Edwin Parr Composite School
Education Plan
2021-2024

Edwin Parr Composite School
Address: # 4 University Drive Athabasca
Phone: 780-675-2285
Website: www.epc@aspview.org

School Administration:
Principal: Desmond Nolan
Assistant Principal: Brenna Liddell
Assistant Principal: Sean Morrison
School Profile:

Edwin Parr Composite School is situated in the beautiful river community of Athabasca. Our school has approximately 700 students in grades 7-12. As Aspen View School Division’s largest school we are able to provide a wide range of programming for our students. We offer all academic classes as well as many CTS courses including welding, mechanics, wood shop, fitness, cosmetology, gardening, photography/videography and many more. The fine arts program at Edwin Parr is very strong, allowing our students to express themselves in general music, art, drawing, painting and our provincially recognized drama program. Our goal at Edwin Parr is to help our students grow and develop into citizens that have the skills, empathy and resilience to become productive members of our community.

Our strong relationship with parents, students and community has created a culture of learning based on caring and respect. Our focus is on academics while understanding that learning is different for each individual student. Recognition of the individual learning needs for students combined with an accepting and supportive school culture allows our students to reach their individual potential.
Student Enrolment: 691

Staff Profile:

- 37 Teachers
- 12 educational assistants
- 6 support staff

Vision, Mission, Beliefs

Edwin Parr Composite School prepares all students with the necessary knowledge, skills and character attributes for future success.

Opportunities and challenges:

Opportunities:

Edwin Parr Composite School (EPC) is a great place for students and staff to learn. The culture of learning is evident from the day you walk into our school. Each student has their own unique path and EPC school does their very best to support and enhance this for each student. EPC School has a dedicated staff that work to create opportunities for students in our rural environment. Our entire staff works hard to ensure our school is welcoming, caring and respectful. This attitude helps create a learning environment that our students thrive in. For a small rural school we are very proud of the diverse programming we are able to offer our students. Each child is different and we feel that it is our responsibility to ensure we are meeting the needs of each student. Because of this we offer all Academic classes, often in both semesters, a wide range of CTS classes like, Foods, Mechanics, Welding, Cosmetology, Outdoor Education and Photography/Videography. We also offer a wide range of fine art programs from drama, art and some specialty classes.
Our biggest success is our students. We have such an amazing student body who are always willing to help out around the school. They are courageous and are often challenged to take risks in their learning. By creating this environment we are able to challenge our students to be the very best they can be and we are never disappointed. Our students are amazing and they always make us proud.

Challenges:

EPC School’s main challenge is shared by almost all schools in rural Alberta. Our biggest challenge is that we face a declining student population, in a small rural town. Most of our students have to leave Athabasca for field trips, sports, post-secondary education and eventually to find careers. In the face of declining enrollments, EPC school continues to build new relationships with our community to expand opportunities for our students.

School Education Plan Development and Communication:

The Edwin Parr Composite School (EPC) Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 12 of the School Councils Regulation. The Edwin Parr Composite School Education Plan is available at the school and is posted on our website at: https://epc.aspenview.org/parents
### Alberta Education: School Accountability Pillar Results:

#### Combined May 2020 Accountability Pillar Overall Summary

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Edwin Parr Composite Comm. Sch</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
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<tr>
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<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Year Average</td>
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<tr>
<td>Safe and Caring Schools</td>
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<td>Education Quality</td>
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<td>Drop Out Rate</td>
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<tr>
<td>High School Completion Rate (3 yr)</td>
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<td>Diploma: Excellence</td>
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<td>Diploma Exam Participation Rate (4+ Exams)</td>
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<td>Rutherford Scholarship Eligibility Rate</td>
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**Notes:**
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
Outcomes, Strategies, and Performance Measures

PRIORITY ONE: STUDENT SUCCESS & COMPLETION

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

Goals for 2021-2022

Goal One: Student Success

Outcome: Literacy & Numeracy rates will continue to improve

Strategies: Continue with Edwin Parr’s comprehensive literacy and numeracy plans to support and enhance student success.

Strategies:

- Analysis of Provincial Achievement tests to identify areas of strengths and weaknesses to address through targeted instruction
- A comprehensive plan is developed with a focus on improved reading and writing
- A comprehensive plan is developed with a focus on improved basic math facts
- Leveled Literacy Intervention (LLI) will continued to be used
- Teachers using differentiated instruction for both literacy and numeracy
- Use of formative and summative assessments
- Use of online math programs IXL and Reflex math
- Use of collaborative teams and built in time to work on PLC+ using data to inform instruction

Performance Measures:

External:

- Provincial Achievement Test Results
- Diploma Exam Results
Internal:

- Fountas and Pinell (F&P) Test Results
- Use of the Math Intervention Program Instrument (MIPI) test
- Student results on IXL and Reflex math programs
- Highest Level of Writing Achievement (HLAT)
- Yearly Professional Development Plan focused on school priorities

Using data from common assessments in collaboration teams to direct future instruction

Outcome: More students complete high school and are connected to career pathways for future success

Strategies:

- Analysis of diploma exam results to identify relative areas of strengths and weaknesses to address through targeted instruction
- Use of MyBluePrint and ALL About Me as education and career/life planning tools
- Where appropriate, EPC encourages students to attend a fourth year of high school to take advantage of dual credit/RAP opportunities
- EPC School encourages students to enroll in Land Based Learning and Forestry Trades Training camps to complement core learning and to explore career opportunities
- Students have access to a large variety of locally developed courses to complement core subject learning
- Community partnerships to support work experience opportunities that incorporate aspects of citizenship
- Career Technology Foundations (CTF) and Career Technology Studies (CTS) courses are offered at EPC School
- Fine Arts programs are offered at EPC School
- Coding and robotics programs are available to students at EPC School
- Growth mindset work continues to help students develop attitudes that
will assist them in persevering toward high school completion

- Online course delivery is offered during the COVID 19 pandemic to allow for at home learning.
- Use of Aspen View’s virtual school if students need or want the flexibility

**Performance Measures:**

**External:**

- Diploma Exam results
  - Acceptable
  - Excellence
- Diploma Exam participation rate
- Rutherford Scholarship rate
- High school to post secondary transition
- Survey measure of Safe and Caring
- Survey measure of Program of Studies
- Survey measure of Education Quality
- Drop out rate
- High school completion rate

**Internal:**

- Differential between school awarded and diploma exam mark
- Item analysis of results to determine areas of relative strength and weakness
- Monitor the number of meetings we have with high school students to ensure academic goals are being met.
Outcome: Increased First Nations, Metis & Inuit student success

Strategies:

- Analysis of Provincial Achievement Tests to identify relative areas of strengths and weaknesses to address through targeted instruction
- Analysis of Diploma Exam Results to identify relative areas of strengths and weaknesses to address through targeted instruction
- Focus on Teacher Quality Standard 5: Applying Foundational Knowledge about First Nations, Métis and Inuit
- EPC School literacy strategy will continue to focus on:
  - Comprehensive reading and writing programs
  - Leveled literacy interventions (LLI)
  - Differentiated instruction
  - Teacher and administrator training
  - Ongoing Professional Development to ensure staff has an understanding of Indigenous foundational history

Performance Measures:

External:

- Provincial Achievement Test results
  - Acceptable
  - Excellence
- Diploma Exams
  - Acceptable
  - Excellence
- Diploma Exam participation rates
- Rutherford Scholarship rate
- High school to post secondary transition rate

Internal:

- Fountas and Pinnell Reading assessment results
- Writing framework (HLAT) and using this data to understand how many students are writing at or above grade level
- Provincial Achievement Test common marking sessions
- Aggregate data reported to public on diploma exam/school awarded mark
- Inventory and shared lists of Indigenous resources
- Land based learning reports
- Number of professional development sessions attended
● MiPi (Math intervention program instrument)
● IXL results (online math support)
● Reflex Math
● Report cards
● High school completion
● Survey for our Indigenous students to receive feedback on academic satisfaction.

PRIORITY TWO: WELLNESS

Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.

Goals for 2021-2022

Goal One: Comprehensive School Health

Outcome: Greater success and well-being for all

Strategies:

● Hosting Wellness Days focused on healthy eating, active living and positive social and emotional environments
● Having land based learning activities for students
● Working with outside agencies like FCSS and WJS Counselling
● Monthly Gender & Sexuality Alliance (GSA) meetings
● Use of growth mindset framework in classrooms
● Wellness champion on staff
● Regular communication regarding wellness and comprehensive school health
● Provide breakfast and lunch for students in need
● Have healthy snacks available for all students to access

Performance Measures:

External:

● Survey measure of safe and caring
● Survey measure of education quality
- Survey measure of school improvement

**Internal:**

- Number of students who join sports programs and are involved in intramurals
- Number of students who engage in leadership and school wide activities that promote mental and physical health
- Tracking attendance
- Fewer critical incidents
- Tracking the number of Violent Threat Risk Assessment (VTRA) interventions needed
- Number of students attending the GSA meetings
- Monitor number and type of communications with our school counselor
- Tracking student discipline/suspensions
- Number of expulsion hearings

**Goal Two: Quality Teaching and Leading**

**Outcome:** Provide quality instruction and learning opportunities for all students

**Strategies:**

- Enhance EPC’s intake of dual credit and RAP opportunities
- Ensure all staff have opportunities to attend professional development
- Continued partnership with Aspen View’s virtual school “The CAVE”
- Working in Junior High collaboration teams to build common lessons and assessments.
- Using data created by common assessments to reflect on teaching practices.

**Performance Measures:**

**External:**

- Diploma exam results
  - Acceptable
  - Excellence
● Diploma exam participation rate
● Rutherford Scholarship rate
● High school to post secondary transition
● Survey measure of safe and caring
● Survey measure of program of studies
● Survey measure of education quality
● Drop out rate
● High school completion rate
● Survey measure of work preparation

Internal:

● Tracking student progress, marks, course completion
● Number of students accessing dual credit
● Receiving student feedback via focus groups and surveys
● Partnerships with colleges, universities and companies for dual credit eg: rig training, forestry camps

Goal Three: Learning Supports

Outcome: Provide appropriate supports to ensure student success for all

Strategies:

● Maintain First Nations, Metis and Inuit (FNMI) support position
● Establish Teacher Mentorship/advisor program for high school students
● Utilize My Blueprint program for students grades 8 and up
● Universal supports such as: visual schedules or use of Google Read and Write
● Targeted support for all students who need extra support. This is completed by our success room.

Performance Measures:

External:

● Survey measure of safe and caring
● Survey measure of program of studies
● Survey measure of education quality
● Drop out rate
● High school completion rate
Internal:

- Number of students utilizing programs such as My BluePrint
- Number of home visits made by the Nations Family Liaison
- Attendance rates
- Student success rate - credits assigned
- Track the number of meetings with students and families
- Number of students using accommodations

**PRIORITY THREE: ENGAGEMENT**

*Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication.*

**Goals for 2021-2022**

**Goal One: Shared, system-wide responsibility for all children and students.**

**Outcome:** Educational partners contribute towards student success

**Strategies:**

- Student council, school council and community service programs are in place to encourage citizenship skills.
- Partnerships with community groups and services to support student growth.
- Access programs and services offered to schools eg: virtual
- Opportunities, virtual events, virtual tours.
- Ensure fiscal responsibility within all departments

**Performance Measures:**

**External:**

- Parental Involvement
- Citizenship and Work Preparation

**Internal:**

- Invitations to participate in community events, meetings, and community forums
● Degree of communication and collaboration with community partners.
● Social media engagement (follows, likes, comments, shares)
● Student participation in student council
● Student participation in GSA
● Number of student council events and student engagement
● Number of external events we access

Goal Two: Fiscal Responsibility

Outcome: Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.

Strategies:
● Excellent stewardship of budget to ensure focus on long term growth and sustainability
● Allocate appropriate resources to align with improved student success of Indigenous learners
● Allocate appropriate resources to align with inclusive practices and improved student success including support of Indigenous learners
● Budget decisions based on student needs and staff capacity to meet those needs
● Ensure optimal staff professional development opportunities to meet Quality Standards and support system goals

Performance Measures:

External:
● Survey measure of safe and caring
● Transparent reporting and budgeting

Internal:
● Balanced budget
● Budget allocations match needs
● Professional development budgets support school and division goals
● Professional development allocations support teacher professional growth plans
Goal Three: Excellence and Accountability

Outcome: The district is grounded in effective, transparent, equitable and evidence-based practices.

Strategies:
- Effective communication with all stakeholders regarding OHS and wellness protocols, Teacher Quality Standards, Leadership Quality Standards
- Engage in stakeholder communication that enhances and promotes the role and value of public school education
- Utilizing numerous community engagement processes in decision making and action in the creation of projects that benefit student success

Performance Measures:

External:
- Survey measure of safe and caring
- Survey measure of education quality
- Survey measure of school improvement

Internal:
- School Council minutes
- Social media posts
- School newsletters
- School participation/membership in the OHS committee and updated OHS information board
- OHS/wellness at all staff meetings
- Wellness champion at school
- Student council promotion of wellness
- Survey completion by parents