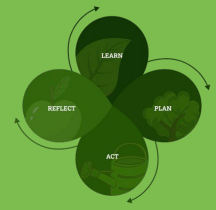


**Alberta Education Results Report
for Dr. K. A. Clark School
Bobbi Compton, Robert Skulsky and Abbi Easton
Fall 2024**



Dr. K. A. CLARK SCHOOL CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Dr. K. A. Clark Public School is a diverse elementary school supporting 640 students in downtown Fort McMurray, serving the surrounding neighborhoods of Abasand, Grayling Terrace, Waterways, and Draper Road.

We are committed to fostering a vibrant and inclusive learning environment where all students feel valued and supported. Our school offers a variety of programs, including Triple I (Intensive Instructional Intervention) for early learners, Skills & VIP for grades 4-6, PEAK Soccer, cultural programming, a daily breakfast program, and Leader in Me. We are also fortunate to have strong partnerships with community organizations such as Indigo, the Multicultural Association, Save-On-Foods, and the Nistawoyou Association Friendship Center.

Dr. Clark has experienced significant growth, welcoming 102 new students last year and 3 new teachers and 5 new educational assistants this year. While this growth presents challenges, our dedicated staff remains committed to providing a safe and nurturing environment where students can thrive. Our focus areas include literacy, numeracy, inclusion, and regulated learning environments. Professional development, collaboration, and data analysis are key strategies we employ for continuous improvement.

Dr. Clark's staff and families have indicated that our students are still experiencing learning loss as a result of the pandemic as well as learning gaps due to curriculum updates. Our students and families are also coming to us with elevated socio-economic concerns and the individualized needs of our students are growing. Our staff are working hard to meet the needs of all learners within increasingly challenging learning environments. As a result, all of our stakeholders have indicated that self-regulation is important to ensure we are providing optimal learning environments for our students.

At Dr. Clark, we value the input of all stakeholders, including students, families, the community, and staff. We actively seek feedback and collaboration to ensure that we are meeting the needs of everyone.

We look forward to maintaining our inclusive school culture and continuing to strive for excellence in all aspects of our programming.

Blompton

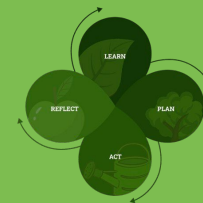
Bobbi Compton
Principal





DR. K. A. CLARK SCHOOL CONTINUOUS IMPROVEMENT CYCLE

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

On the Spring 2024 AEAM report, parents and students reported education quality, the access to a broad program of studies, and access to services as areas of strength at Dr. K. A, Clark school.

In 2023-2024, 89% of teachers reported PLFs contributed to their teaching practices and 93% indicated that they apply their learning.

93.6% of students experienced growth in numeracy and 93.2% experienced growth in literacy in 2023-2024.

Stakeholders were engaged in developing and voiced support for the 2024-2025 Education Plan.

The Fall OurSCHOOL survey results showed gains in all socio-emotional and student driver outcomes

AREAS FOR GROWTH

Supporting students with emergent literacy and numeracy skills and weaving both into all areas of the curriculum.

Regulated learning environments that allow for optimal student learning.

LOCAL CONTEXT

School population of 640 students, 230 EAL and 50 First Nation, Métis, Inuit, and 98 staff (32 ATA, 66 CUPE)

Large population of special needs students (85 severe, 59 mild/mod)) supported with specialized programming and 164 students in our early learning programs.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Professional learning at Dr. Clark focuses 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 identified areas of growth.

2. MATERIAL RESOURCES

- Emergent literacy and numeracy resources for all grade levels
- Resources and manipulatives to support new curriculum
- Regulated Classroom kits for 12 classrooms

3. HUMAN RESOURCES

- Literacy/EAL/Numeracy Support Teachers/Instructors
- Division Literacy, Numeracy, Science and Educational Technology Coordinators
- Emily Read Daniels, founder of the Regulated Classroom, and Division staff trained in the Regulated Classroom

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

90% or more students will experience growth in literacy and numeracy.

Evidence of collaborative learning supporting curriculum outcomes and regulation.

All teachers and select EAs will be trained in the Regulated Classroom.

16 classrooms implementing Regulated Classroom in their classroom regularly.

Progressive Discipline Plan will be established and shared with all stakeholders.

Clear data-tracking systems will be put in place and used with fidelity.



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



FMPSD PRIORITY AREA: Strengthen Quality Teaching and Learning to Promote Growth and Success for All Students

DESIRED OUTCOME: Develop teacher capacity in foundational and functional literacy and numeracy to support emergent, at-risk, and developing learners in all areas of the curriculum.

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-6 teachers have all used the new language arts and math curriculum.</p> <p>Grade K-3 teachers used new science curriculum during the 2023-24 school year but 4-6 used the legacy curriculum.</p> <p>93.6% of students experienced growth in numeracy in the 2023-24 school year (6% more than 2022-23).</p> <p>93.2% of students experienced growth in literacy in the 2023-24 school year (6.6% more than 2022-23).</p> <p>45% of Gr. 1-3 and 50% of Gr. 4-6 students are at-risk in literacy.</p> <p>39% of Gr. 1-3 and 40% of Gr. 4-6 students are at-risk in numeracy.</p>	<p>Many students are at risk in the areas of:</p> <ul style="list-style-type: none"> grapheme-phoneme correspondence Phonological and phonemic awareness Reading automaticity Reading Comprehension <p>Many students are at risk in the areas of:</p> <ul style="list-style-type: none"> Ordering and comparing numbers Number operations Part-Whole Relationships Connective concrete and abstract numerical experiences <p>Students have had limited exposure to new curriculum and there are gaps in their prior knowledge as a result.</p>	<p>Specific strategies to use within the classroom to support students who are emergent and at-risk in literacy and/or numeracy.</p> <p>K-3 staff continue to learn and become proficient in the new ELA, Math and Science curriculum.</p> <p>4-6 staff continue to learn and become proficient with the new ELA and Math curriculum and are emergent in their understanding of the science curriculum.</p>	<p>Use data obtained from the LeNS, CC3, Dibels, Alberta Numeracy Screener and EIMA to determine at-risk students.</p> <p>Identify students in need of pull-out and push-in supports.</p> <p>Collaborate to develop differentiated strategies to support at-risk and emergent learners within the regular classroom.</p> <p>Ongoing implementation of programs such as the Science of Reading and UFLI to support literacy.</p> <p>Integrate fun and engaging numeracy and literacy moments into classroom routines and use these moments to support classroom regulation.</p> <p>Professional Development provided by the Numeracy, Literacy, Science and Educational Technology Coordinators on how to use the various resources provided by Division Office.</p> <p>Collaborate on strategies to use functional literacy and numeracy skills across the curriculum.</p> <p>Collaborate on instruction and assessment of curricular outcomes.</p>	<p>Literacy and Numeracy Screener Results.</p> <p>Specific resources and instructional strategies developed to support at-risk and emergent students.</p> <p>PLF Feedback (3 times per year).</p> <p>Anecdotal feedback from teachers regarding student growth in literacy and numeracy (Feb/Mar).</p> <p>Assurance feedback from parents and students (Feb/Mar).</p> <p>Meaningful use of division-provided resources within classrooms.</p>	<p>10% fewer students will be at risk in the areas of literacy and numeracy.</p> <p>95% of students will experience gains in the areas of literacy and numeracy.</p>



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



FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environment and Supports to Promote Growth and Success for All Students

DESIRED OUTCOME: A community of practice centred on regulation that promotes inclusion, positive behaviours, and supports optimal student learning.

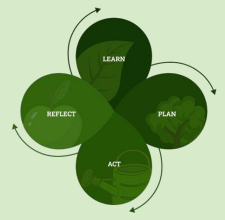
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Regulated Classroom introduced to all staff.</p> <p>PAWS program to support emotional and psychological safety.</p> <p>Staff report behaviour and dysregulation impacting student learning.</p> <p>115 students working with the school counsellor over and above regular programming.</p> <p>74% of gr. 4-6 students report having positive relationships at school.</p> <p>88% of gr. 4-6 students report having positive behaviours at school.</p> <p>72% of gr. 4-6 students report having positive self-regulation skills.</p> <p>27% of gr. 4-6 students report having moderate to high levels of anxiety.</p>	<p>31% of gr. 4-6 students indicate they do not have positive self-regulation skills.</p> <p>Judging from the frequency of students seeking counselling, office visits, and reports of behavioural issues and dysregulation both in the classroom and during recess, it seems students are struggling to grasp the connection between their behaviours, regulation, and their felt safety.</p>	<p>Using Regulated Classroom in a sustained and proactive manner.</p> <p>School-wide understanding of how to address behaviour and regulation.</p> <p>Capacity to manage dysregulation that arises in inclusive classrooms.</p> <p>Using regulations and behaviour management systems with fidelity.</p>	<p>Comprehensive training with Emily Read Daniels for all teachers and volunteer EAs in Regulated Classroom™</p> <p>Collaborate on the existing Dr. Clark Progressive Discipline Plan and create infographics to support its implementation</p> <p>Review the existing Soccer Contract and develop a plan to use it with fidelity by school administrators.</p> <p>Develop a spreadsheet to track office visits in order to evaluate data trends in order to develop proactive strategies to address behaviour.</p> <p>Support neurodivergent students both in and out of the classroom through specialized programming developed in consultation with the LAC, Triple I Coordinator, Speech Language Pathologist and Occupational Therapist.</p> <p>Develop a school-wide tracking system to identify when individual students or whole a class needs to be evacuated from a room/area due to an incidence of high dysregulation.</p>	<p>Develop a pre and post staff/student regulation survey with the help of Emily Read Daniels.</p> <p>By PLF #2 EAs will have identified if they would like to participate in Regulated Classroom Training.</p> <p>Regulated Classroom training opportunities will be provided at all PLFs and staff will be given an action item to complete and be reflected upon.</p> <p>The student services team will meet bi-weekly to review specialized programming and regulation supports that are ongoing.</p> <p>Administrators will regularly update the office visit and soccer contract document and will review as a team monthly to analyze and act on data.</p>	<p>A school-wide community of practice embracing the practices contained in the Regulated Classroom™</p> <p>Staff will be able to identify (name) dysregulation in both students and themselves to address (name) it.</p> <p>Staff will have a toolbox of proactive and reactive resources to address dysregulation.</p> <p>The number of office visits related to dysregulation and behaviour will decrease.</p>



SCHOOL NAME

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



645 STUDENTS

31% English Language Learners
28% Early Childhood Learners
9% First Nations, Métis, Inuit
14% Severe Disabilities



98 STAFF

32 ATA Employees
66 CUPE Employees



PARENTS

81% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

74 Students 26 Teachers 8 Parents

STAKEHOLDER FEEDBACK

90% of stakeholders are satisfied with the overall quality of education at Dr. K. A. Clark School.

83% of stakeholders are satisfied with the opportunity for students to receive a broad program of studies at Dr. K. A. Clark School.

PROGRAM PRIORITIES

- ✓ Foundational and Functional Literacy
- ✓ Foundational and Functional Numeracy
- ✓ Student and Staff Regulation

IMPROVEMENT AREAS

- ⬆ PAT Excellence
- ⬆ PAT Acceptable
- ⬆ School Improvement

2023-2024 SCHOOL REPORT CARD

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

STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 79%
2022-2023 School Result - 85%
2023-2024 Provincial Result - 84%

CITIZENSHIP

2023-2024 School Result - 80%
2022-2023 School Result - 86%
2023-2024 Provincial Result - 79%

EDUCATION QUALITY

2023-2024 School Result - 90%
2022-2023 School Result - 89%
2023-2024 Provincial Result - 88%

PARENTAL INVOLVEMENT

2023-2024 School Result - 81%
2022-2023 School Result - 80%
2023-2024 Provincial Result - 80%

PAT EXCELLENCE

2023-2024 School Result - 7%
2022-2023 School Result - 1%
2023-2024 Provincial Result - 20%

ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 75%
2022-2023 School Result - 82%
2023-2024 Provincial Result - 80%

PAT ACCEPTABLE

2023-2024 School Result - 44%
2022-2023 School Result - 51%
2023-2024 Provincial Result - 69%

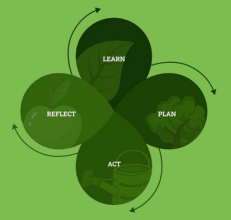
WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 81%
2022-2023 School Result - 90%
2023-2024 Provincial Result - 84%



SCHOOL NAME NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Spring 2024 Assurance Measures Results Report including English as an Additional Language (EAL) students and First Nations Métis and Inuit (FNMI) students
- Dr. K. A. Clark 2023/2024 and 2024/2025 Literacy Results
 - Alberta Education Literacy Screeners and DIBELS Reading Assessment
- Dr. K. A. Clark 2023/2024 and 2024/2025 Spring Numeracy Results
 - Alberta Education Numeracy Screeners and Elk Island Math Screener
- OurSCHOOL Survey

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

STRENGTHS

- Dr. K. A. Clark School scored higher than the province in the areas of Citizenship, Education Quality, Parental Involvement, Program of Studies, Satisfaction with Program Access and School Improvement.
- 83% of stakeholders reported that Dr. K. A. Clark offers opportunities for students to receive a broad program of studies.
- 90% of stakeholders are satisfied with the overall quality of basic education at Dr. K. A. Clark School.
- 93.6% of students experienced growth in numeracy in the 2023-24 school year (6% more than 2022-23).
- 93.2% of students experienced growth in literacy in the 2023-24 school year (6.6% more than 2022-23).
- Our Fall OurSCHOOL survey data indicates gains throughout all Socio-Emotional outcomes.
- 7.5% fewer 2024-2025 students are at-risk in literacy based on Fall literacy screeners than in 2023-2024
- 8% fewer 2024-2025 students are at-risk in numeracy based on Fall literacy screeners than in 2023-2024

AREAS FOR GROWTH

- 37% of students at Dr. K. A. Clark students are at-risk in literacy, according to Fall 2024 data.
- 35% of students at Dr. K. A. Clark students are at-risk in numeracy according to Fall 2024 data.
- 43.1% of our grade 6 students who wrote the Social Studies Provincial Achievement Test (PAT) scored below the acceptable standard.
- 37.9% of our grade 6 students who wrote the Science Provincial Achievement Test (PAT) scored below the acceptable standard.
- 27.8% of stakeholders indicated that programs for children at risk are not easy to access in a timely manner.

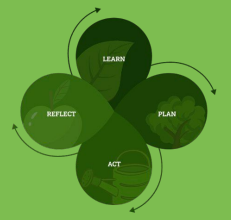
What did we do during 2023-2024 (last year's PLF plan)?

- Our 2023-2024 PLF Plan focussed on:
 - phonological awareness, phonemic awareness, and phonics in order to support emergent and struggling readers
 - exploration, discovery and collaboration in order to foster logical thinking skills, effective decision making and problem solving.
 - the development of a critical understanding regarding unconscious bias and microaggressions.
- Our staff collaborated both at the school and grade level on identified improvement strategies and on new curriculum.
- Engaged in full staff reflection in order to adapt plans and strategies to meet the ever-evolving needs of our students.



SCHOOL NAME NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

- Our student body includes 129 foreign-born students and 101 Canadian-born students learning English as an additional language and represents 41 different nationalities.
- Students at Dr. K. A. Clark School currently participate in a two-pronged literacy-focused support, Literacy Intervention with an EAL intervention instructor and our community partnership with the Multicultural Association Wood Buffalo English Language Learner Assistance program.

FIRST NATIONS, MÉTIS, INUIT

- We have 50 students who self-identified as First Nations, Metis and Inuit at our school.
- First Nations, Métis, Inuit students will continue to have access to school-based and division-based First Nation, Métis, Inuit resources
- All Dr. K. A. 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" in our learning commons continues to effectively provide a space for inclusive conversations, restorative practice and a place of belonging.

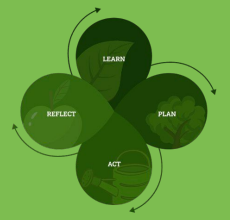
What do we need to work at - the goals of our 2024-2025 education plan?

- Develop teacher capacity in foundational and functional literacy and numeracy to support emergent, at-risk, and developing learners in all areas of the curriculum.
- A community of practice centred on regulation that promotes inclusion, positive behaviours, and supports optimal student learning.



DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



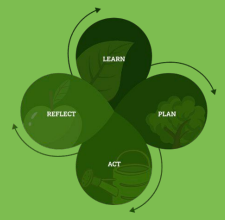
Supporting Data Provided

1. Dr. K. A. Clark Spring 2024 Summary of Alberta Education Assurance Measure Results
2. Dr. K. A. Clark Spring 2024 Alberta Education Assurance Measure Results - EAL Report
3. Dr. K. A. Clark Spring 2024 Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Dr. K. A. Clark Literacy Data
 - Fall 2024 Literacy Screener Data
 - Fall 2023 Literacy Screener Data
5. Dr. K. A. Clark Numeracy Data
 - Fall 2024 Numeracy Screener Data
 - Fall 2023 Numeracy Screener Data
6. OurSCHOOL Survey Results (October 2024)



DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Dr. K. A. Clark Spring 2024 Summary of Alberta Education Assurance Measure Results

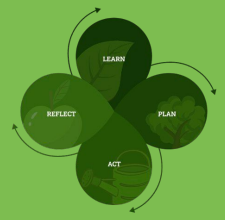
Assurance Domain	Measure	Dr Karl A Clark Elementary			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.4	85.3	85.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	79.7	85.6	87.3	79.4	80.3	80.9	High	Declined	Acceptable
	PAT6: Acceptable	44.0	51.4	51.4	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	6.7	1.4	1.4	19.8	18.0	18.0	Very Low	Improved	Issue
	Education Quality	89.6	88.7	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	89.6	88.7	92.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.0	90.2	90.4	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	75.0	82.7	82.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	80.8	80.1	81.1	79.5	79.1	78.9	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	78.6	72.5	75.3	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	83.0	78.5	79.3	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	72.2	83.3	84.9	80.6	81.2	81.5	Very Low	Declined Significantly	Concern
Safe and Caring	85.2	91.9	92.2	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	79.0	74.9	78.5	71.9	72.9	72.7	High	Maintained	Good
School Improvement	78.6	77.0	80.1	75.8	75.2	74.7	High	Maintained	Good
Work Preparation	77.3	89.2	91.1	82.8	83.1	84.0	Intermediate	Declined	Issue



DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Dr. K. A. Clark Spring 2024 Alberta Education Assurance Measure Results - EAL Report

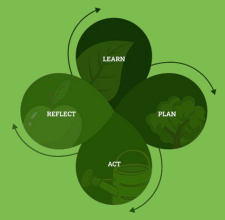
Assurance Domain	Measure	Dr Karl A Clark Elementary (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	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
	PAT6: Acceptable	25.0	46.2	46.2	64.6	65.4	65.4	Very Low	Declined	Concern
	PAT6: Excellence	0.0	0.0	0.0	16.5	15.7	15.7	Very Low	Maintained	Concern
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 (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
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 CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Dr. K. A. Clark Spring 2024 Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report

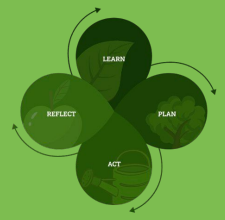
Assurance Domain	Measure	Dr Karl A Clark Elementary (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	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
	PAT6: Acceptable	27.3	30.0	30.0	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	0.0	0.0	7.3	6.5	6.5	Very Low	Maintained	Concern
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 (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
Diploma Exam Participation Rate (4+ Exams)									
Drop Out Rate									
In-Service Jurisdiction Needs									
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
Rutherford Scholarship Eligibility Rate									
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
Transition Rate (6 yr)									
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

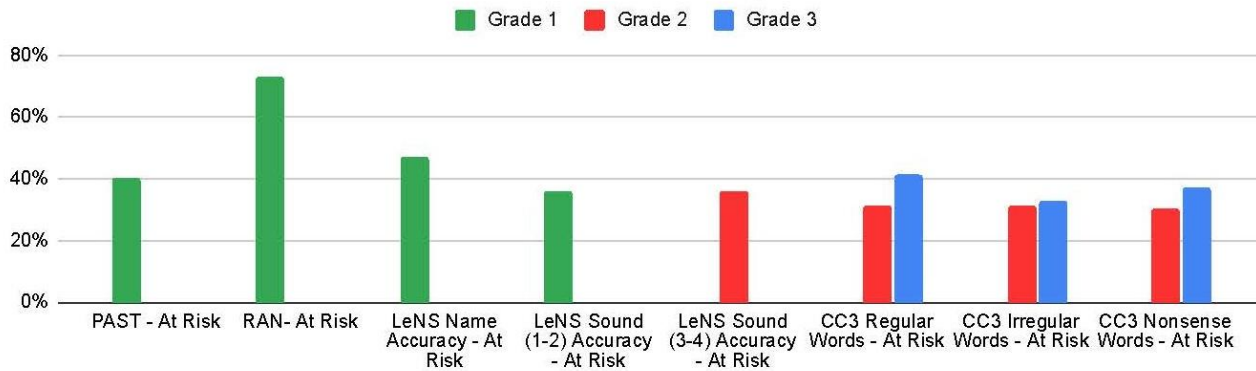
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Fall 2024 Literacy Screener Data

Alberta Education Literacy Screener			
	Grade 1	Grade 2	Grade 3
PAST - At Risk	40%	n/a	n/a
RAN- At Risk	73%	n/a	n/a
LeNS Name Accuracy - At Risk	47%	n/a	n/a
LeNS Sound (1-2) Accuracy - At Risk	36%	n/a	n/a
LeNS Sound (3-4) Accuracy - At Risk	n/a	36%	n/a
CC3 Regular Words - At Risk	n/a	31%	41%
CC3 Irregular Words - At Risk	n/a	31%	33%
CC3 Nonsense Words - At Risk	n/a	30%	37%
Overall at Risk	40%	32%	28%
39% of Gr. 1-3 Students at Risk			

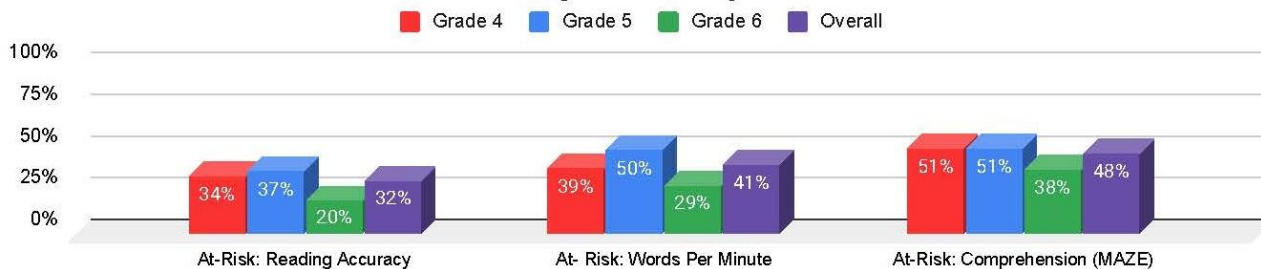
Alberta Education Literacy Screener



DIBELS Fluency and Comprehension Assessment

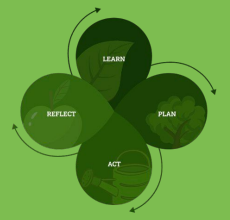
	Grade 4	Grade 5	Grade 6	Overall
At-Risk: Reading Accuracy	34%	37%	20%	32%
At-Risk: Words Per Minute	39%	50%	29%	41%
At-Risk: Comprehension (MAZE)	51%	51%	38%	48%
Overall at Risk	41%	46%	29%	40%

Fall 2024 DIBELS Fluency and Comprehension Assessment



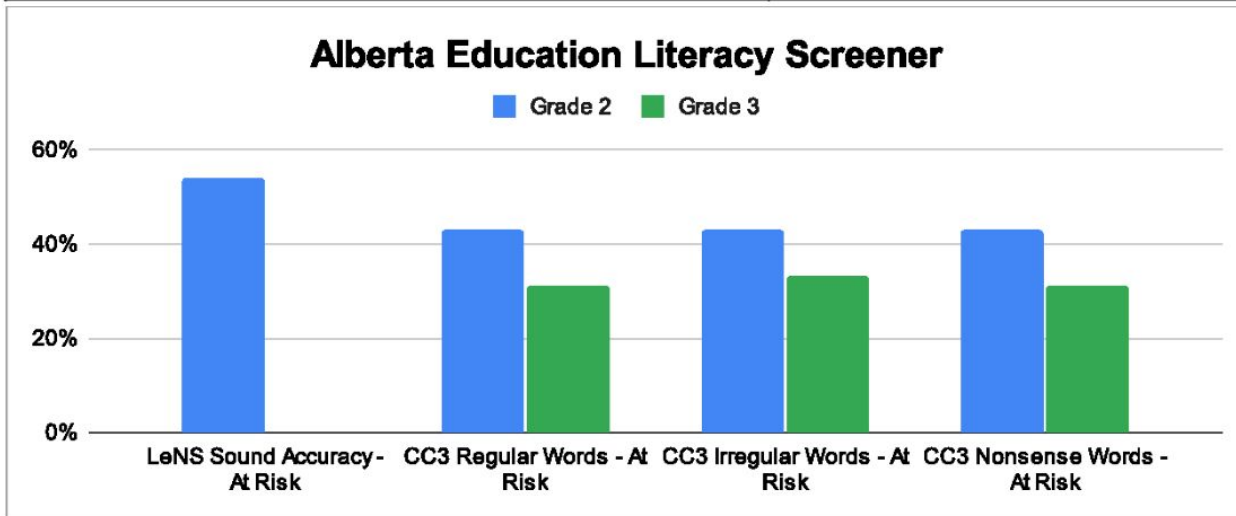


DR. K. A. CLARK
CONTINUOUS IMPROVEMENT CYCLE
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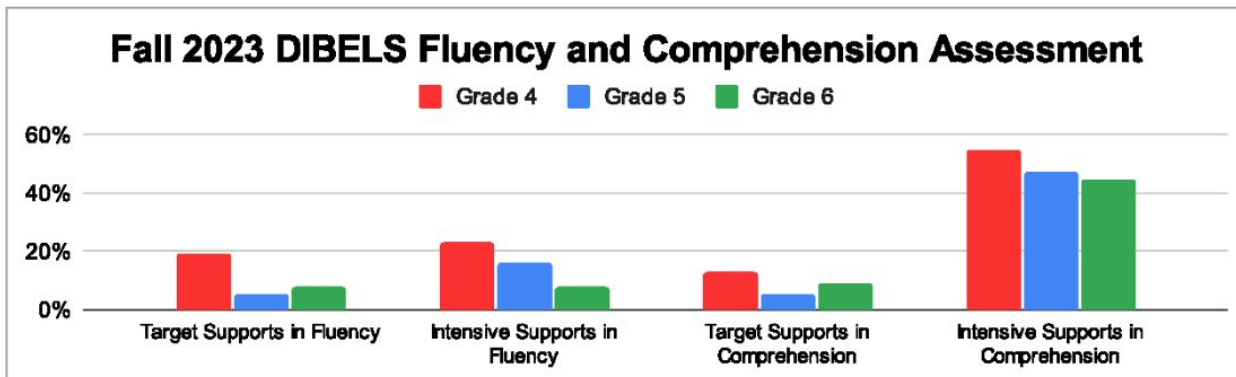


Fall 2023 Literacy Screener Data

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	



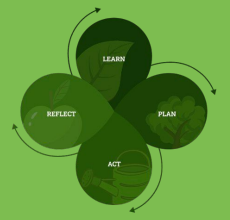
DIBELS Fluency and Comprehension Assessment			
	Grade 4	Grade 5	Grade 6
Target Supports in Fluency	19%	5%	8%
Intensive Supports in Fluency	23%	16%	8%
Target Supports in Comprehension	13%	5%	9%
Intensive Supports in Comprehension	55%	47%	45%
Overall at Risk	53%	47%	49%
	50% of Gr. 4-6 Students at Risk		





DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

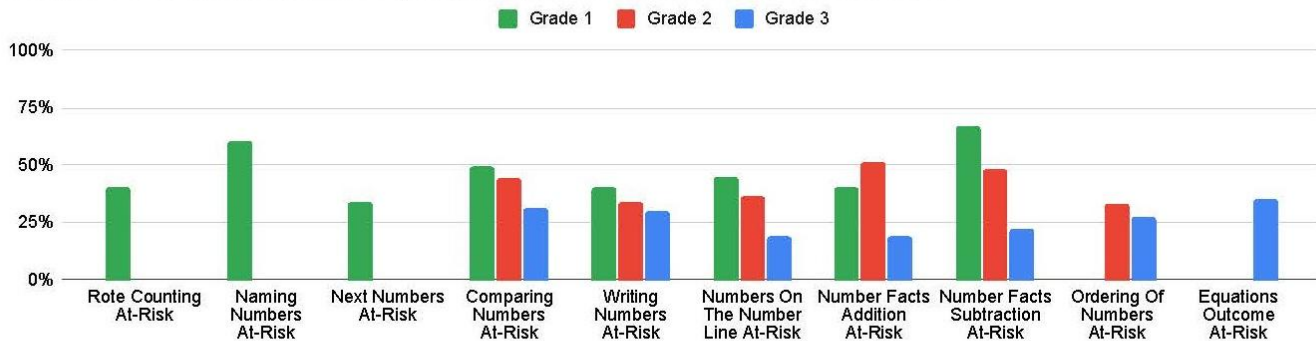
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Fall 2024 Numeracy Screener Data

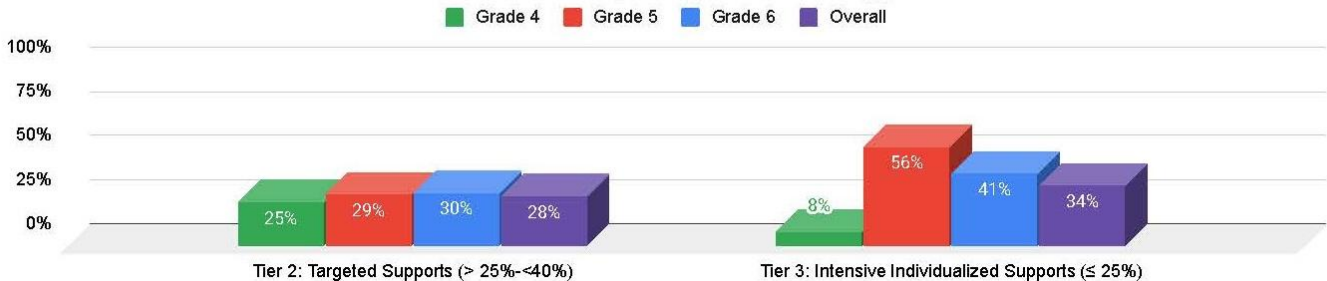
Alberta Education Numeracy Screener			
	Grade 1	Grade 2	Grade 3
Rote Counting At-Risk	40%	n/a	n/a
Naming Numbers At-Risk	60%	n/a	n/a
Next Numbers At-Risk	34%	n/a	n/a
Comparing Numbers At-Risk	49%	44%	31%
Writing Numbers At-Risk	40%	34%	30%
Numbers On The Number Line At-Risk	45%	36%	19%
Number Facts Addition At-Risk	40%	51%	19%
Number Facts Subtraction At-Risk	67%	48%	22%
Ordering Of Numbers At-Risk	n/a	33%	27%
Equations Outcome At-Risk	n/a	n/a	35%
Overall at Risk	44%	38%	34%
39% of Gr 1-3 Students are At-Risk			

Alberta Education Numeracy Screener - Students Identified At-Risk



Elk Island Math Assessment				
	Grade 4	Grade 5	Grade 6	Overall
Tier 2: Targeted Supports (> 25% - < 40%)	25%	29%	30%	28%
Tier 3: Intensive Individualized Supports (≤ 25%)	8%	56%	41%	34%
Requiring More Than Universal Supports	16%	43%	36%	31%

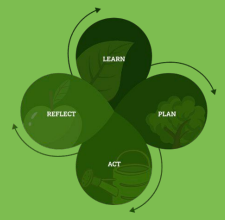
Elk Island Math Assessment - Students Requiring Tier 2/3 Supports





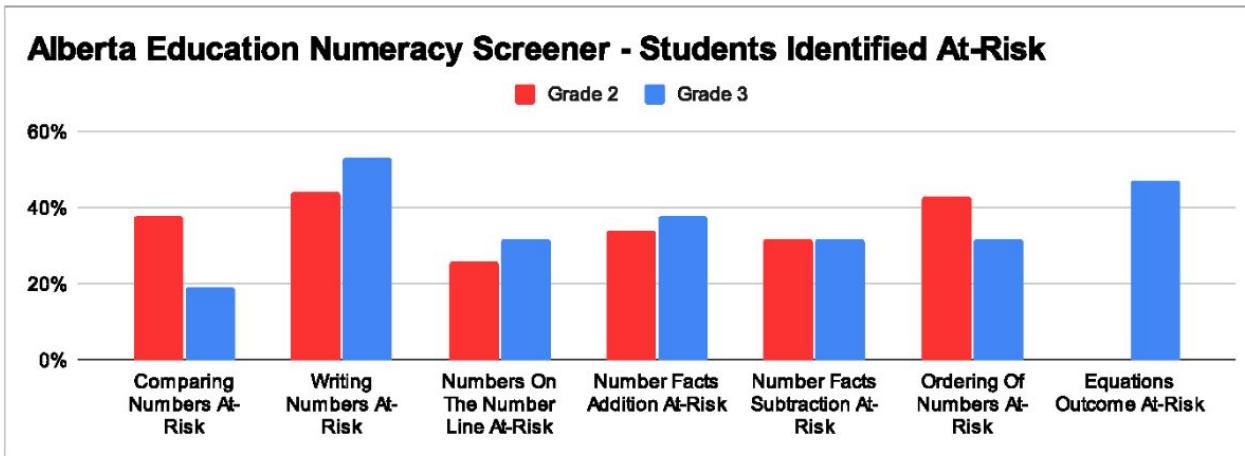
DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

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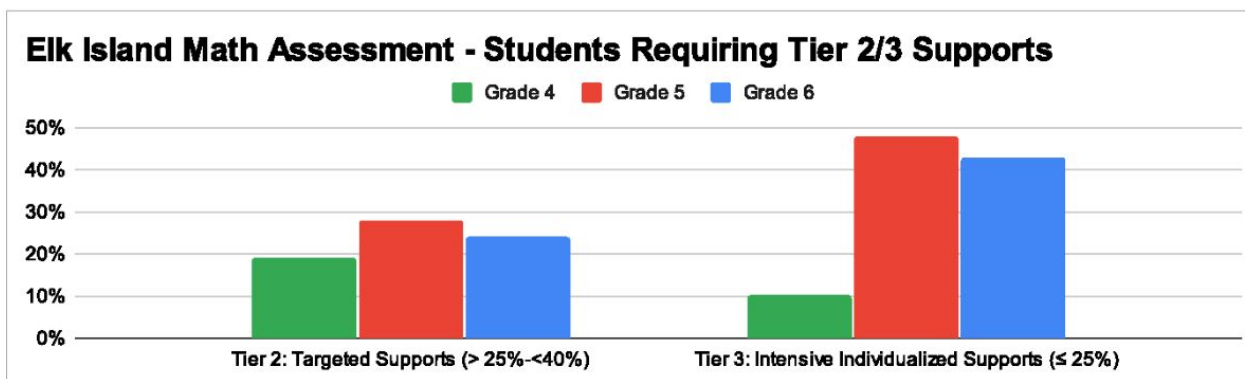


Fall 2023 Numeracy Screener Data

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	



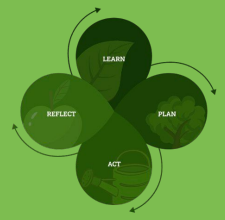
Elk Island Math Assessment			
	Grade 4	Grade 5	Grade 6
Tier 2: Targeted Supports (> 25% - < 40%)	19%	28%	24%
Tier 3: Intensive Individualized Supports (≤ 25%)	10%	48%	43%
Requiring More Than Universal Supports	29%	76%	67%
54% of Grade 4-6 students			





DR. K. A. CLARK CONTINUOUS IMPROVEMENT CYCLE

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OurSCHOOL Survey Results

