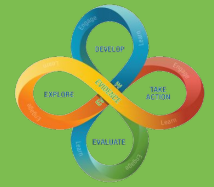


Assurance Model for Dr. K. A. Clark School
Bobbi Compton, Robert Skulsky & Abbi Easton
Fall 2023



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

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 area as well as the surrounding neighbourhoods: Abasand, Grayling Terrace, Waterways, and Draper Road. Dr. Clark is a very vibrant school where diversity, inclusion and multiculturalism are celebrated. Along with regular dynamic programming, Dr. Clark serves students through two specialty initiatives. Triple I (Intensive Instructional Intervention) focuses on early learning students who have specialized needs and Skills & VIP focuses 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 Indigo, the Multicultural Association, Save-On-Foods, the Lion's Club, Home Hardware, Desjardins, and the Nistawoyou Association Friendship Center.

Dr. Clark is experiencing a significant increase in enrolment and currently has 620 students. This year we also welcomed 11 new teachers and 12 new Educational Assistants to our staff. Our student services team also changed with two new individuals in the role of Triple I Coordinator and Learning Assistance Coordinator. The growth of our school has led to some challenges but all staff are committed to ensuring students are engaged in learning in a safe and caring environment while focusing on the identified goals surrounding literacy, numeracy and diversity, equity and inclusion. Professional development opportunities, Professional Learning Fridays, data analysis, and staff collaboration continue to provide the pathway for school improvement.

Upon review of school data, Dr. Clark's staff indicated that the social-emotional impacts of the pandemic have had an effect on student learning outcomes. The pandemic not only led to increased stress and anxiety among students but also led to a lack of social interaction with peers and teachers, which affected students' emotional well-being and their ability to regulate and/or respond appropriately. As we know, students can not learn unless they are well-regulated, as such teachers are finding they are spending considerably more time focussing on social-emotional learning and regulation compared to pre-pandemic times and this is impacting the time they can spend on academic learning.

Although students are our primary stakeholders, we also value our families, surrounding community, and staff. As such, we provide numerous opportunities for all stakeholders to collaborate and provide feedback in order to ensure we are meeting the needs of all. 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.

Blompton

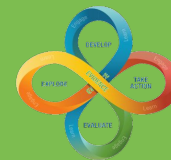
Bobbi Compton
Principal





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 2023 Assurance Measure Results Report identified very high results in the areas of citizenship and safe and caring schools.

100% of our teachers reported PLFs contributed to their teaching practices and that they apply their learning.

87.6% of students experienced growth in numeracy and 86.6% experienced growth in literacy last school year.

100% School Council supported the 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 620 students, 254 EAL 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 last year.

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) and \$25,000 Indigo Grant
- Diversity, Equity, Inclusion Literature (appx. \$5000) and online learning platform (provided by Division)

3. HUMAN RESOURCES

- Literacy/EAL/Numeracy Support Teachers (2.1 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.

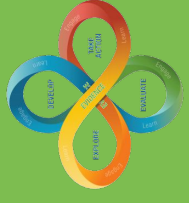
Educational opportunities surrounding unconscious bias and microaggressions for staff.

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





DR. K. A. CLARK PUBLIC SCHOOL
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



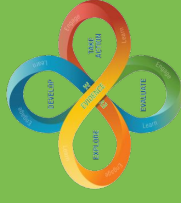
FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning

DESIRED OUTCOME: Increase Early Childhood Development Program 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
<p>Grade K-3 teachers used the new curriculum during the 2022-2023 school year.</p> <p>Grade 4-6 teachers used legacy curriculum during the 2022-2023 school year.</p> <p>Alberta Fall literacy screeners indicate that 39% of grade 2-3 students and the DIBELS reading assessment indicates that 50% of grade 4-6 students require either targeted or intensive supports in literacy.</p> <p>23% of grade 6 students scored below the acceptable standard on the English Language Arts PAT.</p> <p>School-wide literacy hour and Daily 5 in most classrooms.</p>	<p>Due to school closures and the transition to the new curriculum students have gaps in their learning, knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> whole word recognition phonological decoding phonemic awareness reading automaticity fluency 	<p>Limited to no experience with new K to 6 curriculum.</p> <p>Learning curve in relation to new literacy screeners and interventions.</p> <p>Tools/strategies to identify gaps in student literacy skills that are impacting reading and writing.</p> <p>Clear understanding of the units of phonological awareness, phonemic awareness and phonics and how they impact reading and writing.</p>	<p>Grade-level, school-level and division-level collaboration in relation to the new curriculum.</p> <p>During PLF, collaborate on the following areas:</p> <ul style="list-style-type: none"> FMPSD Literacy Framework phonological and phonemic awareness phonics FMPSD Reading Interventions Resource <p>Explicitly expose all teachers to the following resources provided by the FMPSD Education Department:</p> <ul style="list-style-type: none"> Dawn Reithaug - Orchestrating Success in Reading Heggerty Phonemic Awareness Heggerty Bridge the Gap The Phonics Companion Kilpatrick - Equipped for Reading Success Teaching Phonics and Word Study in the Intermediate Grades Phonics from A to Z Choosing and Using Decodable Book <p>Collaborative Response meetings to identify tier 2 and 3 supports to foster student growth.</p> <p>Support from the Division Literacy Coordinator at PLF and within specific classrooms.</p> <p>Engage stakeholders through literacy moments in the school monthly newsletter and through literacy night(s).</p>	<p>Review of 2023 PAT results in the Fall.</p> <p>Alberta Education Literacy Screeners in the Fall for grades 2-3 and in the Winter for grade 1.</p> <p>New grade 4-6 literacy screener, (Fall and Spring).</p> <p>PLF Feedback (3 times per year)</p> <p>Anecdotal feedback from teachers regarding student growth in literacy (Feb/Mar)</p> <p>Assurance feedback from parents and students (Feb/Mar)</p>	<p>All teachers in the school will have experience with the new K-6 ELA curriculum.</p> <p>Resources to support phonological awareness and phonics in all classrooms.</p> <p>Incorporation of activities that address phonological awareness, phonics, whole word recognition within Daily 5.</p> <p>Clear diagnostic processes in place to identify areas requiring intervention.</p>



DR. K. A. CLARK PUBLIC SCHOOL
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



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.

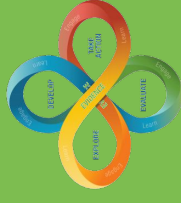


Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Grade K-3 teachers used the new curriculum during the 2022-2023 school year.</p> <p>Grade 4-6 teachers used legacy curriculum during the 2022-2023 school year.</p> <p>Alberta Fall numeracy screeners indicate that 32% of grade 2-3 students and the Fall Elk Island Math Screener indicate that 54% of grade 4-6 students require either targeted or intensive supports in numeracy.</p> <p>34% of grade 6 students scored below the acceptable standard on the Mathematics PAT.</p>	<p>Due to school closures and the transition to the new curriculum students have gaps in their learning, knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> o ordering and comparing numbers o addition and subtraction o multiplication and division o part-whole relationships o connecting concrete numerical experiences to abstract concepts 	<p>Limited to no experience with new K to 6 curriculum.</p> <p>Existing textbooks and resources are no longer current.</p> <p>Limited resources available for new curriculum.</p> <p>The reliance on direct instruction and workbooks.</p> <p>Differentiation in learning and assessment to meet students where they are.</p> <p>Ongoing use of hands on math activities to support exploration and to build connections.</p>	<p>Grade-level, school-level and division-level collaboration in relation to the new curriculum.</p> <p>During PLF, collaborate on the following areas:</p> <ul style="list-style-type: none"> o differentiated resources to support the new curriculum o FMPSD Numeracy Framework o numeracy progressions o use of manipulatives and hands on activities to bridge the concrete and abstracts understandings. o cross-curricular numeracy, particularly in art, phys. ed. and music o integrating numeracy into Daily 5 using Daily 3 o new math screener for grade 4 to 6 <p>Purchase a variety of manipulatives to support hands-on numeracy in all ECDP to 6 classrooms.</p> <p>Collaborative Response meetings to identify tier 2 and 3 supports to foster student growth.</p> <p>Support from the Division Numeracy Coordinator at PLF and within specific classrooms.</p> <p>Engage stakeholders through numeracy moments in the school monthly newsletter and through numeracy night(s).</p>	<p>Review of 2023 PAT results in the Fall.</p> <p>Alberta Education Numeracy Screeners in the Fall for grades 2-3 and in the Winter for grade 1.</p> <p>New grade 4-6 numeracy screener, (Fall and Spring).</p> <p>PLF Feedback (3 times per year)</p> <p>Anecdotal feedback from teachers regarding student growth in numeracy (Feb/Mar)</p> <p>Assurance feedback from parents and students (Feb/Mar)</p>	<p>All teachers in the school will have experience with the new K-6 Math curriculum.</p> <p>All classrooms in the school will be equipped with math manipulatives that align with curriculum.</p> <p>All students will have opportunities to make connections between numerical experiences and abstract concepts through exploration and discovery.</p>



DR. K.A. CLARK PUBLIC SCHOOL DESIRED OUTCOME PLANNING

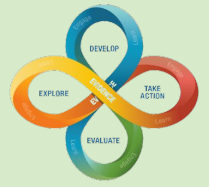
Doing What's Best for Kids



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
<p>Students from 37 different countries.</p> <p>29 different languages are spoken by students.</p> <p>Very diverse staff, from a variety of cultural and religious backgrounds.</p> <p>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.</p> <p>In the Spring 2023 Our School Survey, 58% of students reported feeling safe attending school, this number increased to 59% in the Spring 2023 survey.</p> <p>Diversity and inclusion safe space groups available for students to participate in.</p>	<p>Knowledge and understanding regarding the cultures, traditions and experiences of their peers.</p> <p>Understanding of bias and how words and actions impact people differently.</p>	<p>Understanding of unconscious and implicit bias.</p> <p>Understanding of microaggressions and their impact.</p> <p>How to deal with bias and microaggressions when we see it occur with students.</p> <p>How to deal with bias and microaggressions when we see it amongst staff.</p>	<p>During PLF, collaborate on the following areas:</p> <ul style="list-style-type: none"> o unconscious bias, what it is and identifying our own o microaggressions, what they are and the impact they have on different groups o how to introduce and teach students about unconscious bias and microaggressions o the correlation between bias, microaggressions, school culture and mental health <p>Use of Diversity, Equity and Inclusion resources provided by Division Office.</p> <p>Support from the Division DEI Coordinator at PLF and within specific classrooms.</p> <p>Encourage staff and students to engage in leadership opportunities that support diversity, equity, and inclusion.</p> <p>Engage stakeholders with diversity equity and inclusion resources in the school newsletter and through diversity, equity and inclusion events at the school.</p>	<p>Our School Survey results in the Fall and Spring.</p> <p>PLF Feedback (3 times per year)</p> <p>Assurance feedback from parents and students (Feb/Mar)</p> <p>Ongoing engagement with school council.</p>	<p>Plan in place to support staff address bias and microaggressions between students that allows for ongoing learning.</p> <p>Clearly defined procedure that details how staff can deal with and/or report bias and/or microaggressions amongst staff.</p> <p>Increased representation of diversity, equity and inclusion within the school.</p>



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



618 STUDENTS

41% English Language Learners
31% Early Childhood Learners
9% First Nations, Métis, Inuit
15% Severe Disabilities



83 STAFF

28 ATA Employees
56 CUPE Employees



PARENTS

82% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

56 Students 28 Teachers 7 Parents

STAKEHOLDER FEEDBACK

90% of stakeholders believe that Dr. Clark School offers a welcoming, caring, respectful and safe learning environment.

89% of stakeholders are satisfied with the overall quality of education at Dr. Clark School.

PROGRAM PRIORITIES

- ✓ Phonological & Phonemic Awareness & Phonics
- ✓ Numerical Exploration & Discovery
- ✓ Diversity, Equity & Inclusion

IMPROVEMENT AREAS

- ⬆ PAT Excellence
- ⬆ PAT Acceptable
- ⬆ Parent Involvement

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 85%
2021-2022 School Result - 85%
2022-2023 Provincial Result - 84%

EDUCATION QUALITY

2022-2023 School Result - 89%
2021-2022 School Result - 96%
2022-2023 Provincial Result - 88%

PAT EXCELLENCE

2022-2023 School Result - 1%
2021-2022 School Result - 5%
2022-2023 Provincial Result - 16%

PAT ACCEPTABLE

2022-2023 School Result - 51%
2021-2022 School Result - 51%
2022-2023 Provincial Result - 63%

CITIZENSHIP

2022-2023 School Result - 86%
2021-2022 School Result - 89%
2022-2023 Provincial Result - 80%

PARENTAL INVOLVEMENT

2022-2023 School Result - 80%
2021-2022 School Result - 82%
2022-2023 Provincial Result - 79%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 83%
2021-2022 School Result - 82%
2022-2023 Provincial Result - 81%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 90%
2021-2022 School Result - 91%
2022-2023 Provincial Result - 85%



What data did we look at?

- Spring 2023 Assurance Report Framework, including English as an Additional Language (EAL) students and First Nations Métis and Inuit (FNMI) students
- 2022/2023 Math and ELA PAT Results
- Dr. K. A. Clark 2022/2023 and 2023/2024 Literacy Results
 - Alberta Education Literacy Screeners
 - DIBELS Reading Assessment
- Dr. K. A. Clark 2022/2023 and 2022/2023 Spring Numeracy Results
 - Alberta Education Numeracy Screeners
 - Elk Island Math Screener
- OurSchool Survey

What did we learn about our students/staff's strengths and needs?

- Strengths:
 - Dr. K. A. Clark School scored higher than the province in the areas of Student Learning Engagement, Citizenship, Access to Support and Services and Parental Involvement
 - 90% of stakeholders reported that the learning environment at Dr. K. A. Clark School is welcoming, caring, respectful and safe, which speaks to our school culture
 - Our students also model the characteristics of active citizenship according to 86% of our stakeholders
 - 5% fewer grade 2-3 students are at risk in literacy compared to last year.
 - 9% fewer grade 2-3 students are at risk in numeracy compared to last year.
- Weaknesses
 - 39% of students at Dr. K. A. Clark students are at-risk in literacy, according to Fall 2023 data.
 - 50% of grade 4-6 students require targeted or intensive support in literacy, particularly in the area of reading comprehension, according to Fall 2023 data.
 - 32% of grade 2-3 students of Dr. K. A. Clark students are at-risk in numeracy according to Fall 2023 data.
 - 54% of grade 4-6 students require targeted or intensive support in numeracy, according to Fall 2023 data.
 - 33.9% of our grade 6 students who wrote the Math Provincial Achievement Test (PAT) scored below the acceptable standard.



- 23.1% of our grade 6 students who wrote the English Language Arts (ELA) Provincial Achievement Test (PAT) scored below the acceptable standard.
- 26.4% of our grade 6 students who wrote the Social Studies Provincial Achievement Test (PAT) scored below the acceptable standard.
- 40% of our grade 6 students who wrote the Science Provincial Achievement Test (PAT) scored below the acceptable standard.

What did we do during 2022-2023 (last year's PLF plan)?

- Our 2022-2023 PLF plan focussed on the areas of numeracy, literacy, new curriculum and regulation.
- Teachers worked collaboratively in school-level and grade-level groups where they reflected on areas of need, learned together, developed plans and then acted on them.
- During 2022-2023, our ATA staff reported:
 - The PLF Cycle contributed to my understanding of teaching/leadership practices
 - Strongly Agree 57.7%
 - Agree 42.3%
 - Disagree 0.0%
 - Strongly Disagree 0.0%
 - I plan to apply my learning
 - Strongly Agree 61.5%
 - Agree 48.5%
 - Disagree 0.0%
 - Strongly Disagree 0.0%
 - During PLF time I was able to focus on my learning goals
 - Strongly Agree 46.2%
 - Agree 50.0%
 - Disagree 3.8%
 - Strongly Disagree 0.0%
 - During FMPSD PLF days, professional learning time at my school meets the criteria of the Alberta Assurance Framework and the research on professional learning time
 - Strongly Agree 73.1%
 - Agree 26.9%
 - Disagree 0.0%
 - Strongly Disagree 0.0%



Provincial expectation for schools to look at:

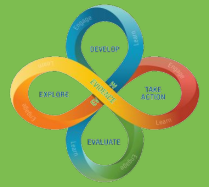
- English as an Additional Language
 - Our student body includes 62 foreign-born students and 303 Canadian-born students learning English as an additional language and represents 39 different nationalities.
 - 76% of our EAL students scored within the acceptable standard on the grade 6 English Language Arts PAT.
 - 8% of our EAL students scored within the standard of excellence on the grade 6 Mathematics PAT.
 - 58% of our EAL students scored within the acceptable standard on the grade 6 Mathematics PAT.
 - Students at Dr. Clark School currently participate in a two-pronged literacy-focused support, Literacy Intervention with an EAL support teacher and our community partnership with the Multicultural Association's Wood Buffalo English Language Learner Assistance program.
- First Nation, Métis, Inuit Students
 - We have 57 students who self-identified as First Nations, Metis and Inuit at our school.
 - 71% of our First Nations, Métis, Inuit students scored within the acceptable standard on the grade 6 English Language Arts PATs.
 - 83% of our First Nations, Métis, Inuit students scored within the acceptable standard on the grade 6 Mathematics PAT.
 - First Nations, Métis, Inuit students will continue to have access to school-based and division-based First Nation, Métis, Inuit resources
 - All Dr. Clark students continue to be engaged with the Sacred Teachings and participate in important First Nations, Métis, Inuit Days such as Orange Shirt Day, Rock Your Mocs Day, Secret Path Week, National Indigenous People's Day, and many more.
 - Our "Gathering Place" (Indigenous Cultural Room) continues to effectively provide a space for inclusive conversations, restorative practice and a place of belonging.

What do we need to work on?

- Increase ECDP to grade 6 teacher capacity in the areas of Phonological Awareness, Phonemic Awareness, and Phonics to support emergent and struggling readers.



- Engage students in the new K-6 math curriculum through the use of meaningful learning activities that focus on exploration, discovery and collaboration to foster logical thinking skills, effective decision making and problem-solving.
- Ensure staff and students honour cultural diversity and promote intercultural understanding through the development of a critical understanding regarding unconscious bias and microaggressions.



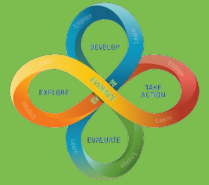
Supporting Data Provided

1. Dr. K. A. Clark Spring 2023 Summary of Alberta Education Assurance Measure Results
2. Dr. K. A. Clark Spring 2023 Alberta Education Assurance Measure Results - EAL Report
3. Dr. K. A. Clark Spring 2023 Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Dr. K. A. Clark 2023 English Language Arts 6 PAT Results
5. Dr. K. A. Clark 2023 Mathematics 6 PAT Results
6. Dr. K. A. Clark Literacy Data
 - Fall 2023 Literacy Screener Data
 - Fall 2022 Literacy Screener Data
7. Dr. K. A. Clark Numeracy Data
 - Fall 2023 Numeracy Screener Data
 - Fall 2022 Numeracy Screener Data
8. OurSchool Survey Results (April 2023)



DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



Dr. K. A. Clark Spring 2023 Summary of Alberta Education Assurance Measure Results

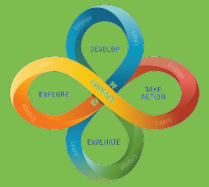
Assurance Domain	Measure	Dr Karl A Clark Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	84.9	84.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.6	89.0	83.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	PAT: Acceptable	51.4	51.3	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.4	5.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	88.7	96.0	95.4	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	90.7	90.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.7	81.6	81.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.1	82.1	78.5	79.1	78.8	80.3	High	Maintained	Good

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
Lifelong Learning	72.5	78.0	75.5	80.4	81.0	76.8	Intermediate	Maintained	Acceptable
Program of Studies	78.5	80.1	85.8	82.9	82.9	82.6	High	Maintained	Good
Program of Studies - At Risk Students	83.3	86.5	87.5	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Safe and Caring	91.9	92.4	87.1	87.5	88.8	89.1	Very High	Improved	Excellent
Satisfaction with Program Access	74.9	82.2	82.6	72.9	72.6	73.9	Intermediate	Declined	Issue
School Improvement	77.0	83.3	86.0	75.2	74.2	77.9	High	Declined	Acceptable
Work Preparation	89.2	93.1	96.6	83.1	84.9	84.5	Very High	Maintained	Excellent



DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



Dr. K. A. Clark Spring 2023 Alberta Education Assurance Measure Results - EAL Report

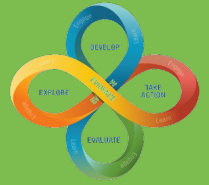
Assurance Domain	Measure	Dr Karl A Clark Elementary (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	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
	PAT: Acceptable	46.2	37.5	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	12.5	n/a	12.2	13.7	n/a	Very Low	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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	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

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
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



Dr. K. A. Clark Spring 2023 Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report

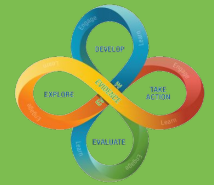
Assurance Domain	Measure	Dr Karl A Clark Elementary (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	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
	PAT: Acceptable	30.0	*	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	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
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



Dr. K. A. Clark 2023 English Language Arts 6 PAT Results

English Language Arts 6

	2018/2019				2019/2020*				2020/2021*				2021/2022 ^d				2022/2023***					
	Sch		AB		Sch		AB		Sch		AB		Sch		AB		Sch		AB			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Participation																						
Enrolled ^a	49	100.0	54820	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	100.0	56095	100.0	72	100.0	52106	100.0		
Writing	45	91.8	49639	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	94.9	47534	84.7	65	90.3	43892	84.2		
Absent ^b	1	2.0	2461	4.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0.0	5848	10.4	5	6.9	5702	10.9		
Excused	3	6.1	2720	5.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	5.1	2713	4.8	2	2.8	2512	4.8		
Results Based on Number Enrolled																						
Total Test																						
Standard of Acceptable	37	75.5	45618	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	74.4	42663	76.1	50	69.4	39683	76.2		
Standard of Excellence	3	6.1	9745	17.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	10.3	10588	18.9	0	0.0	9601	18.4		
Below Acceptable Standard	8	16.3	4021	7.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	20.5	4871	8.7	15	20.8	4209	8.1		
Results Not Available ^c	4	8.2	5181	9.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	5.1	8561	15.3	7	9.7	8214	15.8		
Results Based on Number Writing																						
Total Test																						
Acceptable Standard	37	82.2	45618	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	78.4	42663	89.8	50	76.9	39683	90.4		
Standard of Excellence	3	6.7	9745	19.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	10.8	10588	22.3	0	0.0	9601	21.9		
Below Acceptable Standard	8	17.8	4021	8.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	21.6	4871	10.2	15	23.1	4209	9.6		
Reading																						
Acceptable Standard	39	86.7	44797	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	67.6	41117	86.5	50	76.9	38908	88.6		
Standard of Excellence	15	33.3	22141	44.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	18.9	18689	39.3	5	7.7	17620	40.1		
Writing																						
Acceptable Standard	30	66.7	45448	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	94.6	43491	91.5	50	76.9	39479	89.9		
Standard of Excellence	0	0.0	5354	10.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.7	7470	15.7	0	0.0	6697	15.3		
Mean (%)	45	60.5	49639	68.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	60.6	47534	67.0	65	54.9	43892	67.1		
Standard Deviation	45	13.8	49639	13.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	16.1	47534	14.5	65	13.2	43892	14.3		

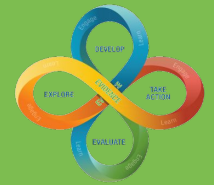
Table 2.2
Standards Achieved by Students Writing the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 65		Province n = 43892	
			Number	Percent	Number	Percent
Acceptable Standard^b						
Total Test	100	48	50	76.9	39683	90.4
Writing	55	28	50	76.9	39479	89.9
Reading	50	23	50	76.9	38908	88.6
Standard of Excellence						
Total Test	100	79	0	0.0	9601	21.9
Writing	55	44	0	0.0	6697	15.3
Reading	50	39	5	7.7	17620	40.1
Below Acceptable Standard						
Total Test	100	N/A	15	23.1	4209	9.6
Writing	55	N/A	15	23.1	4413	10.1
Reading	50	N/A	15	23.1	4984	11.4



DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



Dr. K. A. Clark 2023 Mathematics 6 PAT Results

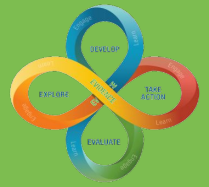
Mathematics 6 - All Students Writing

	2018/2019				2019/2020*				2020/2021*				2021/2022 ^d				2022/2023***				
	Sch		AB		Sch		AB		Sch		AB		Sch		AB		Sch		AB		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Participation																					
Enrolled ^a	48	100.0	54778	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	100.0	56019	100.0	72	100.0	52551	100.0	
Writing	37	77.1	49753	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	76.9	47909	85.5	56	77.8	44458	84.6	
Absent ^b	0	0.0	2140	3.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.6	5558	9.9	1	1.4	5292	10.1	
Excused	11	22.9	2885	5.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	20.5	2552	4.6	15	20.8	2801	5.3	
Results Based on Number Enrolled																					
Total Test																					
Standard of Acceptable	28	58.3	39711	72.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	46.2	35918	64.1	37	51.4	34394	65.4	
Standard of Excellence	3	6.3	8242	15.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2.6	7073	12.6	2	2.8	8375	15.9	
Below Acceptable Standard	9	18.8	10042	18.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	30.8	11991	21.4	19	26.4	10064	19.2	
Results Not Available ^c	11	22.9	5025	9.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	23.1	8110	14.5	16	22.2	8093	15.4	
Results Based on Number Writing																					
Total Test																					
Acceptable Standard	28	75.7	39711	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	60.0	35918	75.0	37	66.1	34394	77.4	
Standard of Excellence	3	8.1	8242	16.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	3.3	7073	14.8	2	3.6	8375	18.8	
Below Acceptable Standard	9	24.3	10042	20.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	40.0	11991	25.0	19	33.9	10064	22.6	
Part A																					
Acceptable Standard	22	59.5	35726	71.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	33.3	32556	68.0	26	46.4	30767	69.2	
Standard of Excellence	12	32.4	21651	43.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	13.3	18672	39.0	16	28.6	20199	45.4	
Part B																					
Acceptable Standard	28	75.7	40440	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	66.7	37057	77.3	39	69.6	35051	78.8	
Standard of Excellence	4	10.8	8424	16.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	3.3	6709	14.0	2	3.6	7943	17.9	
Mean (%)	37	59.6	49753	63.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	52.1	47909	63.1	56	55.3	44458	65.5	
Standard Deviation	37	18.5	49753	19.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	19.7	47909	20.1	56	16.7	44458	20.7	

Table 2.2

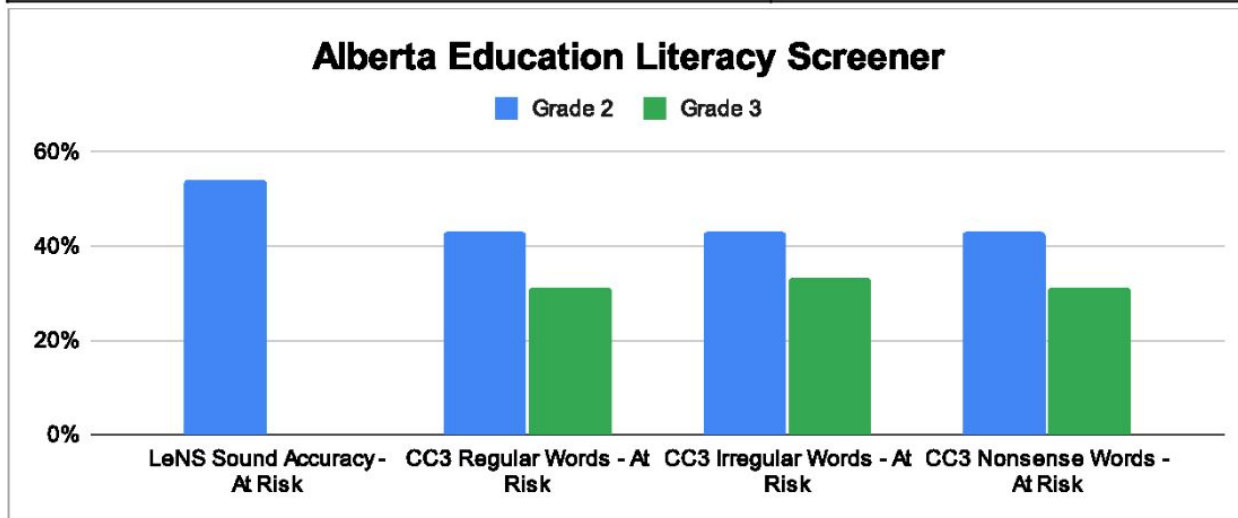
Standards Achieved by Students Writing Both Parts of the Test, by Reporting Category

Reporting Category	Maximum Possible Score	Cut Score ^a	School n = 56		Province n = 40772	
			Number	Percent	Number	Percent
Acceptable Standard^b						
Total Test	100	49	37	66.1	31335	76.9
Part A	15	10	26	46.4	27989	68.6
Part B	40	19	39	69.6	31949	78.4
Standard of Excellence						
Total Test	100	87	2	3.6	7683	18.8
Part A	15	13	16	28.6	18405	45.1
Part B	40	35	2	3.6	7312	17.9
Below Acceptable Standard						
Total Test	100	N/A	19	33.9	9437	23.1
Part A	15	N/A	30	53.6	12514	30.7
Part B	40	N/A	17	30.4	8823	21.6

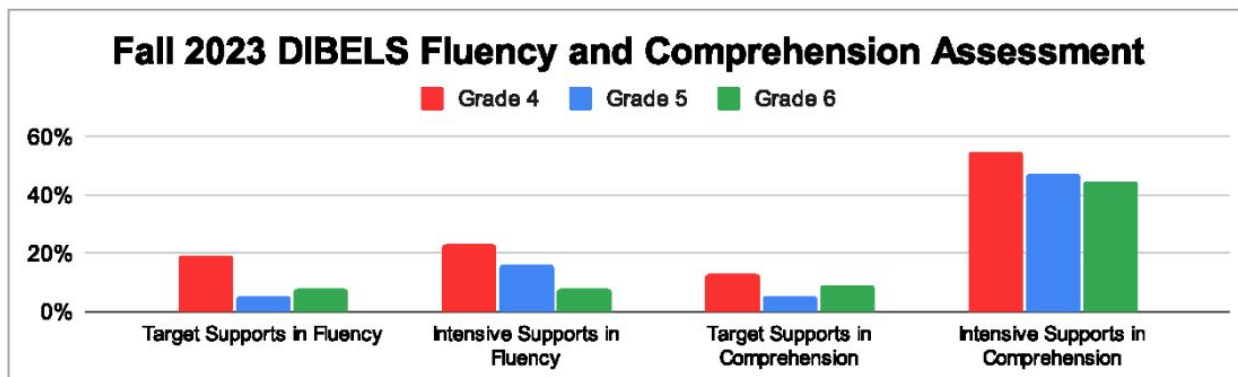


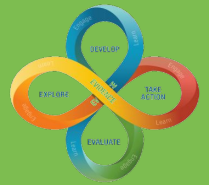
Fall 2023 Literacy Screener Data

Alberta Education Literacy Screener		
	Grade 2	Grade 3
LeNS Sound Accuracy - At Risk	54%	n/a
CC3 Regular Words - At Risk	43%	31%
CC3 Irregular Words - At Risk	43%	33%
CC3 Nonsense Words - At Risk	43%	31%
Overall at Risk	49%	30%
	39% of Gr. 2-3 Students at Risk	



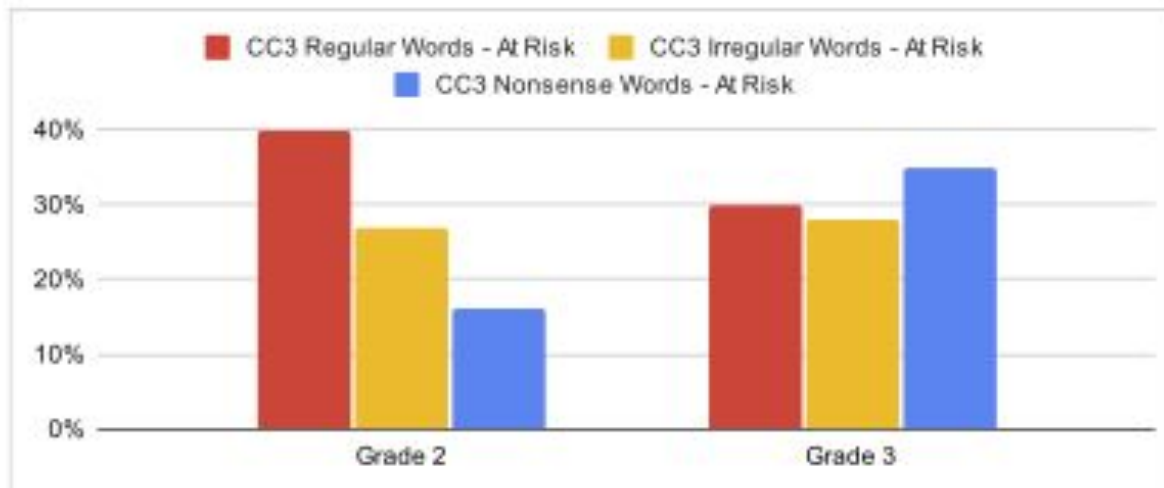
DIBELS Fluency and Comprehension Assessment			
	Grade 4	Grade 5	Grade 6
Target Supports in Fluency	19%	5%	8%
Intensive Supports in Fluency	23%	16%	8%
Target Supports in Comprehension	13%	5%	9%
Intensive Supports in Comprehension	55%	47%	45%
Overall at Risk	53%	47%	49%
	50% of Gr. 4-6 Students at Risk		



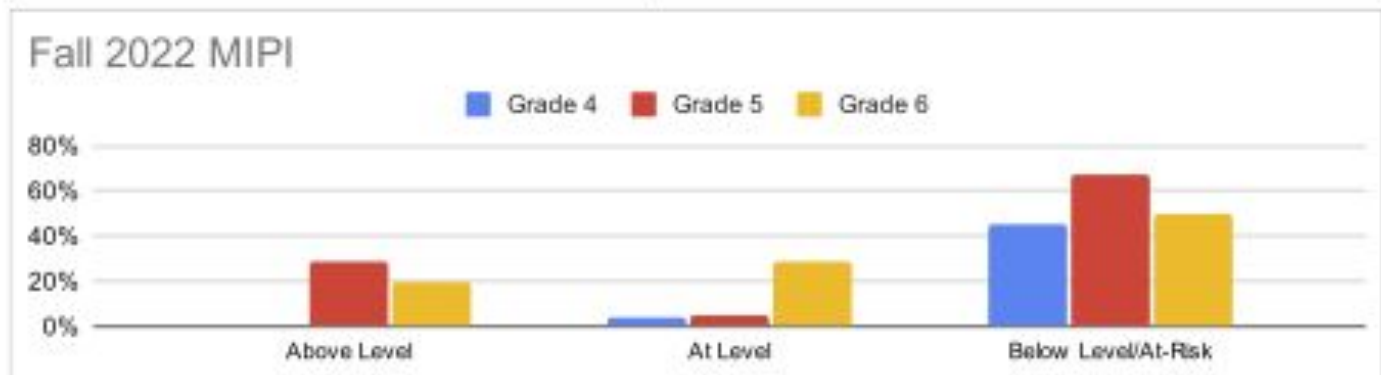


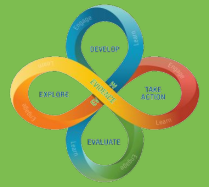
Fall 2022 Literacy Screener Data

Fall 2022 Literacy Screener		
	Grade 2	Grade 3
CC3 Regular Words - At Risk	40%	30%
CC3 Irregular Words - At Risk	27%	28%
CC3 Nonsense Words - At Risk	16%	35%
Overall at Risk	44%	45%
44% of Gr. 2 & 3 Students at Risk		



Fall 2022 Fountas & Pinnell			
	Grade 4	Grade 5	Grade 6
Above Level	0%	29%	20%
At Level	4%	5%	29%
Below Level/At-Risk	45%	67%	50%
53 % of Gr. 4-6 Students at Risk			

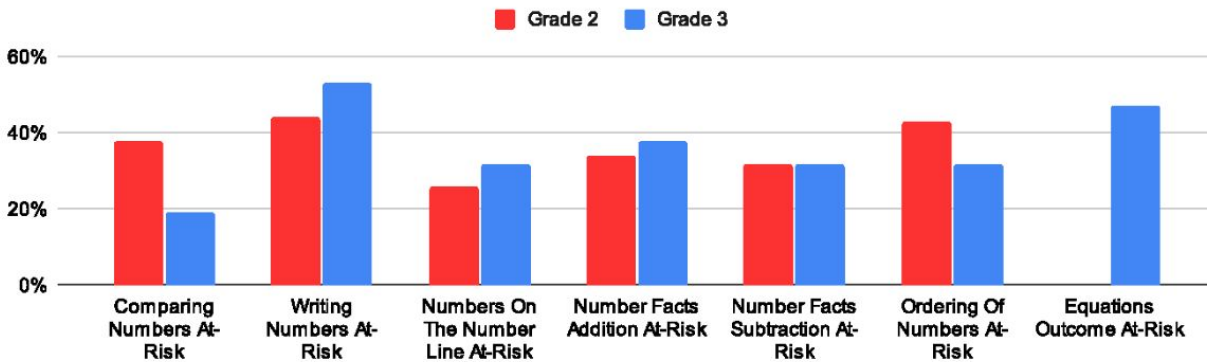




Fall 2023 Numeracy Screener Data

Alberta Education Numeracy Screener		
	Grade 2	Grade 3
Rote Counting At-Risk	n/a	n/a
Naming Numbers At-Risk	n/a	n/a
Next Numbers At-Risk	n/a	n/a
Comparing Numbers At-Risk	38%	19%
Writing Numbers At-Risk	44%	53%
Numbers On The Number Line At-Risk	26%	32%
Number Facts Addition At-Risk	34%	38%
Number Facts Subtraction At-Risk	32%	32%
Ordering Of Numbers At-Risk	43%	32%
Equations Outcome At-Risk	n/a	47%
Overall at Risk	43%	23%
	32% of Gr 2-3 Students are At-Risk	

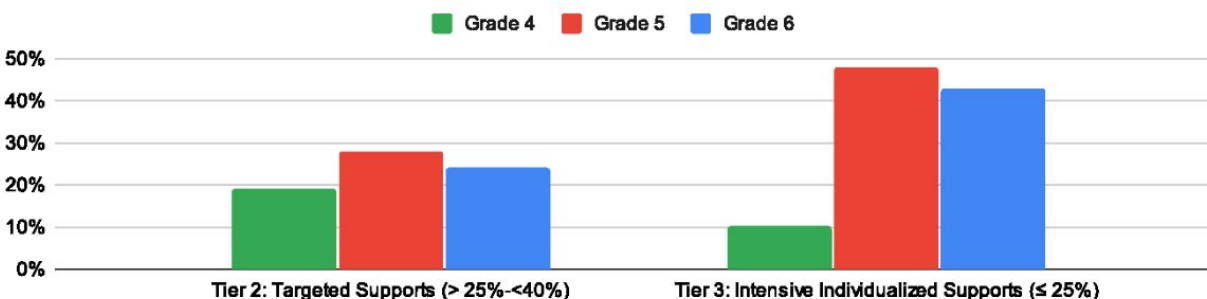
Alberta Education Numeracy Screener - Students Identified At-Risk

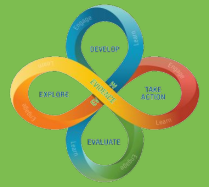


Elk Island Math Assessment

	Grade 4	Grade 5	Grade 6
Tier 2: Targeted Supports (> 25% - < 40%)	19%	28%	24%
Tier 3: Intensive Individualized Supports (≤ 25%)	10%	48%	43%
Requiring More Than Universal Supports	29%	76%	67%
54% of Grade 4-6 students			

Elk Island Math Assessment - Students Requiring Tier 2/3 Supports



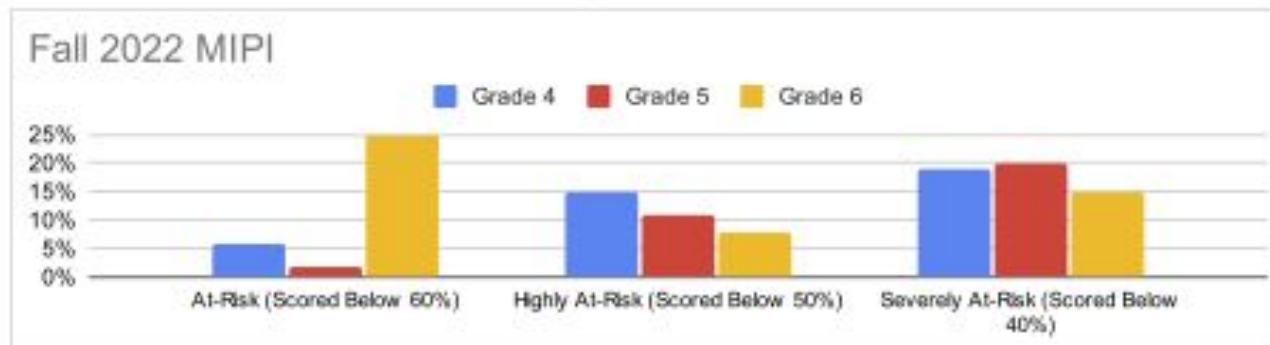


Fall 2022 Numeracy Screener Data

Fall 2022 Numeracy Screener		
	Grade 2	Grade 3
Comparing Numbers At-Risk	56%	51%
Writing Numbers At-Risk	44%	29%
Numbers On The Number Line At-Risk	54%	34%
Number Facts Addition At-Risk	43%	27%
Number Facts Subtraction At-Risk	34%	34%
Ordering Of Numbers At-Risk	30%	36%
Overall at Risk	50%	32%
	41% of Gr. 2 & 3 Students at Risk	



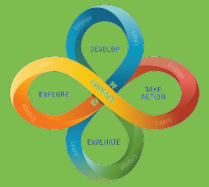
Fall 2022 MIPI			
	Grade 4	Grade 5	Grade 6
At-Risk (Scored Below 60%)	6%	2%	25%
Highly At-Risk (Scored Below 50%)	15%	11%	8%
Severely At-Risk (Scored Below 40%)	19%	20%	15%
Total at Risk	12%	11%	18%
	41 % of Gr. 4-6 Students at Risk		





DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



OurSchool Survey Results



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

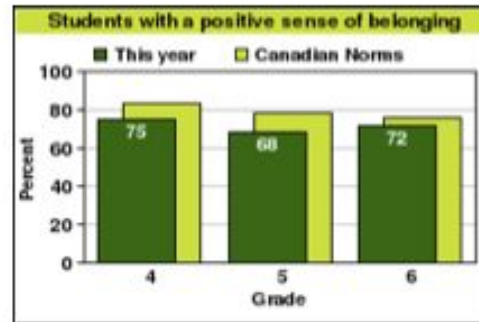
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

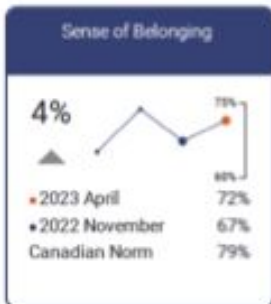
Students with a positive sense of belonging

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%.



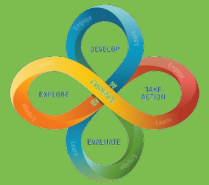
Trend Report





DR. K. A. CLARK SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



OurSchool Survey Results



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

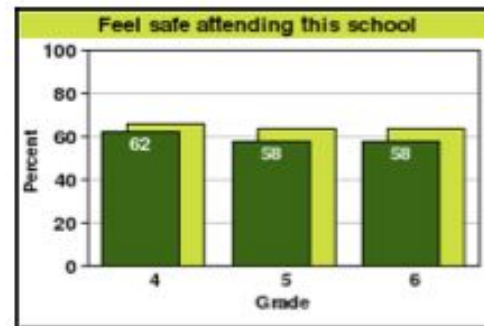
OurSCHOOL Dr Karl A Clark Elementary Highlights

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

