concerns.

Participate in student career: Students will receive career goal planning via *myblueprint* student profile. Provide access to career fairs, inspire

conference and Band presentations on career/post-secondary opportunities.

Measures of Success

- High School Completion Rate Percentage of students who completed high school within three – four years of entering Grade 10.
- PAT and DIP Results – continued success of students to meet or exceed provincial averages would be a fair indication of PLRS students meeting outcomes.
- Rutherford Criteria – increased Rutherford Scholars means an increase in academic success of our students.
- OurSCHOOL Survey – The Survey will be used as an overall measure of progress throughout the year and will provide feedback from students regarding their social/emotional health, physical health, and academic outcomes. A specific focus will be on: Student’s perception of their learning.
Students are satisfied with education offered at the school.
- Drop-out Rate – decline in dropout rates as provided by Alberta Education and follow-up data collected by the counseling department to find out why students drop out and what we can do to get them back to school. A decline in dropout rates should indicate programs and strategies that meet the needs of students.
- Percentage Students who achieved the acceptable standard on diploma examinations (overall results) as well as Grade 9 PATs.
- Introduced targeting (Math / ELA) grade 6 and 9 – Targeting document used to track our kids in grade 9 - who are they and what’s happening to them, what happened to them because of our work.
- Tracking of Attendance – we believe attendance is an important factor in students doing well in school.
- Tracking of Potential Graduates – Providing career counselling and support students and continue to support students who are in a position to graduate.