



Annual Education Results Report
2020 - 2021
School Continuous Improvement Plan
2021 – 2024



VISION

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

MISSION

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

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

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.

Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the ***School Continuous Improvement Plan***.



School Profile



Wildwood School is a small rural school serving 93 students in Kindergarten to grade 6 with an additional 5 students in our Junior Kindergarten class. Our staff consists of 6 teachers, 4 Educational Assistants and one Secretary. We are proud of our rural status, comprising families from surrounding farms, acreages, and the hamlet of Wildwood. Our students, parents, community partners, educational assistants and teachers are a talented group having diverse talents, interests and backgrounds that, in their entirety, make for a dynamic learning community.

As members of this dynamic learning community we:

- Inspire learning
- Strive for excellence
- Be considerate and respectful of others and of property
- Lead a healthy, active lifestyle
- Work together in cooperation and collaboration

Student Achievement

The student results on our Provincial Achievement Tests in Wildwood School are consistently above the provincial average in both acceptable and the excellence level of achievement. These results are the culmination of efforts that begin at the Junior Kindergarten level and continue through each of the grades and are measured provincially with the government issued Provincial Achievement Tests.

Students at Wildwood School

Staff at Wildwood School works diligently to involve students in numerous activities to ensure they learn valuable life skills in order to prepare each student as they transition between the numerous phases of an individual's lifetime. Students develop empathy through writing letters to military personnel, participating in the weekly grandparent program, and working with multi-graded classrooms to develop academic skills.

Students are encouraged to develop and contribute to the community by participating in community clean-up, volunteering at community events, participating in the annual agricultural fair, and Orange Shirt Day. In addition to these activities, our students learn about our community at an early age through walking field trips and visits to local businesses.

Our Grade six students participate in the Wildwood School Leadership Club, where they develop the skills and attributes necessary to become successful leaders in our school and community. Students contribute to the local newspaper, act as school ambassadors and tour guides as well as contribute to PAC meetings.

Communication and Community Engagement

Creating a strong communication plan leads to increased community engagement. Wildwood School communicates with our parents and community stakeholders through various platforms. Administration delivers a weekly voicemail and email to each household with the weekly happenings around the school. The school Facebook page is updated regularly, the school sign is consistently up to date, and many of the teachers utilize Apps like REMIND or send home newsletters or daily journals. In addition, staff and administration works to communicate with parents informally by providing bus lane supervision prior to school and after school. This allows for the informal but vital opportunity to gather feedback and establish relationships.

Engaging the community is completed through regular Parent Council meetings. The Parent Council meets on a regular basis, usually on the first Tuesday of the month. Our council meetings range in numbers from 5 to 10 people. The Parent Advisory Council is very involved in our school by supporting students through the purchase of books, gifts and by running a very successful Hot Lunch Program. Wildwood School Parent Council is also integral in promoting the school and providing input on a wide range of areas.

Staff and community engagement take place at staff meetings as well as Parent Council

meetings in the fall months of October and November. SCIP Staff review and contribute directly during professional development days while parents are asked for input during council meetings and during individual discussions with administration.

Our plan to review this document will take place in the spring when staff participate in a planning session that includes a “Start, Stop, Continue, Tweak” portion of the day to measure success. The parents will also participate in a special meeting surrounding advanced planning for the next school year.

Through the COVID-19 Pandemic, Wildwood School has continued to offer a Welcoming, Caring Respectful and Safe Learning Environment for all students and staff. Even through adherence to the AHS protocols, our school has continued to celebrate our children, connect with the community and provide authentic connections with our parents and guardians. Our Orange Shirt Day Ceremony was held in front of the school to acknowledge, with our community, the tragic history of Residential Schools. Wildwood School celebrated the life and accomplishments of Terry Fox with a whole school walk through the community including participation from local law enforcement and our Parent Advisory Council (PAC). Our school, along with other schools in the zone, developed a Remembrance Day Ceremony video for all classes with links sent to parents, guardians and community members. Our 2021 Christmas Concert will have full school participation, be recorded and the link sent to parents on December 16th.

In the school, we hold COVID compliant Halloween costume parades, and several Spirit Days with the help of our PAC and community members. Due to the restriction on parents in the school, we have pivoted to an increased social media presence and flexible parent engagement opportunities. Parent Conferences are held virtually and span over a week to accommodate all parents. All staff members greet the parents and students in the morning in front of the school and at the end of the school day. parents often use these opportunities to engage with staff members. Each week a newsletter and voice message are sent to each household in the Wildwood School Community, outlining the upcoming events and news from the school.

Teaching and Leadership Excellence

Wildwood staff is a small dedicated group of professionals who have begun to collaborate with colleagues from neighbouring schools as part of their professional development plans. The two groups have begun to work together to continue strengthening the literacy initiatives in both schools and have been sharing resources and pedagogical practices. The Lobstick Zone principals continue to collaborate and establish plans to enhance continuity between buildings to ensure consistency when students transition to the next school in their academic journey.

Principal's Message

Wildwood School is a vibrant community school focused on providing a world-class education for all. As a rural, community school, Wildwood School is a great place to learn, grow and thrive. Our dedicated staff is truly committed to our children, by focusing on offering a world-class Junior Kindergarten to Grade 6 program.

We provide an excellent academic program involving each child as an active participant and offer a wide variety of curricular and extra curricular activities through the support of a vibrant Parent Advisory Council and engaged community at-large.

Our dedicated staff of teachers, educational assistants and our school secretary all work together with parents and guardians as a team that focuses on each individual student. Through our shared commitment, we fully embrace our school motto:

The Wildwood Experience:

Small School, Big Ideas!

Mr. Stuart Graham

Principal, Wildwood School

Assurance Measures Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports each year. The results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate are updated after the end of the school year.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.

All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.

Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Assurance survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
 - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
 - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
 - Survey measure of Parent Involvement.
 - School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
 - Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities and community agencies.

- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. **Local & Societal Context**

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

Diploma and Provincial Results

Grande Yellowhead Public School division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

As a result of COVID 19, Diploma exams and Provincial Achievement Tests were cancelled for the 2020 - 2021 school year so these measures **have not been updated in the Alberta Education Assurance Measures Results**.

Assurance Measure Result

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 2018 Wildwood School



Assurance Domain	Measure	Wildwood 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	84.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.0	96.4	88.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	92.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	22.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.2	96.9	93.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.9	87.8	77.7	79.5	81.8	81.4	n/a	n/a	n/a

Reading the Assurance Measures Results

The Assurance Measures report consists of a common set of performance measures and consistent, fair evaluations of results. Through the Assurance Measures Report, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Impact of the New Assurance Measures Reporting System:

- This was a pilot year for this survey in Alberta.
- Results are not available for **PATs, Diploma Examinations, and the Diploma Exam Participation Rate.**

- **3 year and 5 year High School Completion Rates** are based on school based marks only.

School Data Story

Student Success:

Creating Safe Caring Schools

Staff at Wildwood school share the philosophy of “All students are our students” and work together to ensure students feel safe and secure while attending our school. The staff work to ensure student concerns are heard and addressed in a timely manner and inform parents of any concerns.

Our school has a safe arrival procedure and each unexcused absence receives a phone call from our school secretary to make sure students are safe and accounted for.

Three times throughout the school year, teachers develop schedules with families, to have all of the IPP’s reviewed and signed by parents.

Each week every family and some community members receive a phone call and accompanying email from school administration to outline the week’s activities. In addition many staff members utilize a variety of communication tools to reach out to families.

Academic Success

Wildwood school sets high standards and expectations for all students in the building. Setting high standards encourages accountability and independence for our students and is reinforced when we celebrate individual student success. Academic achievement is supported with Educational Assistant time when necessary and is identified through the use of Individual Student Plans and Individualized Program Plans. These documents and the daily practice of our staff work together to achieve the goal of one years growth for every student in the building.

In addition to the academic goals we have for each of our students we also develop self-empowerment and character traits. Our students participate in numerous activities to encourage positive character

development and leadership skills. Our monthly assembly focuses on character building and our students experience various activities throughout the school year to demonstrate leadership skills.

Indigenous Education

Low numbers of self-identified students results in survey numbers being suppressed and unavailable.

Teaching and Leadership Excellence:

The staff at Wildwood School are dedicated to Professional growth and development. Each staff member creates and works towards achieving the goals established in the individual Professional Growth Plan. Many belong to social media groups that support Professional Development and have established relationships with colleagues from different schools throughout the division and the province. Each staff member meets with administration to review progress towards the individual's Professional Growth Plan and to establish what is needed to achieve the goals in that plan. Professional Growth Plans of all teachers and administrators are aligned with the Teaching Quality Standard (TQS) and/or the Leadership Quality Standard (LQS). Along with this, the standard from both the TQS and LQS are embedded into the professional development activities offered division wide or in the school.

Community Engagement:

Wildwood staff meet annually and develop the School Continuous Improvement Plan for the year. After the staff has met, school administration meets with the Parent Council/School Council to review the plan. Part of this plan is to establish the variety of activities that will take place throughout the school year. The calendar is established prior to the start of the school year and then reviewed throughout the year. School council is very active in supporting the goals we establish and use the monies raised through various fundraisers to support the school.

In addition to supporting the school with financial support the School Council is kept apprised of the financial situation and the pillar survey results. School Administration meets with the School Council on a regular basis and informs the group of happenings throughout the school.

Parents and community members are informed of weekly activities through the School Messenger system that is part of the PowerSchool

Student Information System. Administrators record a weekly message that is accompanied by an email that notifies parents of happenings throughout the week and gives notice of upcoming events.

Instructional Focus

The instructional focus for Wildwood School for the 2021-2022 school year:

Literacy - Focus on literacy with a target of improving descriptive vocabulary to develop content and correct spelling.

Numeracy - Lens on number sense and operations to increase mental math capabilities.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> Increase by 3%, the number of students descriptive writing at the Proficient Level on the HLAT assessment in order to maintain results on the PATs that are above the Provincial Average at the Acceptable and Excellence level. 	<ul style="list-style-type: none"> Teacher designate 0.125 FTE to deliver LLI programming for two 16 to 18 week time periods Time designated to LLI and one on one supports per classroom Reading around the world program to support home reading. Gather exemplars for 3R's assessment Producing progression wall highlighting exemplars for various stages of our student writing. LLI Kits for guided reading and targeted comprehension guides (Gr. 5/6) Utilizing the 3R Questions with various day to day readings. Words their way (Gr. 3/4) Phonological and Phonemic awareness (Gr. K, 1/2, 5/6)

Evidence of Success

- Increased by 3%, the of student writing at or above grade level requirements by June 2022
- Increased by 3% the number of students reading at or above grade level requirements by June 2022

NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> ● Improve by 5% the number of correct answers on the Mathletics screen specifically surrounding number sense and operations. 	<ul style="list-style-type: none"> ● Mathletics for assessment and practicing <ul style="list-style-type: none"> ○ Resource Hub from Mathletics ○ Guided Math ● Continue Interdisciplinary ties to support numeracy concepts. ● Take Home Math Review Gr. 3/4 ● Digital Resources for Parents that align with the curriculum for K. Online platform. ● Video slideshow for parents, to demonstrate student levels (Kindergarten) ● Numeracy consultant for PD Day.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Increased student results on the final Mathletics assessment for number sense and operations. ● Increased fluency surrounding math facts and mental math calculations. 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> ● A 0.2% increase in the Education Quality Measure of the Alberta 	<ul style="list-style-type: none"> ● PD surrounding 3R's Assessment. ● Irene Heffel supports for 3R marking consistency.

<p>Education Assurance Measures. Teachers will apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p>	<ul style="list-style-type: none"> ● Personal connections with students and parents <ul style="list-style-type: none"> ○ Bus supervision ○ Parent Teacher Interviews (2 Week period) <ul style="list-style-type: none"> ▪ Positive parent feedback ▪ Some classes sent folders with pre-information ● Weekly Phone Call and emails ● Remind APP ● RTI Folders ● Notes in Lunch Boxes ● Calendar and Newsletter ● Positive Notes home
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● High number of parent contacts (over 90%) for Parent Teacher Interviews ● Maintain 95% or higher satisfaction rate on the Alberta Education Assurance Survey 	

<p>PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2</p>	<p>STRATEGIES</p>
<ul style="list-style-type: none"> ● Staff will participate in every literacy and numeracy PD. ● Staff will participate in all whole staff PD surrounding behavioural and emotional supports. 	<ul style="list-style-type: none"> ● Math Specialist to provide strategies for improved student understanding of number sense and operations ● Literacy Specialist to provide strategies for descriptive language ● Instructional Walkthroughs with specific focus on the Instructional Focus ● FBA data analysis ● Collaborate with colleagues on specific strategies and processes

	<ul style="list-style-type: none"> • One to One meetings with administration
<p>Evidence of Success</p> <ul style="list-style-type: none"> • Evidence of one years growth on divisional assessments for literacy and numeracy. • Improved response time with professionals offering services to students due to more efficiencies when completing the prerequisite forms and information. 	

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> • A 0.8% increase in the WCRSLE measure of the Assurance domain on the Alberta Education Assurance Measure Survey • Students, Parents, and Staff will feel safe and cared for by the adults in the building while on the way to and from school and while attending Wildwood School. • Students will feel safe and cared for by other students in the building. 	<ul style="list-style-type: none"> • Safe arrival calls • Zones of Regulation focus • Character Education focus • Re-Entry Plan • Timely Updates when changes occur in the Re-Entry Plans. • Weekly phone calls/email • All staff doing bus supervision before and after school • JK-Gr. 4 Handwashing Demo's • Mask protocols • Free masks in the office (WW and Transfer students) • Fire Safety week • Bus Safety week • Access to FSLC two days/week • Consistent Parent communication
<p>Evidence of Success</p> <ul style="list-style-type: none"> • Satisfaction survey results equivalent to or above the Provincial Average of 87.8% in the Learner Support Domain. 	

Division Professional Learning Days

Date	Focus	Audience	Activities Planned
September 1, 2021	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick Off Event
October 22, 2021	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	FASD	Support Staff	Understanding and working with students
December 3, 2022	Numeracy Inservice/ Technology Inservice Speech to Text (Literacy focus)	Teaching & Support Staff	Gerri Lorway/ Deanna lead Speech to Text inservice to increase vocabulary risk taking.
March 4, 2022	Character Education/ Zones/ Literacy Focus (Vocabulary)	Teaching Staff	Zones of Regulation
	TBD	Support Staff	
April 29, 2022	Number Operations / First Aid	Teaching (Support Staff - First Aid)	Review of Numeracy Focus / First Aid
May 20, 2022	Calendar Days/ WCRSLE	Teaching & Support Staff	Team building and supports for next year.