

Edwin Parr Composite Education Plan 2023-2026



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Principal's Message

Our focus at Edwin Parr Composite school is student success! As you examine our priorities and results in this plan, we hope it reflects our focus on responding effectively and intentionally to the unique needs of our students. During their years at Edwin Parr, our students will develop into young adults, ready to become engaged, ethical and entrepreneurial members of our community. We are deeply committed to this vision through our ongoing process of planning with our stakeholders, setting priorities, and using the best possible evidence to guide our work over time.

Thank you for reading our school plan! We welcome any feedback and questions!

Foundational Statements

Vision: Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.

Mission: Engage Learning. Ignite Potential. Inspire Success.

Commitments:

Student Learning: Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

Staff Learning: Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Communication: Engage in open, active, ongoing and honest communication with students, staff, parents and community.

Culture and Climate: Promote teamwork and model welcoming, caring, respectful, safe and inclusive schools that demonstrate diversity.

Social Emotional Needs: Encourage all students to develop self awareness and decision-making skills to achieve personal and interpersonal fulfillment.

Physical Needs: Promote and model active and healthy lifestyle choices.



Entrepreneurial Spirit: Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world.

Planning and Priorities

The Aspen View Public Schools Education Plan is based on three key priorities

- **Student Success and Completion**
- **Wellness**
- **Engagement**

Schools will develop their own plans that align and are consistent with Divisional and Provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

Our Context

Edwin Parr School is situated in the beautiful river community of Athabasca. Our school has over seven-hundred students enrolled in grades seven through twelve.

We provide a wide range of programming for our students! We offer all academic classes as well as welding, woodshop, photography, cosmetology and more. We are also very proud of our robust fine arts programming. Edwin Parr students can participate in art, music and drama classes as well as school musicals, plays and instrumental ensembles.

Our goal at Edwin Parr is to ensure our students develop the skills and resiliency they need to become productive, caring, and responsible citizens and community members.

Our strong relationships with parents, students and our community, has created a culture of learning based on caring and respect. We understand that our students are unique individuals, and we strive to support each one so they can each reach their fullest potential.



Alberta Education Assurance Measures

Overall Summary Fall 2022

Required Alberta Education Assurance Measures – Overall Summary

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Edwin Parr Composite Comm. Sch			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	79.3	81.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	68.9	72.9	78.0	81.4	83.2	83.1	Low	Declined Significantly	Concern
	3-year High School Completion	82.9	87.1	83.9	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	85.5	91.0	88.9	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	67.6	n/a	67.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	12.5	n/a	12.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	67.6	n/a	80.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.4	n/a	22.1	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.8	86.9	86.7	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.5	81.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.1	79.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	71.4	70.4	77.3	78.8	79.5	81.5	Low	Maintained	Issue

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

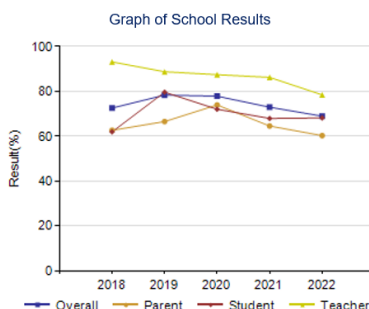


Citizenship: Measure Details

Citizenship – Measure Details

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

	School									Authority									Province															
	2018			2019			2020			2021			2022			2018			2019			2020			2021			2022						
	N	%		N	%		N	%		Achievement	Improvement	Overall	N	%		N	%		N	%		N	%		N	%		N	%					
Overall	172	72.5	284	78.3	302	77.8	238	73.9	62.7	68.9	Low	Declined Significantly	Concern	1,236	81.8	1,031	83.1	1,071	83.3	847	82.5	898	78.4	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	
Parent	32	62.6	51	66.5	61	66.5	61	73.9	38	64.5	60.2	Low	Declined	Issue	219	73.9	214	75.3	238	77.0	144	75.8	161	69.5	35,482	81.7	35,247	81.9	36,981	82.4	30,905	81.4	31,689	80.4
Student	111	61.9	201	78.6	206	72.6	172	67.2	61.9	193.68	Intermediate	Declined	Issue	861	76.7	652	79.6	663	79.2	544	77.5	588	74.3	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	
Teacher	29	93.1	32	88.7	35	87.4	28	86.2	28	78.4	Very Low	Declined	Concern	156	94.7	165	94.4	170	93.7	159	94.1	149	91.3	32,622	93.4	33,277	93.2	32,945	93.6	30,197	94.1	30,961	91.4	



Notes:

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1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

As noted above, and in our Fall Report, this is an area where we can improve. Over the past five years, this measure has been consistently lower than the Province across all three stakeholder groups.

Perhaps most concerning is the steady decline amongst teachers. Clearly teachers feel that students are increasingly declining in modeling the characteristics of active citizenship. As part of our work with teachers this year, we completed a school-based survey and gathered feedback after PD sessions. Some teacher concerns that related to this issue:

1. Teachers are asking for clear, consistent communication from administrators to staff around expectations and consequences when students violate the Code of Conduct.
2. Teachers are concerned that issues are discussed but then there does not seem to be any meaningful action or followup. They are asking for more time to work together with administration to plan solutions to some of the issues they see in this area.

Results were shared with staff at our Professional Development day on March 10th, 2023. Teacher feedback was incorporated into our strategies and measures under “Priority Three: Engagement” (see below).



Provincial Achievement Test Results - EPC

Comparison of PAT Results						
	ACCEPTABLE			EXCELLENT		
	EPC 2022	EPC 2022 VS. EPC 2019	EPC 2022 VS. AB 2022	EPC 2022	EPC 2022 VS. EPC 2019	EPC 2022 VS. AB 2022
ELA 9	69.3	-13.5	-0.3	4.4	-1.3	-8.5
MATH 9	51.5	-1.4	-1.5	10.9	-0.6	-5.8
SCIENCE 9	77	2.3	9	22	7.1	-0.6
SOCIAL 9	65	4.1	4.2	16	5.7	-1.2
FLA 9	57.1	4.5	-16.4	0	0	-9.9
FI MATH 9	76.9	19	5.5	7.7	7.7	-16.2
FI SOCIAL 9	57.1	20.3	-17.1	7.1	7.1	-12.4
FI SCIENCE 9	85.7	17.3	7	14.3	14.3	-7.7

One area to celebrate: EPC is steadily improving in six out of eight subjects in the percentage of students achieving the acceptable and excellent standard.

An area of concern is the number of EPC students able to achieve excellence. Our results are lower than the provincial average (varying from just slightly below in Science to just over 16 percent lower in French Immersion Mathematics).

This achievement data was shared with teachers at our Professional Development Day on Dec. 2nd, 2022. Feedback was incorporated into our strategies under "Priority One: Student Success" below.



Required Alberta Education Assurance Measure: Diploma Exam Results

Diploma Exams 2022-23 (Aggregate Results)													
Subject	students writing	Diploma Exam				School Awarded				Blended			
		Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)	Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)	Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)
English 30-1	8	100	98.4	50	36.9	100	98.3	50	44.6	100	98.4	50	36.9
English 30-2	16	87.5	80.2	25	10.7	93.7	96	6.3	17.4	100	96.5	6.3	14.2
Social Studies 30-1	11	63.6	82.1	0	16.1	90.9	99.2	9.1	49.1	90.9	99.3	9.1	42
Social Studies 30-2	19	63.2	72.3	0	12.9	84.2	96.9	5.3	23.7	84.2	97.2	0	20.1
Biology 30													
Chemistry 30	21	81	87.7	23.8	31.6	100	97.5	28.6	56.9	100	97.6	28.6	51.1
Physics 30	8	100	79.6	37.5	35.5	100	97.8	37.5	64.1	100	97.9	37.5	58.5
Science 30													
Math 30-1	11	18.2	64.4	0	24.2	100	95.3	27.3	50.7	100	95.3	18.2	44.8
Math 30-2	11	27.3	62.1	0	11.7	90.9	94.2	9.1	29.7	90.9	94.3	0	24.4



PRIORITY ONE: Student Success and Completion

Students are successful from the time they enter school until high school completion, and beyond.

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Leading

Outcomes, Strategies and Measures for 2023-24:

Outcome	Students are able to read fluently for meaning and enjoyment
Strategies	<ul style="list-style-type: none">• intentional work with students, teaching them about reading comprehension skill categories (identify and interpret ideas and details, interpret text organization, associate meaning, make connections, and evaluate)• continue PD focusing on explicit teaching of reading comprehension skills, and expand scope into other subject areas (social studies, science).• include all teachers and administrators in related PD
Measures	<ul style="list-style-type: none">• RCAT (Reading Comprehension Assessment Tool) screening and progress monitoring• Grades 9 Provincial Assessment Test Part B results in English Language Arts• Grade 12 English Part B Diploma Exam results• Assurance measure results in the area of student engagement and interest in Language Arts

Outcome	Students are able to express clear and interesting ideas through writing
Strategies	<ul style="list-style-type: none">• Development of common Scope and Sequence for writing• PD with staff to examine and evaluate our use of common rubrics and writing exemplars• investigate/pilot use of another tool to assist in improving student's writing such as Adrienne Gear's resource, <i>Powerful Writing Structures</i>
Measures	<ul style="list-style-type: none">• Grades 6 & 9 Provincial Assessment Test Part A results in



	English Language Arts <ul style="list-style-type: none"> Grade 12 English Part A Diploma Exam results
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Outcome	Students build knowledge and evaluate information to become independent thinkers
Strategies	<ul style="list-style-type: none"> Development of assessment criteria for “independent thinking” Professional development that targets the standard of excellence and the ability to transfer knowledge to unfamiliar and non-routine situations Subject-area evaluation and discussion of current assessment tasks (test questions, projects, etc)
Measures	<ul style="list-style-type: none"> Grades 6 & 9 Provincial Achievement Results in Science and Social Studies Grade 12 Diploma Results in the Sciences and Social Studies Grade 12 Diploma Participation Rates in the Sciences Standard of Excellence results Assurance measure results in the area of Student Learning Engagement

PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Leading & Learning Supports

Outcomes, Strategies and Measures for 2023-24:



Outcome	Schools implement collaborative support processes to effectively address diverse learning needs
Strategies	<ul style="list-style-type: none"> • Collaborative Team Meetings are assigned, scheduled bi-weekly, and supported by school administration • Continued support from Jigsaw Learning • Continue developing model for support, adding regular Collaborative Planning Meetings (by subject area) • Review of student academic results (PAT Table 5, Diploma Exam Results) • Review of student IPP processes including goal setting and evaluation of progress
Measures	<ul style="list-style-type: none"> • Staff feedback on confidence in the Collaborative Response approach • Assurance measures such as Education Quality and Access to Supports and Services

PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context



Outcomes, Strategies and Measures for 2023-2024:

Outcome	Staff and students have a sense of belonging
Strategies	<ul style="list-style-type: none"> • Improved clarity concerning student discipline and attendance procedures, including review of school anchor documents, and sharing with all stakeholders • Re-starting a regular school newsletter to the community • Intentional management of social media to support goals • Focus groups to “drill down” on issues (student, teacher) • Simplification of the timetable to better support attendance and behaviour • Weekly email to staff (Monday morning week-at-glance)
Measures	<ul style="list-style-type: none"> • Assurance Measure Survey results on Citizenship • School-based survey data



Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity
Strategies	<ul style="list-style-type: none">• Installation of school tipi in September• Include all staff in cultural training in conjunction with raising our tipi• Installation of indigenous artwork/mural in the main entry area
Measures	<ul style="list-style-type: none">• First Nations, Métis and Inuit students attend school regularly• First Nations, Métis and Inuit students high school completion rates

