



Education Plan for Dr. K. A. Clark Public School

Principal: Bobbi Compton

Vice Principals: Robert Skulsky and Abbi Easton

Spring 2023



DR. K. A. CLARK PUBLIC SCHOOL SCHOOL ASSURANCE

Doing What's Best for Kids



Dr. K. A. Clark Public School is a diverse elementary school located in downtown Fort McMurray. It serves the downtown core as well as the surrounding neighbourhoods: Abasand, Grayling Terrace, Waterways, and Draper Road. Dr. Clark is a very vibrant school with its students being the primary stakeholder and where diversity, inclusion and multiculturalism are celebrated.

Along with regular dynamic programming, Dr. Clark serves students through specialty programs. The Triple I program (Intensive Instructional Intervention) focuses on early learning students who have specialized needs and Skills and VIP programming focusing on students in grades 4-6. Dr. Clark is home to PEAK Soccer, cultural programming, a daily breakfast program, and Leader in Me. We are also supported by many community partners including the Multicultural Association, Save-On-Foods, Lion's Club, and Home Hardware to name a few.

Dr. Clark is experiencing a significant increase in enrolment and currently has 618 students. Other changes include two new administrators along with new teachers and educational assistants. All staff are committed to ensuring students are engaged in learning in a safe and caring environment while focusing on the identified goals of literacy, numeracy and mental health. Professional development opportunities, Professional Learning Fridays, data analysis, Collaborative Response and staff collaboration continue to provide the pathway for school improvement.

The staff at Dr. K. A. Clark School strive to do their best to support students and ensure a diverse and inclusive environment is maintained and celebrated. We look forward to maintaining the existing inclusive school culture and programming Dr. Clark is known for and striving to meet and even exceed our goals.

Bobbi Compton

Principal



DR. K. A. CLARK PUBLIC SCHOOL SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

The Spring 2022 Assurance Measure Results Report identified very high results in the areas of education quality, citizenship, safe and caring, school improvement and work preparation.

100% of our teachers report PLFs contributed to their teaching practices and they apply their learning in their classroom.

87.6% of our students have experienced growth in numeracy and 86.6% in literacy this school year.

100% School Council support of 2023-2024 Education Plan.

AREAS FOR GROWTH

Increased understanding of Phonological Awareness, Phonemic Awareness, and Phonics at all grade levels.

Flexible and collaborative learning opportunities in order for students to engage in the new math curriculum.

Diversity, Equity and Inclusion understandings through the examination of unconscious bias and microaggressions.

LOCAL CONTEXT

School population of 618 students, 254 ELL and 55 First Nation, Métis, Inuit, and 83 staff (27 ATA, 56 CUPE)

Large population of special needs students (90 severe, 54 mild/mod) supported with specialized programming

Transient population, 125 new registrants, 149 transfers in, and 105 transfers out.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Professional learning at Dr. Clark focusses on school-wide and grade-level collaboration. The principal and vice-principals engage in LQS 4 by creating meaningful, collaborative learning opportunities that focus on the 3 areas of growth. As per TQS 2, teachers collaborate with other teachers to build personal and collective professional capacities and expertise in relation to the 3 areas of growth.

2. MATERIAL RESOURCES

- Phonological Awareness, Phonemic Awareness and Phonics resources (provided by Division)
- Numeracy Manipulatives (appx. \$5000)
- Diversity, Equity, Inclusion Literature (appx. \$5000) and online learning platform (provided by Division)

3. HUMAN RESOURCES

- Literacy/ELL support teacher (1.0 FTE)
- Division Literacy, Numeracy and Diversity, Equity, Inclusion Coordinators

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Explicit phonological and phonemic awareness opportunities at all grade levels.

Capacity in supplementary phonic resources in order to support differentiation and intervention.

Evidence of collaborative learning that promotes logical thinking skills which contribute to effective decision making and problem solving.

Numeracy manipulatives to support exploration and discovery within numeracy.

Educational opportunities surrounding unconscious bias and microaggressions for staff.

School plan on how to communicate and address bias and microaggressions within our school.

DR. K. A. CLARK PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Increased ECDP to grade 6 teacher capacity in the areas of Phonological Awareness, Phonemic Awareness, and Phonics in order to support emergent and struggling readers.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Grade K-3 teachers used the new curriculum during the 2022-2023 school year. Grade 4-6 teachers used legacy curriculum during the 2022-2023 school year. Alberta literacy screeners indicate that 42% of grade 1-3 students and Fountas & Pinnell indicates that 53% of grade 4-6 students are at-risk in literacy. 31.1% of students are using tier 2 literacy supports and 27.5% of students are using tier 3/4 literacy supports. School-wide literacy hour and Daily 5 in most classrooms.	Due to school closures and the transition to the new curriculum students have gaps in their learning, knowledge and skills in the following areas: <ul style="list-style-type: none">○ whole word recognition○ phonological decoding○ phonemic awareness○ reading automaticity○ fluency	Limited to no experience with new K to 6 curriculum. Learning curve in relation to new literacy screeners and interventions.	Grade-level, school-level and division-level collaboration in relation to the new curriculum. During PLF, collaborate on the following areas: <ul style="list-style-type: none">○ FMPSD Literacy Framework○ phonological and phonemic awareness○ phonics○ FMPSD Reading Interventions Resource	Review of 2023 PAT results in the Fall. Alberta Education Literacy Screeners in the Fall for grades 2-3 and in the Winter for grade 1. New grade 4-6 literacy screener, (Fall and Spring). PLF Feedback (3 times per year)	All teachers in the school will have experience with the new K-6 ELA curriculum. Resources to support phonological awareness and phonics in all classrooms. Incorporation of activities that address phonological awareness, phonics, whole word recognition within Daily 5. Clear diagnostic processes in place to identify areas requiring intervention.

DR. K. A. CLARK PUBLIC SCHOOL
DESIRED OUTCOME PLANNING
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FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Engage students in the new K-6 math curriculum through the use of meaningful learning activities that focus on exploration, discovery and collaboration in order to foster logical thinking skills, effective decision making and problem solving.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Grade K-3 teachers used the new curriculum during the 2022-2023 school year. Grade 4-6 teachers used legacy curriculum during the 2022-2023 school year. Alberta numeracy screeners indicate that 41% of grade 1-3 students and the MIPI indicates that 41% of grade 4-6 students are at-risk in numeracy. 33% of students are using tier 2 numeracy supports and 19.8% of students are using tier 3/4 numeracy supports.	Due to school closures and the transition to the new curriculum students have gaps in their learning, knowledge and skills in the following areas: <ul style="list-style-type: none">o ordering and comparing numberso addition and subtractiono multiplication and divisiono part-whole relationshipso connecting concrete numerical experiences to abstract concepts	Limited to no experience with new K to 6 curriculum. Existing textbooks and resources are no longer current. Limited resources available for new curriculum. The reliance on direct instruction and workbooks.	Grade-level, school-level and division-level collaboration in relation to the new curriculum. During PLF, collaborate on the following areas: <ul style="list-style-type: none">o differentiated resources to support the new curriculumo FMPSD Numeracy Frameworko numeracy progressionso use of manipulatives and hands-on activities to bridge the concrete and abstracts understandings.o cross-curricular numeracy, particularly in art, phys. ed. and musico integrating numeracy into Daily 5 using Daily 3o new math screener for grade 4 to 6	Review of 2023 PAT results in the Fall. Alberta Education Numeracy Screeners in the Fall for grades 2-3 and in the Winter for grade 1. New grade 4-6 numeracy screener, (Fall and Spring). PLF Feedback (3 times per year)	All teachers in the school will have experience with the new K-6 Math curriculum. All classrooms in the school will be equipped with math manipulatives that align with curriculum. All students will have opportunities to make connections between numerical experiences and abstract concepts through exploration and discovery.

DR. K. A. CLARK PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: Staff and students that honour cultural diversity and promoting intercultural understanding through the development of a critical understanding regarding unconscious bias and microaggressions.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps In Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Students from 37 different countries. 29 different languages are spoken by students. Very diverse staff, from a variety of cultural and religious backgrounds. In the Fall 2022 Our School Survey, 67% of students reported a positive sense of belonging, this number increased 75% to in the Spring 2023 survey.	Knowledge and understanding regarding the cultures, traditions and experiences of their peers. Understanding of bias and how words and actions impact people differently.	Understanding of unconscious and implicit bias. Understanding of microaggressions and their impact. How to deal with bias and microaggressions when we see it occur with students.	During PLF, collaborate on the following areas: <ul style="list-style-type: none">○ unconscious bias, what it is and identifying our own○ microaggressions, what they are and the impact they have on different groups○ how to introduce and teach students about unconscious bias and microaggressions○ the correlation between bias, microaggressions, school culture and mental health Use of Diversity, Equity and Inclusion resources provided by Division Office.	OurSchool Survey results in the Fall and Spring. PLF Feedback (3 times per year) Assurance feedback from parents and students (Feb/Mar)	Plan in place to support staff address bias and microaggressions between students that allows for ongoing learning. Clearly defined procedure that details how staff can deal with and/or report bias and/or microaggressions amongst staff.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1841 Dr Karl A Clark Elementary

Assurance Domain	Measure	Dr Karl A Clark Elementary				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 Learning Engagement	84.9	83.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship		89.0	86.4	79.9	81.4	83.2	83.1	Very High	Improved Significantly	Excellent		
3-year High School Completion		n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a	n/a	n/a
5-year High School Completion		n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a	n/a	n/a
Student Growth and Achievement	PAT-Acceptable	55.8	n/a	62.7	67.3	n/a	73.8	n/a	n/a	n/a	n/a	n/a
PAT- Excellence		5.1	n/a	7.8	18.0	n/a	20.6	n/a	n/a	n/a	n/a	n/a
Diploma: Acceptable		n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence		n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	94.1	94.4	89.0	89.6	90.3	Very High	Maintained	Excellent		
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSEL)	90.7	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	81.6	89.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	82.1	71.6	77.6	78.8	79.5	81.5	High	Maintained	Good		

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), 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 Exam for each course. Courses included: English Language Arts 30-1, French 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1841 Dr Karl A Clark Elementary

Measure	Dr Karl A Clark Elementary			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<u>Safe and Caring</u>	92.4	92.9	83.0	88.8	90.0	89.2	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the 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.
- Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1841 Dr Karl A Clark Elementary (FNMI)

Assurance Domain	Measure	Dr Karl A Clark Elementary (FNMI)				Alberta (FNMI)				Measure Evaluation			
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall			
	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a	n/a	n/a	n/a
Student Growth and Achievement	PAT-Acceptable	*	n/a	38.9	46.4	n/a	54.0	n/a	n/a	n/a	n/a	n/a	n/a
	PAT- Excellence	*	n/a	5.6	6.4	n/a	7.4	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSEL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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), 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, French Language Arts 30-2, French Language Arts 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1841 Dr Karl A Clark Elementary (FNMI)

Measure	Dr Karl A Clark Elementary (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<u>Safe and Caring</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the 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.
- Caution should be used when interpreting trends over time.

Grade 6 English Language Arts Achievement Test
 School Report
 2021-2022 School Year

3260 The Fort McMurray School Divis

1841 Dr Karl A Clark Elementary

Table 2.2
 Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 37		Province n = 47527	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	48	29	78.4	42656	89.8
Writing	55	28	35	94.6	43484	91.5
Reading	50	23	25	67.6	41110	86.5
Standard of Excellence						
Total Test	100	79	4	10.8	10584	22.3
Writing	55	44	1	2.7	7467	15.7
Reading	50	39	7	18.9	18683	39.3
Below Acceptable Standard						
Total Test	100	N/A	8	21.6	4871	10.2
Writing	55	N/A	2	5.4	4043	8.5
Reading	50	N/A	12	32.4	6417	13.5

^a The Cut Score is the lowest score on a test, determined by standard-setting procedures, that students must achieve for their performance to be judged "acceptable" and/or "excellent" in relation to provincial expectations.

^b The Acceptable Standard includes students who achieved the Standard of Excellence.

Note: Results should be compared to your school and school authority targets.

Grade 6 Mathematics Achievement Test - Written in English
 School Report
 2021-2022 School Year

3260 The Fort McMurray School Divis

1841 Dr Karl A Clark Elementary

Table 2.2
Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 30		Province n = 43857	
			Number	Percent	Number	Percent
Acceptable Standard ^b						
Total Test	100	49	18	60.0	32654	74.5
Part A	15	9	10	33.3	29761	67.9
Part B	40	19	20	66.7	33721	76.9
Standard of Excellence						
Total Test	100	87	1	3.3	6433	14.7
Part A	15	13	4	13.3	17118	39.0
Part B	40	35	1	3.3	6034	13.8
Below Acceptable Standard						
Total Test	100	N/A	12	40.0	11203	25.5
Part A	15	N/A	20	66.7	13785	31.4
Part B	40	N/A	10	33.3	10136	23.1

^a The Cut Score is the lowest score on a test, determined by standard-setting procedures, that students must achieve for their performance to be judged "acceptable" and/or "excellent" in relation to provincial expectations.

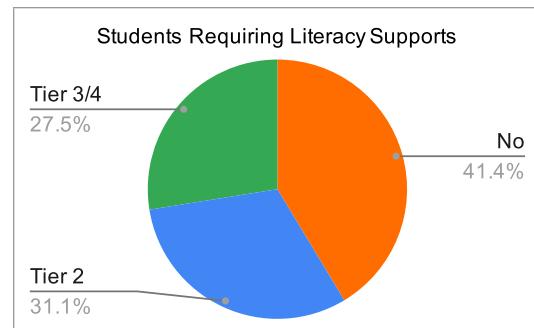
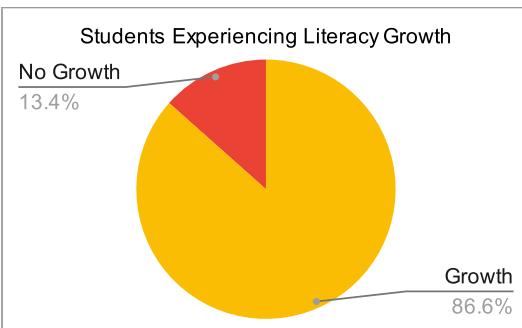
^b The Acceptable Standard includes students who achieved the Standard of Excellence.

Note: Results should be compared to your school and school authority targets.



Dr. K. A. Clark Students Experiencing Literacy Growth and Tiers of Support (March 2023)

Grade	% of Students Experiencing Growth	% of Students Requiring Tier 2 Supports	% of Students Requiring Tier 3/4 Supports
ECDP.1	76.9%	57.7%	34.6%
ECDP.2	66.7%	58.3%	25.0%
ECDP.3	70.8%	33.3%	50.0%
ECDP.4	77.3%	40.9%	50.0%
Kindergarten.1	81.5%	37.0%	14.8%
Kindergarten.2	81.5%	11.1%	7.4%
Kindergarten.3	73.1%	30.8%	30.8%
Kindergarten.4	81.5%	14.8%	48.1%
Grade 1.1	95.7%	39.1%	8.7%
Grade 1.2	95.8%	4.2%	41.7%
Grade 1.3	95.8%	20.8%	25.0%
Grade 2.1	100.0%	28.6%	21.4%
Grade 2.2	71.4%	14.3%	25.0%
Grade 2.3	85.2%	37.0%	7.4%
Grade 3.1	100.0%	33.3%	14.8%
Grade 3.2	96.3%	18.5%	22.2%
Grade 3.3	100.0%	13.8%	6.9%
Grade 4.1	92.9%	17.9%	46.4%
Grade 4.2	82.1%	10.7%	7.1%
Grade 5.1	100.0%	41.7%	20.8%
Grade 5.2	88.0%	40.0%	16.0%
Grade 6.1	72.4%	10.3%	10.3%
Grade 6.2	79.3%	17.2%	0.0%
Skills/VIP.1	100.0%	100.0%	100.0%
Skills/VIP.2	100.0%	46.2%	53.8%
Overall	86.6%	31.1%	27.5%



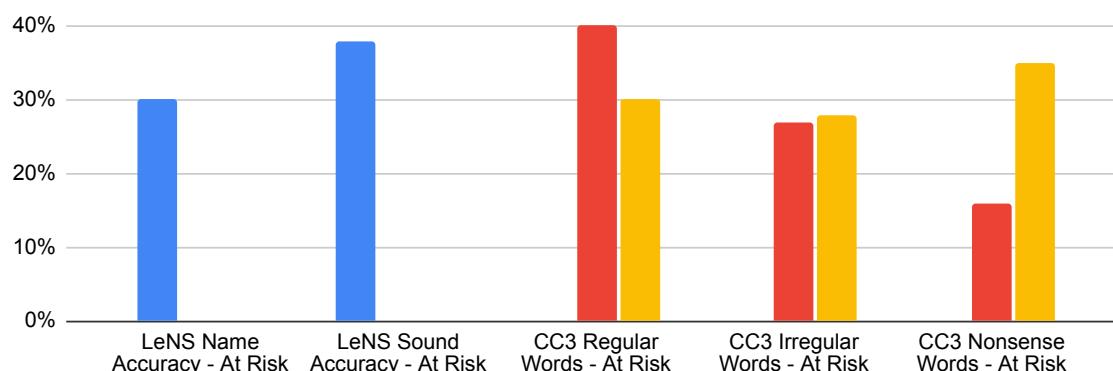


Dr. K. A. Clark School 2022-2023 Literacy Data

Alberta Education Literacy Screener			
	Grade 1	Grade 2	Grade 3
LeNS Name Accuracy - At Risk	30%	n/a	n/a
LeNS Sound Accuracy - At Risk	38%	n/a	n/a
CC3 Regular Words - At Risk	n/a	40%	30%
CC3 Irregular Words - At Risk	n/a	27%	28%
CC3 Nonsense Words - At Risk	n/a	16%	35%
Overall at Risk	38%	44%	45%
42% of Gr. 1-3 Students at Risk			

Alberta Education Literacy Screener

■ Grade 1 ■ Grade 2 ■ Grade 3

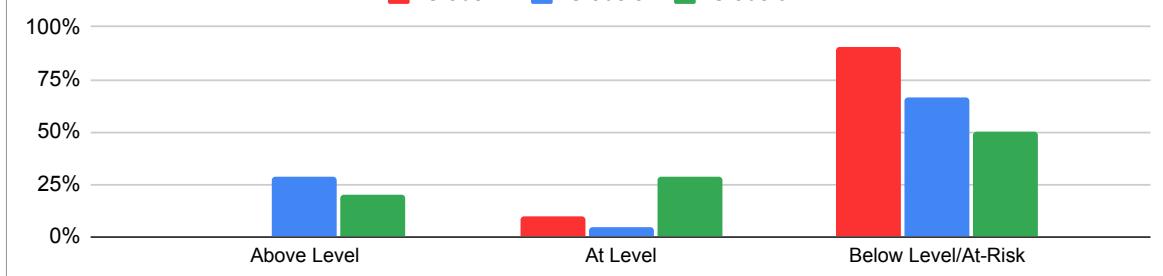


Fountas & Pinnell Reading Diagnostic

	Grade 4	Grade 5	Grade 6
Above Level	0%	29%	20%
At Level	9%	5%	29%
Below Level/At-Risk	91%	67%	50%
53 % of Gr. 4-6 Students at Risk			

Fall 2022 Fountas & Pinnell

■ Grade 4 ■ Grade 5 ■ Grade 6

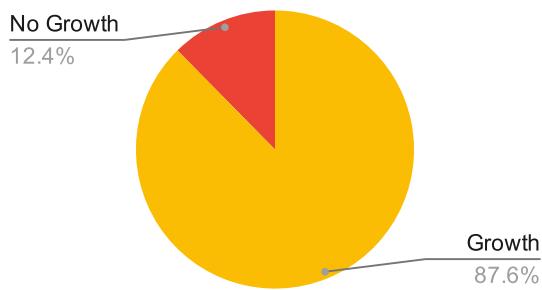




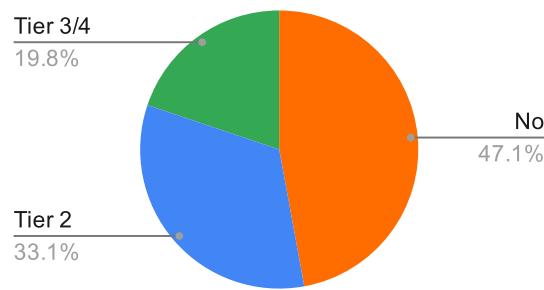
Dr. K. A. Clark Students Experiencing Numeracy Growth and Tiers of Support (March 2023)

Grade	% of Students Experiencing Growth	% of Students Requiring Tier 2 Supports	% of Students Requiring Tier 3/4 Supports
ECDP.1	73.1%	57.7%	34.6%
ECDP.2	66.7%	58.3%	25.0%
ECDP.3	83.3%	37.5%	45.8%
ECDP.4	77.3%	40.9%	50.0%
Kindergarten.1	74.1%	29.6%	14.8%
Kindergarten.2	81.5%	11.1%	7.4%
Kindergarten.3	65.4%	30.8%	30.8%
Kindergarten.4	70.4%	14.8%	48.1%
Grade 1.1	95.7%	47.8%	0.0%
Grade 1.2	95.8%	16.7%	16.7%
Grade 1.3	100.0%	20.8%	0.0%
Grade 2.1	100.0%	32.1%	10.7%
Grade 2.2	78.6%	17.9%	10.7%
Grade 2.3	88.9%	40.7%	7.4%
Grade 3.1	100.0%	25.9%	7.4%
Grade 3.2	96.3%	29.6%	11.1%
Grade 3.3	100.0%	13.8%	6.9%
Grade 4.1	96.4%	35.7%	7.1%
Grade 4.2	92.9%	25.0%	0.0%
Grade 5.1	87.5%	33.3%	4.2%
Grade 5.2	84.0%	28.0%	8.0%
Grade 6.1	82.8%	17.2%	10.3%
Grade 6.2	100.0%	0.0%	0.0%
Skills/VIP.1	100.0%	100.0%	100.0%
Skills/VIP.2	100.0%	61.5%	38.5%
Overall	87.6%	33.1%	19.8%

Students Experiencing Numeracy Growth



Students Requiring Numeracy Supports

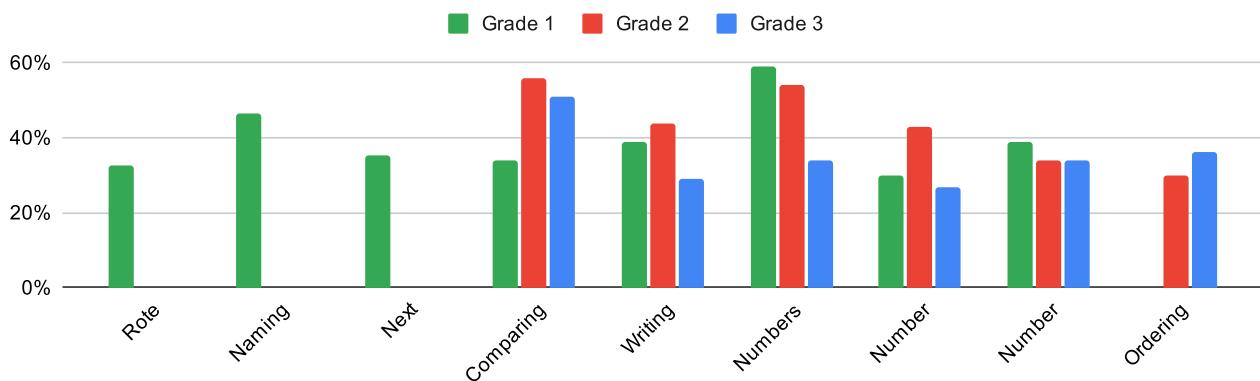




Dr. K. A. Clark School Numeracy Data

Alberta Education Numeracy Screener			
	Grade 1	Grade 2	Grade 3
Rote Counting At-Risk	32%	n/a	n/a
Naming Numbers At-Risk	46%	n/a	n/a
Next Numbers At-Risk	35%	n/a	n/a
Comparing Numbers At-Risk	34%	56%	51%
Writing Numbers At-Risk	39%	44%	29%
Numbers On The Number Line At-Risk	59%	54%	34%
Number Facts Addition At-Risk	30%	43%	27%
Number Facts Subtraction At-Risk	39%	34%	34%
Ordering Of Numbers At-Risk	n/a	30%	36%
Overall at Risk	39%	50%	32%
41% of Grade 1-3 Students are At-Risk			

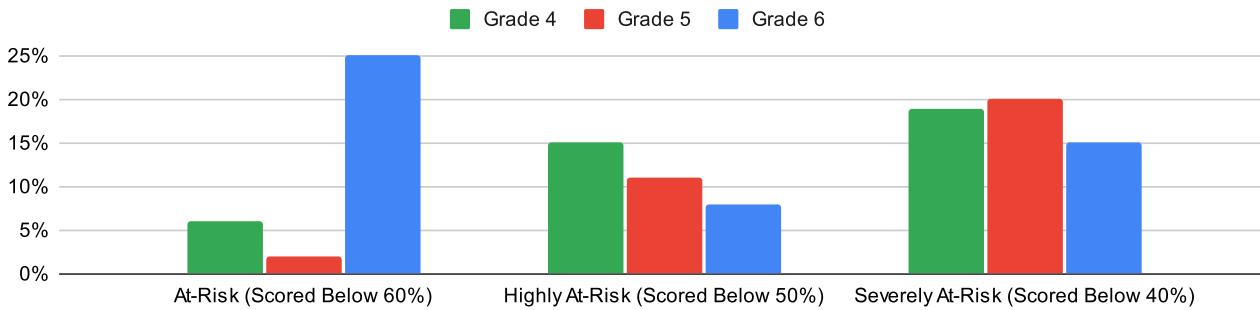
Alberta Education Numeracy Screener - Students Identified At-Risk



Math Intervention Planning Instrument (MIPI)

	Grade 4	Grade 5	Grade 6
At-Risk (Scored Below 60%)	6%	2%	25%
Highly At-Risk (Scored Below 50%)	15%	11%	8%
Severely At-Risk (Scored Below 40%)	19%	20%	15%
Total at Risk	12%	11%	18%
41 % of Gr. 4-6 Students at Risk			

Math Intervention Planning Instrument (MIPI) - Students Identified At-Risk





OurSCHOOL

Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9180)

Dr Karl A Clark Elementary Highlights

Your version of the **OurSCHOOL** student survey measures 17 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 169 students in this school that participated in the survey between 6 Apr. 2023 and 28 Apr. 2023. The number of students by grade level is:

grade 4: 53

grade 5: 49

grade 6: 67

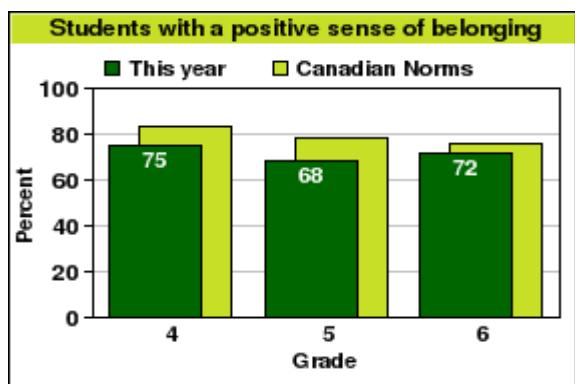
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

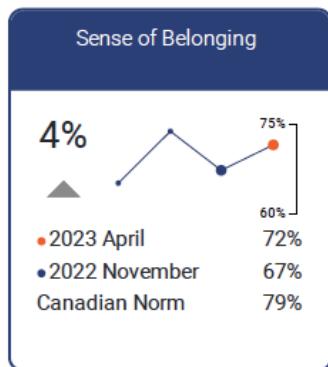
Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 72% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 69% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Trend Report





Report on Student Outcomes and School Climate

OurSCHOOL Elementary School Survey (9180)

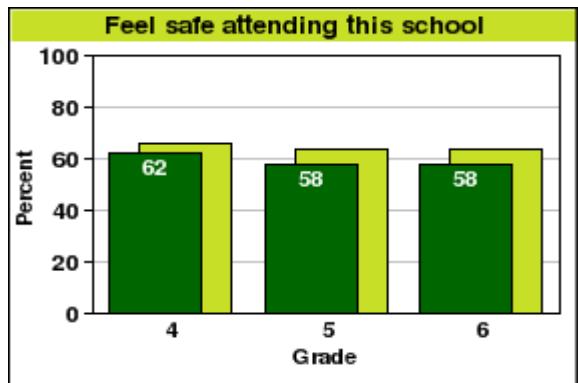
Dr Karl A Clark Elementary Highlights

DRIVERS of Student Outcomes

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 59% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 62% of the girls and 57% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



Trend Report

