

# School Continuous Improvement Plan

**Year 1: 2024/25**

ÉCOLE PINE GROVE MIDDLE  
SCHOOL  
EDSON, AB





# Table of Contents

PART 1 **Vision - Mission - Core Values**

---

PART 2 **Our Data**

---

PART 3 **Goals for 2024/25**

---

PART 4 ***Goal:* Increase Student Achievement**

---

PART 5 ***Goal:* Increase Engagement in  
Quality Education**

---



## VISION

Every member of our learning community will have the knowledge and skills to define and pursue success.

## MISSION

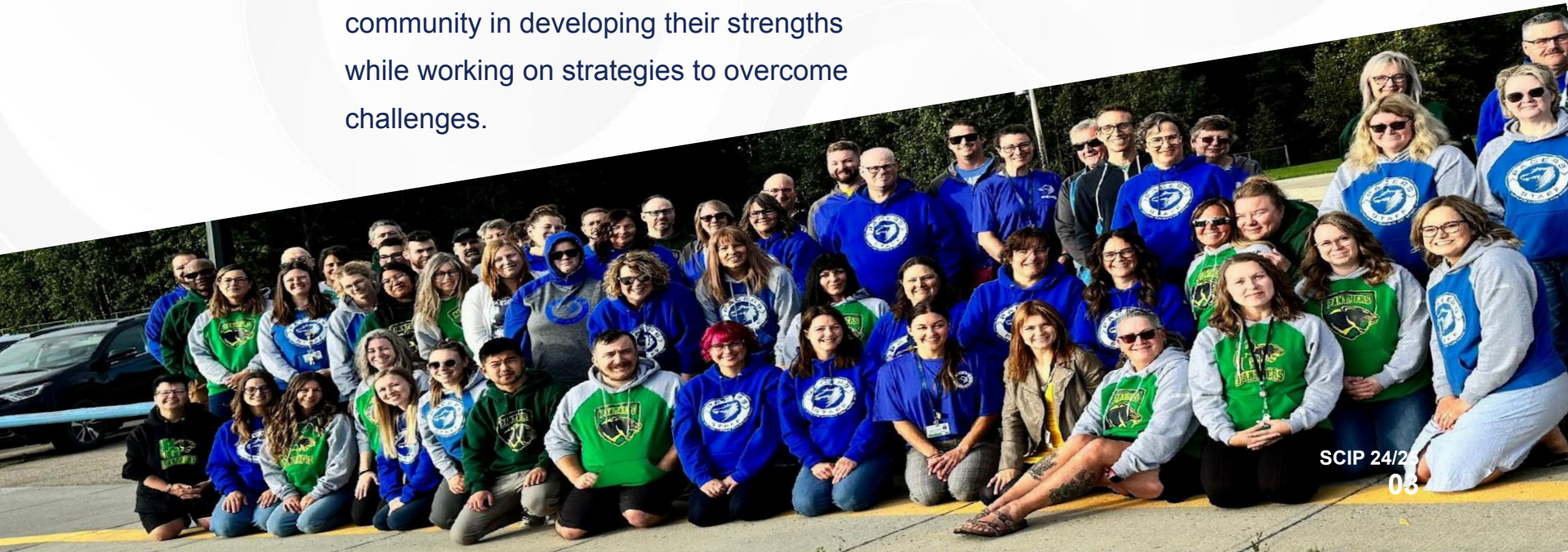
We foster a supportive, respectful school culture so we can guide our learning community in developing their strengths while working on strategies to overcome challenges.

## CORE VALUES

**Growth**

**Preparation for Success**

**Engaging Learning Environments**





# 2024/25 Assurance Measures Results

Assurance Domain	Measure	Ecole Pine Grove School			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	78.1	87.8	86.3	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	70.5	79.6	74.5	79.4	80.3	80.9	Low	Maintained	Issue
	PAT6: Acceptable	59.6	n/a	n/a	68.5	66.2	66.2	Low	n/a	n/a
	PAT6: Excellence	10.1	n/a	n/a	19.8	18.0	18.0	Low	n/a	n/a
Teaching & Leading	Education Quality	77.6	89.7	87.8	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	82.7	79.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.4	85.2	83.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.9	76.3	73.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

The 2024/25 results were informed by **7 parents** (down from 15, and 26, previous years respectively) **68 students** (down from 100 and 92, previous years respectively), and **19 teachers** (20 and 21 previous years respectively).

# 2024/25: Areas to Celebrate

Parent Responses		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2020	47	9	55	28	0	9	64
	2021	18	0	50	22	6	22	50
	2022	26	4	62	23	0	12	65
	2023	15	0	57	20	7	7	67
	2024	7	14	71	14	0	0	86
The literacy skills your child is learning at school are useful	2021	18	17	72	11	0	0	89
	2022	25	28	56	12	4	0	84
	2023	15	13	30	7	0	0	93
	2024	7	14	86	0	0	0	100
Your child is encouraged at school to try their best	2020	47	32	57	9	0	2	89
	2021	18	11	83	0	0	6	94
	2022	26	46	46	4	0	4	92
	2023	15	20	73	7	0	0	93
	2024	7	0	100	0	0	0	100
Your child can get help at school with problems that are not related to school work	2021	16	0	56	19	0	25	56
	2022	24	8	50	8	8	25	58
	2023	15	13	53	0	7	27	67
	2024	7	14	71	0	0	14	86

**86%** of parent respondents are satisfied with the opportunities to be involved in decisions pertaining to their child's **overall education**: 22% improvement over the past five years.

**100%** of parent respondents are satisfied their child's **is learning useful literacy skills**: 11 % improvement over the past four years.

**100%** of parent respondents are satisfied their child's **is encouraged at school to try their best**: 11 % improvement over the past five years.

**86%** of parent respondents are satisfied their child can get **help for non-school related challenges** at school: 30 % improvement over the past four years.



# Areas for Growth



## PAT Results

		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	16	n/a	1,638	2,923
	Acceptable Standard %	43.8	n/a	79.8	83.1
	Standard of Excellence %	0.0	n/a	10.6	13.3
Science 6	Number Writing	102	n/a	45,578	46,184
	Acceptable Standard %	63.7	n/a	81.2	79.3
	Standard of Excellence %	23.5	n/a	29.3	25.9
Social Studies 6	Number Writing	105	n/a	52,610	48,742
	Acceptable Standard %	61.9	n/a	79.2	78.3
	Standard of Excellence %	10.5	n/a	22.8	21.3

## PAT Academic Success is Low

Provincial Achievement Test (PAT) data shows that Pine Grove is below the provincial average in the PATs written in the 2023/24 school year (Science, Social Studies, FLA).

Particular concern surrounds the number of students achieving the acceptable standard on the French Language Arts exam.

## Education Quality

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
Your child is learning what they need to know	2020	47	15	68	13	4	0	83
	2021	18	6	72	11	0	11	78
	2022	26	15	62	12	4	8	77
	2023	15	13	67	13	0	7	80
	2024	7	0	57	29	0	14	57



43% of students indicated they found their school work interesting: a 33% decline from the previous year.

57% of teachers noted that students struggled to find their school work interesting: a 31% decline from the previous year.

# Closer Analysis of our Data

## Mixed Perception on Safe & Caring Schools

While parent respondents rated high in the area of Safe & Caring Schools, both students and teachers noted a decline in this area, in particular the area of students feeling safe at school.



## Parental Involvement in Student vs. School Education

While 100% of parent respondents noted that they felt engaged in decisions surrounding their child's **education**, only 57% of parent respondents said they felt involved in decisions with their **school**.

Considering this, monthly school council meetings report notably lower attendance (approximately 6 parents per meeting), but school open houses and Parent-Teacher Interviews are relatively well attended.

## Mixed Perception on Education Quality

There was a noted significant decline in students perception of quality of teaching at Pine Grove.

However, almost all parental and teacher respondents reported they were satisfied/very satisfied with the quality of teaching at Pine Grove.

Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your school have opportunities to demonstrate what they have learned	2024	19	37	63	0	0	0	100
Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Your child has opportunities at school to demonstrate what they have learned	2024	7	14	71	0	0	14	86
Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
I have opportunities at school to demonstrate what I have learned	2024	68	4	71	18	3	4	75

Why the gap?





Following a deep analysis of our students' achievement decline and their lower responses across most of the assurance measures, we suggest there is a correlation between an overall lack of positive engagement and increased dysregulation due to societal and environmental instability for the past five years.

In response to this hypothesis, we are going to focus on **improving classroom practice** - specifically related to engaging students in the learning outcomes in the core program of study subjects - while building stakeholder awareness that **student learning is our priority, supported by wrap-around supports and services in a respectful, kind, and safe campus** for all students at Ecole Pine Grove Middle School.







# Goals for 2024/25

---

- ✔ Increased Engagement in Quality Education
- ✔ Increased Student Achievement





Goal:

# Increased Engagement in Quality Education

## Focus

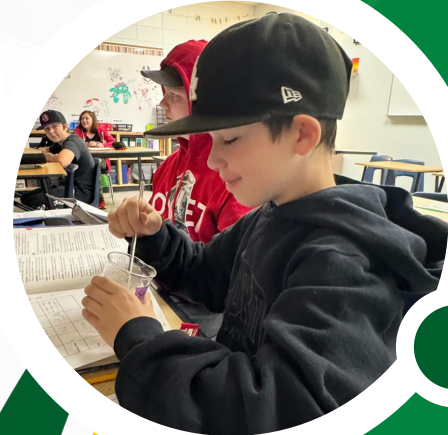
*Develop staff capacity to utilize collaborative learning strategies.*

## Strategies

- Teaching staff book study on "Total Participation Techniques: Making Every Student an Active Learner" by *Pérsida & William Himmele* (ex. Think-Pair-Share, Whiteboard hold-ups, Graphic Organizers, etc)
- Department discussion on Collaborative Learning Strategies
- Staff presentations on Collaborative Learning Strategies implemented to share takeaways
- Learning objectives clearly indicated for students.

## Measures

- Improvement in School-wide Student Attendance
- Improvement in Educational Quality Response on AEA Survey
- Increased student achievement on provincial assessments



# Strategy Implementation Plan:



## Teachers will...

- Teachers will improve their repertoire of high-engagement strategies with a focus on collaborative learning.
- Course **assessment tools** align with the learning outcomes being measured which aligns with the program of studies for the course. The tools that inform students' grades are clearly detailed in **PTPro**.
- Professional Development events specify time for teachers to collaborate on implementation strategies for high-engagement assessments.
- Teachers participate in collaborative assessment of departmentally developed assessments.
- **Item Analysis:** Department teams identify low-achievement questions from multi-year PAT Results for targeted high-engagement lesson development.

## Daily Classroom Visits, the Administration will be looking for:

- **Teacher Clarity:** students know what they're learning and why, students know what they're expected to know and show on an assessment. Students know what to do when they get stuck.
- **High-effect pedagogy:** quality of the tasks or activities to engage all students, including collaborative learning strategies.
- **Questions to students:** what are you learning today? How will you know if you get it? What are you expected to do if you get stuck? How will you be getting marked or graded on this?
- **Questions to teachers:** How did you focus on engagement for today's lesson/activity? What are your check-ins with students telling you about the success of today's lesson? What is the main assessment tool you're planning to use to determine the students' grades for this unit?

## Measures

- Admin has been in every classroom multiple times and has evidence the strategy is being implemented.
- An environmental scan of all **agendas** for department meetings, teacher-staff meetings, and school PD days shows a focus on collaborative learning activities.
- All teachers have participated in implementing and sharing experience with collaborative learning during Professional Development Days.
- Increase in Grade 6 Provincial Assessment Results (PAT) decrease between class and exam awarded mark.
- Improvement in **Education Quality Measure**





Goal:

# Increased Student Achievement

## Focus

*Develop staff capacity to utilize data to inform instructional decision making.*

## Strategies

- Professional Development focus on blueprint major assessments.
- Professional Development on Standards Confirmation and Reliability Review
- Departmental Data Analysis and Goal Setting
- Learning objectives clearly indicated for students.

## Measures

- Observation during classroom walkthroughs, in teacher planning, and assessment.
- Improvement in Provincial Assessment Data
- Improvement in Educational Quality Response on AEA Survey





# Strategy Implementation Plan:



## Teachers will...

- Teachers have a course **Scope and Sequence** that identifies which outcomes will be taught within units, and when the units will be taught
- Course **assessment tools** align with the learning outcomes being measured which aligns with the program of studies for the course. The tools that inform students' grades are clearly detailed in **PTPro**
- Professional Development events specify time to confirm **major assessments to the program of studies (aka blueprinting)**, which is then confirmed back to the course Scope and Sequence to identify gaps
- Teachers participate in Professional Development on **Standards Confirmation and Reliability Review**
- **Item Analysis:** Department teams identify low-achievement questions from multi-year PAT Results for **Lesson Study**

## Daily Classroom Visits, the Administration will be looking for:

- **Teacher Clarity:** students know what they're learning and why, students know what they're expected to know and show on an assessment. Students know what to do when they get stuck.
- **High-effect pedagogy:** quality of the tasks or activities to engage all students.
- **Questions to students:** what are you learning today? How will you know if you get it? What are you expected to do if you get stuck? How will you be getting marked or graded on this?
- **Questions to teachers:** how did you determine with task or activity for today's learning? What are your check-ins with students telling you about the success of today's lesson? What is the main assessment tool you're planning to use to determine the students' grades for this unit? What students are you worried about? How can I support you?

## Measures

- Every course has a **Scope and Sequence** aligned to the Program of Studies.
- Admin has been in every classroom multiple times and has evidence the strategy is being implemented.
- An environmental scan of all **agendas** for department meetings, teacher-staff meetings, and school PD days shows a focus on curricular alignment.
- All teachers have participated in creating and/or marking common assessments
- Increase in Grade 6 Provincial Assessment Results (PAT) decrease between class and exam awarded mark.
- Improvement in **Education Quality Measure**





# Emergency Preparedness - Safe & Caring Schools

## Focus

*To reestablish staff and student preparedness for emergency responses procedures (ERP) post-wildfire evacuations.*

## Strategies

- Student Reunification Professional Development Activity
- Emergency Response Planning Table Top Activities
- Full School Drills (ex. Fire Drill, Hold & Secure, Lock Down, etc)
- Community Preparedness Professional Development (Dec. 2024)

## Measures

- Evaluation of Drill Success
- Completion of Community Preparedness Professional Development
- Debrief from Community Preparedness Professional Development for key learnings





**Edson Multi-Campus Administration Team  
2024-2025**

