



DR. K. A. CLARK  
SCHOOL ASSURANCE FRAMEWORK  
*Doing What's Best for Kids*

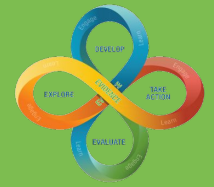


Assurance Model for Dr. K. A. Clark School  
Mark Dolmont, Nazia Hiscock & Abbi Easton  
Spring 2022



# DR. K. A. CLARK SCHOOL ASSURANCE FRAMEWORK

*Doing What's Best for Kids*



## OUR 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 (EVIDENCE)

### STRENGTHS

Dr. Clark received an excellent rating in the May 2021 Assurance Results Report for program of studies, education quality, work preparation, and school improvement.

The "Our School Survey" for March, 2022 identified that our students exceed the national average for positive behaviours at school, feeling safe at school and having high levels of student advocacy.

### AREAS FOR GROWTH

Implement numeracy screener for Grades 2-6 with professional learning for Math manipulatives  
Focus on improving literacy results.

## LOCAL CONTEXT

School Population of 510 students, 73 staff (29 ATA, 44 CUPE) with 195 ELL students.

Large population of special needs students with inclusive programming including Triple I and Skills/VIP.

Transient population where in one school year, we have had 88 students leave Dr. Clark School and 203 new registrations.

## STRATEGIES FOR MOVING FORWARD

### 1. PROFESSIONAL LEARNING FRIDAYS

- Approximately 1.5-2.0 hours per PLF will be dedicated to each of the goal areas. Certain days may be literacy specific while other days will focus on numeracy. This approach aligns with the LQS standards of leading a learning community, and providing instructional leadership, but will be influenced by LQS 9 which requires understanding and responding to the greater societal context.

### 2. PHYSICAL RESOURCES

- Increased use of manipulatives to support hands on, experiential learning of numeracy.
- Access the Indigenous Numeracy Mural
- Continued use of the Daily Five books.

### 3. HUMAN RESOURCES

- Maintaining key staff (Counselor, Teachers and Administration) with the potential to build on the success on the Grade 2/3 literacy intervention support to continue supporting ELL learners.
- Interweaving Division support staff, Literacy and Numeracy coordinators with supporting staff during PLFs and instructional time with students.

### 4. BUDGET

- Students will have access Math manipulatives purchased for each class and each grade.
- Ensuring continued use of common, universal literacy block where Physical Education and Music teachers also engage with school-wide literacy program along with allocating funding for classroom libraries.

## INDICATORS OF SUCCESS

### SHORT TERM

Goal 1 - Improvement with student performance on MIPI (Version 1 and Version 2) in the Fall and Summer.

Goal 2 - Improvement with student performance on Fountas and Pinnell reading levels in the Fall and Summer.

### MOVING TO - DESIRED STATE

To achieve 80% of students meeting acceptable numeric fluency.

To achieve 80% of students reading at expected levels of comprehension.



# DR. K. A. CLARK GOAL PLANNING Doing What's Best for Kids



**GROWTH AREA: NUMERACY** – Our school wide results on the MIPI have identified that 46% of our students are currently at risk . With nearly half of our student population struggling with numeracy, this will be a priority. School based professional development, as well as additional support from the FMPSD division numeracy coordinator will be needed to target all areas of numeracy.

**ACTION FOR IMPROVEMENT: NUMERACY** - Each of the four main numeracy topics of Numbers, Patterns and Relations, Statistics and Probability, and Shapes and Space will be areas of focus for professional development. The use of professional learning time, Collaborative Response, and grade-based collaboration will be used to identify areas of concern and focal areas supporting greater student learning in the area of numeracy. Working to better understand progressions, guided math, and better use of manipulatives will be paramount.



Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State</i> <i>"Audacious" 1-year goal</i>
<p><i>Current State</i></p> <p>There is a strong pedagogical methodology towards direct instruction, rather than differentiation based on student needs. Teachers and Educational Assistants support students' growth through knowledge and understanding of the curriculum rather than application and inquiry through the use of manipulatives.</p>	<p>Regular classroom visits along stakeholder engagement.</p> <p>MIPI results uncovered that 26% of students grades 2-6 are considered at risk. 5% of students are at high risk, while 15% are at extremely high risk.</p>	<p>With 46% of students scoring below 60% accuracy on the MIPI, it is evident that school-wide, additional interventions are necessary at DC.</p> <p>Students need to improve in numbers, patterns and relations, statistics and probability, and lastly, shapes and space.</p>	<p>Teaching practices are largely in silos without a comprehensive, collaborative approach.</p> <p>Staff are basing instructional strategies on grade level curriculum outcomes and assessments rather than differentiation to better target numeracy levels.</p>	<p>Professional development on age-appropriate and effective pattern recognition strategies will result in more effective student-centered learning.</p> <p>Collaborative response team meetings will allow targeted interventions based on differentiation.</p>	<p>Observations of teacher interactions during PLF will provide evidence of teacher growth in being able to analyze classroom evidence.</p> <p>Formative assessments in numeracy and dedicate time for school-wide analysis of reporting towards triangulation (formative, summative, teacher observations).</p>	<p>By June, 80% of students will meet grade level expectations on the MIPI Version 2 (Summer Assessment).</p> <p>All students will improve their self-confidence through positive self-talk with numeracy through in-class reflective practice.</p> <p>Teachers will build capacity, specifically through instructional differentiation in all four numeracy topics.</p>



# DR. K. A. CLARK GOAL PLANNING

## Doing What's Best for Kids

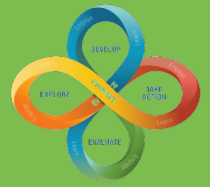


**GROWTH AREA: Literacy** – Based on LeNS and CC3 data collected, 63% of our Division One students are at risk, below grade level expectations. Fountas & Pinnell data shows that 61% of Grades 2-6 Dr. Clark students are either not yet meeting or are approaching reading expectations.

**ACTION FOR IMPROVEMENT: Literacy** - We have seen positive growth in student reading achievement as the year progresses. 51% of our students are receiving tier two and three supports. In order to support students and differentiate instruction, we will continue to focus on the implementation of Daily 5 in all classrooms and continue existing intervention strategies.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October)	Moving To... (June)
<p><i>Current State</i></p> <p>Our student population includes 195 ELL students receiving support (182 funded). A standard literacy block from 1:10 -1:55 has been implemented across all grades. All teachers have been trained in Daily 5 and are at different stages of implementation in their classrooms. The CRM model is used to identify and support students.</p>	<p>45% of Division One students are at risk and 23% are below average based on CCS and LeNS data. 61% of Dr. Clark students are either not yet meeting or are approaching reading expectations. 57% of students require tier 2 literacy support. Based on Grades 2-6 F&amp;P results 68.5% of ELL and 70.8% of FNMI students are reading below grade level expectations.</p>	<p>Students need continued access to resources, &amp; interventions related to reading. Continued work as a staff is necessary to meet our students where they are and to identify strategies to support. Multicultural Association supports for ELL students who may not have support at home (pending restrictions).</p>	<p>Continued professional learning as a staff involving the Action Learning Cycle (Reflect &gt; Learn &gt; Plan &gt; Act) is required to continue supporting our students reading.</p>	<p>Daily 5 in all classrooms. Dedicated literacy block. Professional learning regarding balanced literacy approaches. CRM to identify students in need of tier 2 and tier 3 support. Continued and additional support from the divisional literacy coordinator during PLFs.</p>	<p><i>Evidence of Improvement</i></p> <p>In October, our literacy scores will allow us to see if the interventions provided in association with the Collaborative Response Model impacted results compared to the previous years. This will also provide a baseline moving forward for 2022/23.</p>	<p><i>Desired State</i></p> <p><b>"Audacious" 1-year goal</b> By June 2023, Dr. Clark School will have 80% of students at expected reading levels based on F&amp;P reading levels. We will also achieve within 5% of ELA provincial results for grade 6 PATs.</p>





## Supporting Data Provided

1. Dr. K. A. Clark Spring 2021 Summary of Alberta Education Assurance Measure Results
2. Dr. K. A. Clark Spring 2021 Alberta Education Assurance Measure Results - ESL Report
3. Dr. K. A. Clark Spring 2021 Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Dr. K. A. Clark Literacy Data
  - Fountas & Pinnell Fall Literacy Summary
  - ELL Fountas & Pinnell Fall Literacy Summary
  - FNMI Fountas & Pinnell Fall Literacy Summary
  - Literacy Growth and Tiers of Support (February 2022)
  - Grade 1 LeNS Data
  - Grade 2 & 3 LeNS & CC3 Data
5. Dr. K. A. Clark Numeracy Data
  - Spring 2022 MIPI Data
6. Our School Survey Results (April 2022)

# Required Alberta Education Assurance Measures - Overall Summary



Spring 2021

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 Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	86.4	77.6	80.9	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	59.9	n/a	n/a	73.7	n/a	n/a	n/a
Teaching & Leading	<a href="#">PAT: Excellence</a>	n/a	n/a	5.1	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	<a href="#">Education Quality</a>	94.1	94.9	92.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	89.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	71.6	75.0	74.7	79.5	81.8	81.4	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

# Required Alberta Education Assurance Measures - Overall Summary



Spring 2021

School: 1841 Dr Karl A Clark Elementary (ESL)

Assurance Domain	Measure	Dr Karl A Clark Elementary (ESL)			Alberta (ESL)			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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	78.7	74.1	75.0	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.9	85.0	84.9	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	71.5	n/a	n/a	69.8	n/a	n/a	n/a
Teaching & Leading	<a href="#">PAT: Excellence</a>	n/a	n/a	1.3	n/a	n/a	16.0	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	73.2	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

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 Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	62.0	55.9	55.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	36.6	n/a	n/a	52.9	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	2.8	n/a	n/a	7.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a
	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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# Literacy Data - Fall Instructional Levels

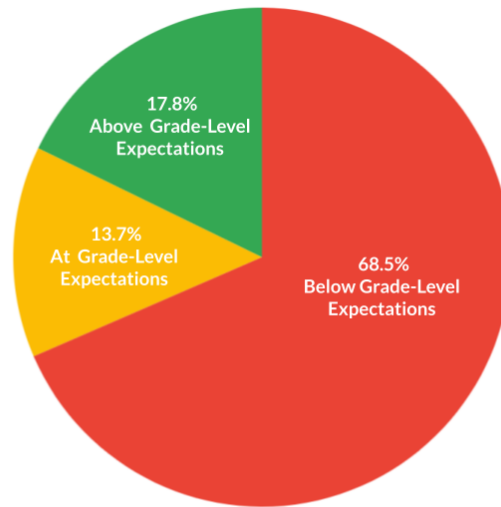
Dr. K. A. Clark Public School - 2021-2022  
Elementary Instructional Levels

Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
A	7	2	0	0	0	0
B	2	4	1	0	0	0
C	0	2	0	2	0	1
D	6	3	0	1	0	0
E	6	3	1	1	2	0
F	4	3	1	0	1	0
G	0	3	2	0	1	0
H	0	5	3	0	1	0
I	0	2	1	0	0	0
J	1	5	4	1	3	0
K	0	3	0	1	0	1
L	0	6	1	0	3	1
M	0	1	5	0	5	1
N	0	0	9	4	4	3
O	0	0	6	1	5	0
P	0	0	1	4	6	0
Q	0	0	5	4	3	1
R	0	0	1	2	5	4
S	0	0	0	0	5	0
T	0	0	1	0	3	1
U	0	0	1	0	3	4
V	0	0	1	0	2	3
W	0	0	0	0	2	3
X	0	0	0	0	0	0
Y	0	0	0	0	0	1
Z	0	0	0	0	0	2
			Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations



Dr. K. A. Clark ELL Student  
Fall 2021 F&P Data

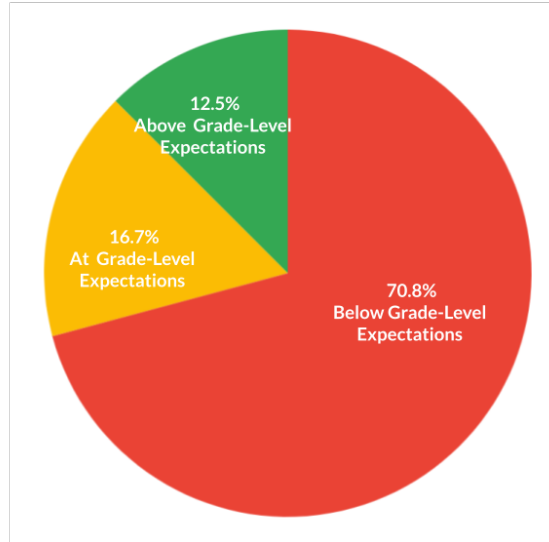
Grade	School Year	ELL	Fall Elementary Instructional Level
2	2021-2022	TRUE	J
2	2021-2022	TRUE	B
2	2021-2022	TRUE	H
2	2021-2022	TRUE	J
2	2021-2022	TRUE	F
2	2021-2022	TRUE	B
2	2021-2022	TRUE	A
2	2021-2022	TRUE	B
2	2021-2022	TRUE	C
2	2021-2022	TRUE	L
2	2021-2022	TRUE	K
2	2021-2022	TRUE	K
2	2021-2022	TRUE	J
2	2021-2022	TRUE	J
2	2021-2022	TRUE	H
2	2021-2022	TRUE	G
3	2021-2022	TRUE	H
3	2021-2022	TRUE	E
3	2021-2022	TRUE	I
3	2021-2022	TRUE	J
3	2021-2022	TRUE	Q
3	2021-2022	TRUE	N
3	2021-2022	TRUE	H
3	2021-2022	TRUE	U
3	2021-2022	TRUE	N
3	2021-2022	TRUE	N
3	2021-2022	TRUE	O
3	2021-2022	TRUE	F
3	2021-2022	TRUE	O
3	2021-2022	TRUE	N
3	2021-2022	TRUE	N
3	2021-2022	TRUE	J
3	2021-2022	TRUE	T
3	2021-2022	TRUE	O
3	2021-2022	TRUE	G
3	2021-2022	TRUE	J
3	2021-2022	TRUE	N
3	2021-2022	TRUE	J
3	2021-2022	TRUE	G
4	2021-2022	TRUE	J
4	2021-2022	TRUE	D
4	2021-2022	TRUE	P
4	2021-2022	TRUE	N
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5	2021-2022	TRUE	V
5	2021-2022	TRUE	L
5	2021-2022	TRUE	J
5	2021-2022	TRUE	N
5	2021-2022	TRUE	J
5	2021-2022	TRUE	N
5	2021-2022	TRUE	Q
5	2021-2022	TRUE	S
5	2021-2022	TRUE	T
5	2021-2022	TRUE	H
5	2021-2022	TRUE	M
5	2021-2022	TRUE	N
5	2021-2022	TRUE	M
5	2021-2022	TRUE	M
5	2021-2022	TRUE	P
5	2021-2022	TRUE	O
5	2021-2022	TRUE	P
5	2021-2022	TRUE	W
5	2021-2022	TRUE	G
5	2021-2022	TRUE	O
5	2021-2022	TRUE	M
5	2021-2022	TRUE	J
6	2021-2022	TRUE	V
6	2021-2022	TRUE	C
6	2021-2022	TRUE	N
6	2021-2022	TRUE	Z
6	2021-2022	TRUE	R
6	2021-2022	TRUE	U
6	2021-2022	TRUE	V





Dr. K. A. Clark FNMI Student  
Fall 2021 F&P Data

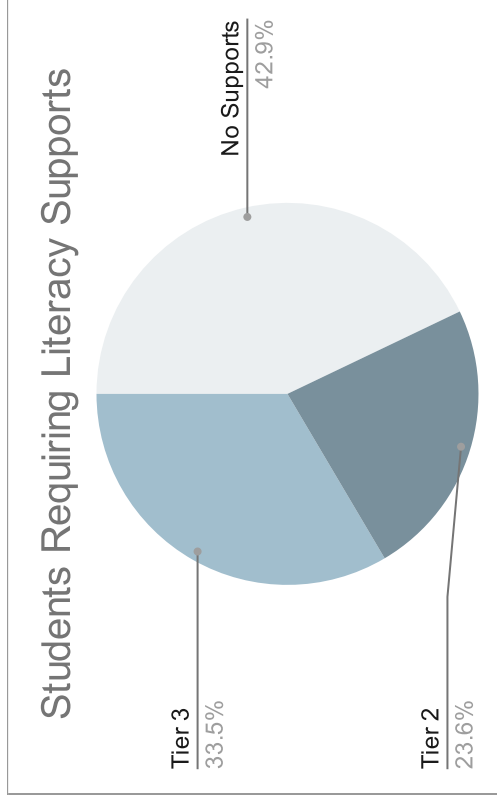
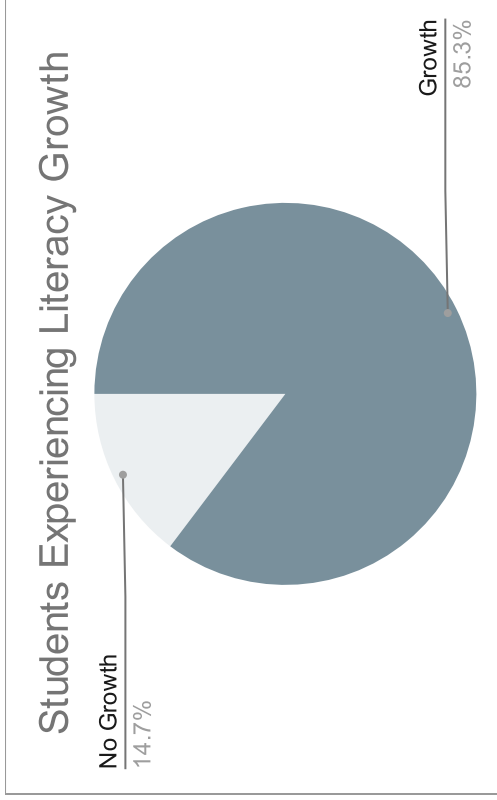
Grade	School Year	FNMI	Fall Elementary Instructional Level
2	2021-2022	TRUE	H
2	2021-2022	TRUE	I
2	2021-2022	TRUE	E
2	2021-2022	TRUE	D
2	2021-2022	TRUE	K
2	2021-2022	TRUE	K
2	2021-2022	TRUE	K
2	2021-2022	TRUE	J
2	2021-2022	TRUE	D
3	2021-2022	TRUE	Q
3	2021-2022	TRUE	M
4	2021-2022	TRUE	N
4	2021-2022	TRUE	P
4	2021-2022	TRUE	C
5	2021-2022	TRUE	U
5	2021-2022	TRUE	P
5	2021-2022	TRUE	P
5	2021-2022	TRUE	P
5	2021-2022	TRUE	O
5	2021-2022	TRUE	E
5	2021-2022	TRUE	S
6	2021-2022	TRUE	R
6	2021-2022	TRUE	U
6	2021-2022	TRUE	K





**Dr. K. A. Clark Students Experiencing Literacy Growth and Tiers of Support (February 2022)**

Grade	% of Students Experiencing Growth	% of Students Requiring Tier 2 Supports	% of Students Requiring Tier 3 Supports
ECDP	87%	5%	61%
ECDP	87%	3%	48%
Kinder	89%	42%	58%
Kinder	92%	42%	23%
Kinder	89%	34%	27%
One	87%	47%	13%
One	88%	25%	13%
One	83%	21%	4%
One	63%	13%	38%
Two	92%	20%	48%
Two	85%	12%	62%
Three	77%	12%	35%
Three	92%	16%	56%
Four	91%	-%	-%
Four	88%	0%	16%
Five	100%	53%	21%
Five	93%	28%	24%
Six	61%	28%	22%
Six	77%	-%	-%
<b>TOTAL</b>	<b>85.3%</b>	<b>23.6%</b>	<b>33.5%</b>

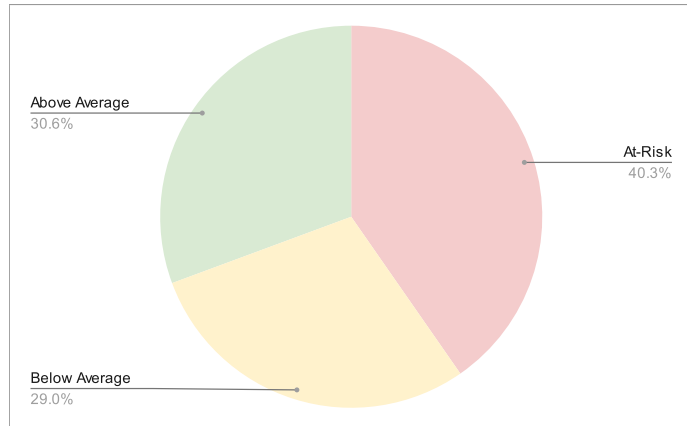




## Dr. K. A. Clark Grade 1 LeNS Data

Grade	Card 1-2	Card 1-2	Card 3-5
	Name	Sound	Sound
	Accuracy	Accuracy	Accuracy
1	0	0	0
1	18	3	0
1	18	14	
1	18	18	3
1	18	19	0
1	19	16	0
1	19	17	7
1	19	17	8
1	19	18	2
1	19	19	5
1	20	5	
1	20	12	
1	1		
1	20	18	3
1	20	18	3
1	20	19	2
1	20	20	3
1	20	20	4
1	20	20	12
1	20	20	13
1	20	20	23
1	0	0	0
1	18	15	0
1	18	16	0
1	18	19	7
1	19	12	0
1	19	17	0
1	19	19	10
1	20	19	0
1	20	19	3
1	20	19	4
1	20	19	30
1	20	20	0
1	20	20	1
1	20	20	2
1	20	20	3
1	20	20	6
1	20	20	12
1	20	20	18
1	20	20	20
1	20	20	23
1	20	20	27
1	15	14	
1	16	15	0
1	18	12	0
1	19	16	0
1	19	18	0
1	19	19	2
1	19	20	3
1	20	10	0
1	20	16	0
1	20	17	0
1	20	18	0
1	20	18	5
1	20	19	15
1	20	20	3
1	20	20	3
1	20	20	6
1	20	20	11
1	20	20	12
1	20	20	14
1	20	20	

Norms	Total Score
At-Risk	0-39
Below Average	40-43
Above Average	44-76

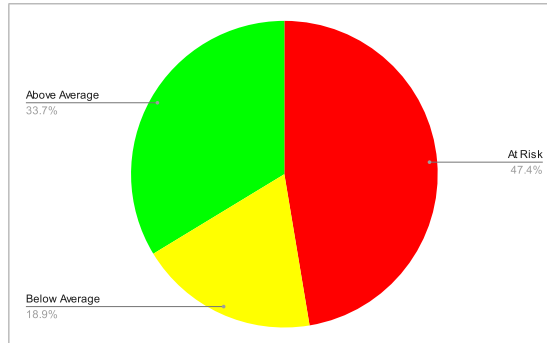




Dr. K. A. Clark - Grade 2 & 3 LeNS/CC3 Data  
Fall 2021

Student	Grade	LeNS Intake Card 3-5 Sound Accuracy	CC3 Intake Regular Words	CC3 Intake Irregular Words	CC3 Intake Nonsense Words
A	2		0	0	0
B	2		0	0	0
C	2	0	0	0	0
D	2	4	0	0	0
E	2		0	1	0
F	2	2	0	1	0
G	2	3	0	4	0
H	2		1	0	0
I	2	2	1	3	0
J	2		9	11	0
K	2		15	13	0
L	2		20	19	0
M	2		5	4	1
N	2	4	10	12	1
O	2	2	14	10	1
P	2		15	12	1
Q	2		17	19	1
R	2		2	2	2
S	2	3	4	4	2
T	2		14	13	2
U	2		22	13	2
V	2	3	1	3	3
W	2		5	6	3
X	2		8	4	3
Y	2	1	10	10	3
Z	2		25	12	3
AA	2	1	1	6	4
AB	2		5	3	4
AC	2		6	5	4
AD	2	4	8	3	4
AE	2		9	11	4
AF	2	10	12	11	4
AG	2		17	14	4
AH	2	9	19	13	5
AI	2		22	17	5
AJ	2		23	15	5
AK	2		27	12	5
AL	2		18	5	9
AM	2		25	21	10
AN	2		17	5	11
AO	2		22	20	12
AP	2		30	20	12
AQ	2		33	18	12
AR	2		32	18	14
AS	2		24	20	15
AT	2		33	22	20
AU	2		30	19	22
AV	2		31	16	29
AW	2		35	18	29
AX	2		35	21	30
AY	2		37	28	32
AZ	2		37	21	37
BA	3		6	6	0
BB	3	3	14	10	0
BC	3	3	13	13	1
BD	3	6	12	10	2
BE	3	20	26	14	2
BF	3	9	13	13	3
BG	3	9	17	11	3
BH	3	11	23	17	3
BI	3		19	18	4
BJ	3		20	17	4
BK	3	0	23	15	4
BL	3	11	26	21	4
BM	3		5	10	5
BN	3		17	13	5
BO	3		30	17	6
BP	3		14	7	8
BQ	3		25	18	9
BR	3		26	13	10
BS	3		33	23	10
BT	3		33	21	12
BU	3		30	20	13
BV	3		30	20	13
BW	3		33	19	15
BX	3		38	23	15
BY	3		22	18	20
BZ	3		29	20	20
CA	3		32	21	20
CB	3		34	20	22
CC	3		34	27	24
CD	3		38	23	24
CE	3		12	12	26
CF	3		33	23	27
CG	3		40	19	28
CH	3		25	19	29
CI	3		32	24	30
CJ	3		35	23	32
CK	3		37	24	32
CL	3		36	20	33
CM	3		39	21	35
CN	3		36	22	36
CO	3		40	29	37
CP	3		40	31	39
CQ	3	0			

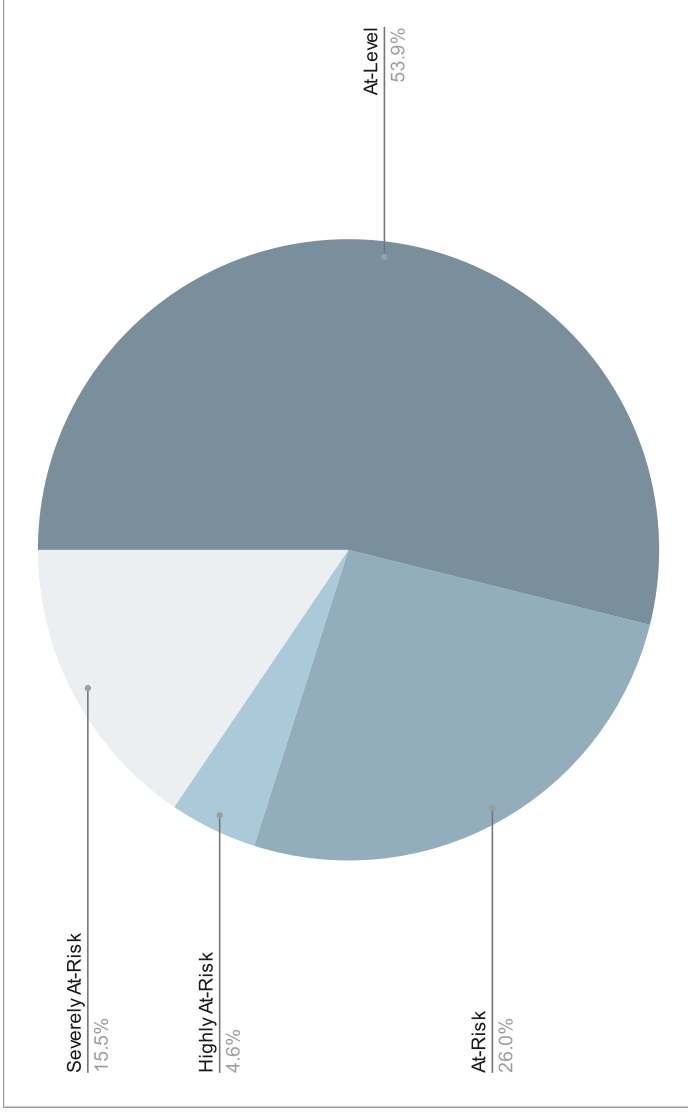
At Risk	45
Below Average	18
Above Average	32





**Dr. K. A. Clark  
Math Intervention Planning Instrument (MIPI)  
Spring 2022**

Class	Total # of Students	Class Average	# of Students at Risk	# of Students Highly at Risk	# of Students Severely at Risk
2S	14	86%	2	1	0
2K	23	82%	3	1	2
2L	23	83%	6	0	1
3K	23	76%	9	0	3
3L	25	58%	9	1	10
4K	21	87%	0	0	0
4L	17	77%	2	3	1
5K	23	68%	8	2	4
5L	26	66%	7	1	6
6K	11	55%	5	0	5
6L	13	68%	6	1	2
<b>Overall:</b>	<b>219</b>	<b>73%</b>	<b>57</b>	<b>10</b>	<b>34</b>
<b>Overall Percent:</b>			<b>26.03%</b>	<b>4.57%</b>	<b>15.53%</b>
			<b>46.12%</b>		



Students were assessed on the previous years math outcomes.  
 -At Risk - Below 75%  
 -Highly at Risk - Below 60%  
 -Severely at Risk - Below 50%

26.03% of students are at risk
4.57% of students are highly at risk
15.53% of students are severely at risk
Total of 46.12% of students at some level of risk

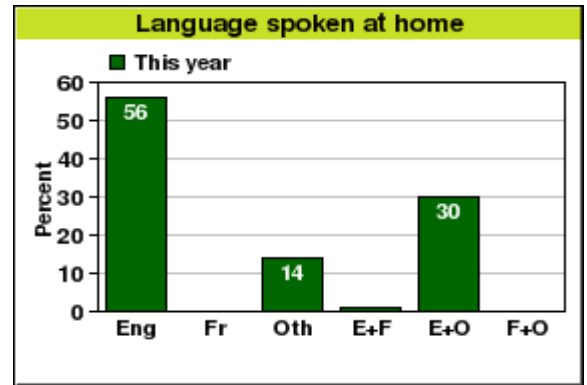


## Demographic Factor Drill-Downs

### Language spoken at home

Students are asked to indicate the language they speak most often at home.

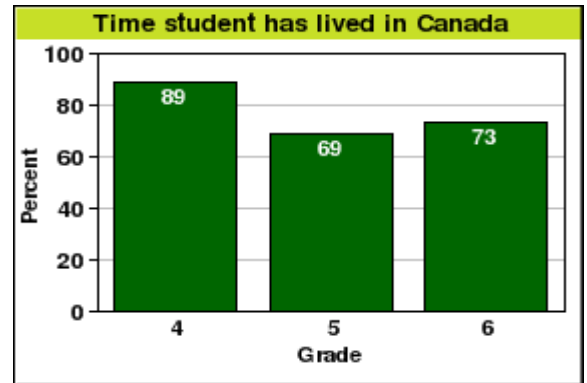
- 56% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 14% of students in this school speak other languages at home.
- 1% of students in this school speak English and French at home.
- 30% of students in this school speak English and another languages at home.
- 0% of students in this school speak French and another languages at home.



### Time student has lived in Canada

Students who were born in Canada.

- 77% of students in this school were born in Canada.
- 76% of the girls and 76% of the boys in this school were born in Canada.



### Indigenous Status

Students who identified as Indigenous, that is, First Nations, Métis, or Inuk.

- 13% of students in this school identified as Indigenous.
- 12% of the girls and 14% of the boys in this school identified as Indigenous.

