

the learning **connection**



ANNUAL RESULTS REPORT – 2016 – 2017
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020
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 Programs of Study.
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.

The Learning Connection

School Demographics

The learning connection consists of 4 outreach centers and one satellite center for the 2016 - 2017 school year:

Edson TLC	244
Hinton TLC (includes Jasper Satellite)	235
Evansburg TLC	66
Grande Cache TLC	25
Total 2016-2017 TLC Registrations	570
TLC Summer School Registrations	255
Total	825

Principal's Message

In union with our collective community, The Learning Connection (TLC) continues to advance in providing our students and parents with a plethora of learning strategies, environments and opportunities to ensure that all students reach their academic and personal goals. The five outreach schools encompass The Learning Connection, maintain the shared vision, *To engage TLC students to improve their success in school and the community*. In pursuit of this vision, students, parents and staff recognized that TLC provides a quality learning environment for our students in a safe and caring environment. During the 2016-2017 school year, TLC expanded the course selection offered to students, opened a new outreach school in Jasper and implemented strategies to ensure and strengthen the teacher - student relationship.

The Learning Connection's commitment to students goes beyond their academic success and strives to ensure they feel supported, connected and involved in their academic decisions. Over 90% of Tell Them From Me survey respondents say they would recommend TLC to a friend, get the help they want, are treated fairly by staff members, feel safe and cared for by staff and are satisfied there are a variety of courses available to them. Parents echo these sentiments through the thought Exchange Survey as they feel TLC's staff connection to students and their commitment to them is very strong.

In the continued support of student success, and in alignment with GYPSD priorities of the 2017-2018 school year, TLC will increase its focus on literacy. With the implementation of standardized literacy screening for TLC students and the establishment of a literacy committee to provide professional development, collaboration and assessment standardization, staff members will be able to target the individual needs of each student's literacy needs. Through the increased use of our embedded technology and Google platform, students will have access to increased levels of program individualization and continuous support. In an effort to re-engage students who have chosen to discontinue their educational journey prior to attaining their academic goals, TLC will pilot the Student Success Initiative. This initiative will actively contact and persuade former students to register and participate in the development of an individualized program tailored to ensuring the successful attainment of their academic goals.

ALL KIDS ARE OUR KIDS:

Accountability Pillar Overall Summary
 3-Year Plan - May 2017
 School: 2027 The Learning Connection - Edson



Measure Category	Measure Category Evaluation	Measure	The Learning Connection - Edson			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	Excellent	Safe and Caring	90.4	81.7	72.7	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Issue	Program of Studies	40.9	63.2	58.7	81.9	81.9	81.5	Very Low	Maintained	Concern
		Education Quality	88.8	81.3	79.9	90.1	90.1	89.6	High	Maintained	Good
		Drop Out Rate	9.0	27.3	21.3	3.0	3.2	3.3	Low	Improved	Acceptable
		High School Completion Rate (3 yr)	25.6	30.7	18.4	77.9	76.5	76.1	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	6.5	0.0	2.9	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	0.0	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	77.6	68.8	63.8	85.0	85.2	85.1	Low	Improved	Acceptable
		Diploma: Excellence	4.1	3.1	6.8	21.0	21.0	20.5	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	4.1	54.9	54.6	53.1	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	33.3	47.1	47.1	62.3	60.8	60.8	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	32.3	0.0	5.2	57.9	59.4	59.3	Very Low	Improved	Issue
		Work Preparation	n/a	57.1	61.9	82.7	82.6	81.9	n/a	n/a	n/a
		Citizenship	67.7	74.3	67.2	83.7	83.9	83.6	Low	Maintained	Issue
Parental Involvement	n/a	Parental Involvement	n/a	75.6	71.6	81.2	80.9	80.7	n/a	n/a	n/a
Continuous Improvement	Excellent	School Improvement	95.0	82.6	77.0	81.4	81.2	80.2	Very High	Improved	Excellent

Thought Exchange Trend Data

At the school level, staff members determine the trends identified through the Thought Exchange platform.

Summary of Trends:

1) School Success:

- Strong Teacher- Student relationships
- Flexible Programming and student focussed planning

2) Areas for Improvement

- CTS options
- Student completion and tracking

3) Student Success:

- Students feel TLC is a safe and caring environment
- Students feel they are able to direct their own educational program

Our School Trend Data

At the school level, staff members determine the trends identified through the Our School survey.

Our School Report Abbreviations

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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Summary of Trends

1) Successes

- DSO - students who are interested and motivated is significantly higher than the Canadian norm (44% greater)
- DSO - students who value the school goals is significantly higher than the Canadian norm (29% greater)
- DSO - students who have positive Teacher-Student Relations is significantly higher than the Canadian norm (22% greater)
- DSO - student who have a positive learning environment is significantly higher than the Canadian norm (20% greater)
- DSO - students who have expectation of success is significantly higher than the Canadian norm (16% greater)
- DSO - students who see the relevance of their education is significantly higher than the Canadian norm (14% greater)
- DSO - students who have effective use of learning time is significantly higher than the Canadian Norm (12% greater)
- DSO - students who believe they have positive behaviour in school is higher than the Canadian norm (10% greater)

2) Concerns

- SEO - students with a positive sense of belonging is 12% below the Canadian norm
- SEO - students with a positive self- esteem is 22% below the Canadian norm
- SEO - students with depression is 27% above the Canadian Norm
- SEO - students with moderate to high levels of anxiety is 33% above the canadian norm
- SEO -

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- students with positive relationships is 43% below the Canadian norm

Comment on Results:

Although the drivers of student outcomes are generally significantly above the Canadian norm, students in TLC are more likely to have social- emotional issues that impact their learning. Student view of their academic outcomes (AO) are a little below the average (10% below in Science, 5% below in Language Arts and at the Canadian norm in Math), but struggle with their personal view of themselves. Students regularly enter an outreach environment because of social - emotional issues, however once they are enrolled they feel connected, and have a positive learning experience.

TLC will address these concerns with a focus on individual social-emotional issues of each student. By helping each student identify strategies to overcome their specific concerns, we will work in alliance with the student to meet greater success both in and out of school.

Our Accountability Pillar results shows areas that need to be addressed and a number of areas that have improved from last year. TLC needs to continue to improve Student Learning Achievement and through an analysis of the diploma exam results in both English and Mathematics spanning the last 5 years, strategies to improve the editing process and understanding Shakespeare are our two SMART goals for English. In the area of Mathematics, our Smart Goal is to improve student mastery in Functions and Relations. Although the areas noted above need to be addressed, the Accountability Pillar also shows many areas of improvement for our school. TLC has improved in its Safe and Caring measure, Dropout Rates, Diploma Acceptable, Transition Rate and School Improvement. We are pleased to see these improvements and look forward to continued advancement and success.

ALL KIDS ARE OUR KIDS:

School Goal 1: To support our diverse learners with the creation of individual learning plans and benchmarks		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>Initiate screening for appropriate outreach students (HLAT's Aimsweb)</i> ● <i>Establish Literacy and Learning Plan committees to provide ongoing support to staff and PD</i> ● <i>Provide WJ4 training to additional staff members in support of the Learning Plan.</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>Initial literacy screening is developed, and implemented</i> ● <i>Literacy benchmarks are embedded in individual Learning Plans</i> ● <i>All staff members can conduct and assess the literacy screen</i> ● <i>Each Centre has access to a staff member trained in the WJ4</i> 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: Engage students to improve their success in the school and community.		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● <i>Implement student surveys upon course completion</i> ● <i>Implement the Student Success Initiative (SSI)</i> ● <i>Inservice all staff on the School Goal and the SSI program.</i> 	<p>Measures</p> <ul style="list-style-type: none"> ● <i>Student surveys are provided with every course completion</i> ● <i>Data analysis is completed and results analyzed</i> ● <i>Students contacted by SSI re-enrolled in TLC</i> ● <i>All staff are knowledgeable of the SSI program and conversant in its mandate and application.</i> 	
<p>Evidence of Success October:</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

SUCCESS FOR ALL:

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SUCCESS FOR ALL:

School Goal 1: To improve student Mastery in the Relations and Functions to within 10% of the provincial average		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● Student will hand in their practice work for assessment ● Complete a comprehensive review package including videos and multiple choice/written response/ numeric response questions 	<p>Measures</p> <ul style="list-style-type: none"> ● Successful completion of the practice work ● Successful completion of the review package 	
<p>Evidence of Success October: Strategy established and implemented</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: To improve student mastery in the editing process in all English courses.		
<p>Strategies</p> <ul style="list-style-type: none"> ● Strongly encourage the editing process throughout the modules ● Provide a practice editing booklet for student to complete close to the diploma. ● Try in second semester to include the editing booklet as an essential assignment. 	<p>Measures</p> <ul style="list-style-type: none"> ● Successful practice of editing throughout course. ● Successful completion of the editing booklet before exam or during course itself. 	
<p>Evidence of Success October: Strong encouragement of students to build editing skills through the editing of their own work in modules.</p>	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 3: To improve student mastery in the Shakespeare unit within 10% of the provincial average		
<ul style="list-style-type: none"> ● Have fun modern comparisons to Shakespearean language in the classroom so that students can get used to the language. ● Encourage the use of Shakespeare Graphic Novels to access the stories of the plays themselves. ● Create a study Shakespeare booklet with diploma exams of the past. 	<ul style="list-style-type: none"> ● Successful practice of Shakespeare with older diploma exams throughout course. ● Successful completion of the Shakespeare Graphic Novel before exam or during course itself. ● Successful participation, weekly, in fun Shakespeare activities. 	
<p><i>Evidence of Success October:</i></p> <p>Access to Shakespeare Graphic Novels at all centers, for 30-1 students especially.</p>	<p><i>Evidence of Success January:</i></p>	<p><i>Evidence of Success May:</i></p>

