



School-Based Annual Education Results Report (May 2022)

Athabasca Delta Community School Annual Education Results Report - May 2022

School Context

Athabasca Delta Community School offers K-12 education for the youth of Fort Chipewyan. Fort Chipewyan is an isolated community in the North serving three Nations including Mikisew Cree First nation, Athabasca Chipewyan First Nation, and the Metis. ADCS, with the support of Northland School Division, have established a school-based plan to guide collective efforts for providing quality education to our students.

Achievements

Throughout the 2021-2022 school year, ADCS has seen significant growth in learning and developing strong relationships with students. Several events, such as seasonally themed carnivals, as well as various Land Based Learning opportunities have driven an increase in attendance and engagement for our students. Students are motivated to receive our Circle of Courage and Perfect/Excellence in Attendance Awards each month. Staff have flourished in positions to lead, plan and execute many events and activities which were very successful such as our Remembrance Day Assembly, Metis Recognition Week, and the annual Awards Night Ceremony.



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Trends

ADCS has very energetic students with a passion for hands on learning and engaging activities. By providing these outlets for learning, students are more eager to attend school on a frequent basis. Attendance has been a consistent challenge and ADCS has provided many avenues to overcome this. By providing the youth with a variety of interest based learning as well as field trips that allow hand on learning to occur, ADCS attendance has increased.

Opportunities for Growth

Continuing on a strong path towards providing engaging, interest based, hands on learning will foster increased attendance for the 2022-2023 school year. Intensive literacy and numeracy development in the classroom will continue to assist in the learning loss that has occurred due to the COVID-19 pandemic.



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Annual Education Results Report

Priority 1: Excellence in Learning

Division-level outcomes:

- Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.
- The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.

ADCS Goal/Target	Strategies	Success Measures - Local	Success Measures - Provincial
<p>Priority 1: Learning Goal (Literacy & Numeracy)</p> <p>By June 2022, ADCS students will improve their overall literacy score by 15%</p> <p>By June 2022, ADCS students will improve their overall numeracy score by 10%</p>	<p>1. Create a sense of belonging in the school through the following:</p> <ol style="list-style-type: none"> School feels welcoming School is clean and up to standards School is a friendly, caring, kind environment School offers a variety of clubs and supports to students of different backgrounds and needs Students are healthy, active, and well. School and staff maintain high 	<p>PM Benchmark Data – October data compared to June data</p> <p>Haggerty Phonemic Awareness</p> <p>Levelled Literacy Intervention</p> <p>Fountas & Pinnell Assessment</p> <p>EYE - TA</p> <p>Benchmark growth – IPP goals shift</p>	<p>Provincial Achievement Tests</p> <p>FNMI Achievement</p> <p>Overall Quality of Education</p> <p>Letter Name Sound (LeNS)</p> <p>Castles & Coltheart (CC3)</p> <p>DIP, HS Completion, Post Secondary Transition</p>



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	<p>expectations of their learners</p> <ol style="list-style-type: none"> 2. Teachers immerse literacy components and practices into all subject areas (planning and instruction) 3. Teachers set leveled target goals per student and help develop skills in areas of concern- utilizing F&P, LLI, Haggerty Phonemic Awareness, PM Benchmarking 4. Teachers will designate 80 minutes (minimum) of literacy content daily. 5. Students apply understanding and knowledge of skills in real-life contexts and situations. 6. Students acquire and apply FNMI experiences through LBL and cultural opportunities. 	<p>Mathletics</p> <p>Symphony Math</p>	
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Reflection/Comment on Results

- Throughout the 2021-2022 school year ADCS has seen growth in both literacy and numeracy. Based on local and provincial success measures received as well as various literacy assessments used by ADCS staff, an increase in



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achievement has occurred. Numeracy competency continues to show gains as per results from Mathletics and Symphony Math revealing a deeper understanding of math curriculum at each grade level. Several students have met Independent Program Planning goals and new goals are in place for the 2022-2023 school year.

- The biggest factor in the success of our literacy and numeracy development has been the employment of strong competent teachers.
- Having a collaborative “buddy program” in place has highlighted a natural strength of the students where the older students naturally relate and look after our young students. Examples in this 2021-2022 school year includes ECS and Grade 7, Grade 2 and Grade 6, Grade 1 and Grade 5. Suggest this continues on a basis for achieving curriculum goals.

Strategies for Continuous Improvement:

- It is recommended that ADCS continue to implement Lexia and Symphony Math into daily instruction. Staff must continue to support the momentum that has begun at ADCS and encourage students to partake in organized after school programming that deepen the learning that has occurred in the classroom. Providing engaging, hands-on learning opportunities for the youth of ADCS will increase literacy and numeracy development.
- There should be a locally developed/provincially developed Social Emotional curriculum created and implemented at ADCS to ensure all parts of the child's needs are met.
- Increase of attendance will have a major impact on literacy and numeracy success.



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Priority 2: Excellence in Leadership

Division-Level Outcomes:

- Division employs a consistent process for reviewing school improvement and assurance.
- Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non-First Nations and Métis learners.
- Finances are well managed; decisions are supported by facts and stewardship is exemplary.

ADCS Goal/Target	Strategies	Success Measures - Local	Success Measures - Provincial
<p>Priority 2: Leadership Goal</p> <p>By June 2022, 100% of ADCS staff will have engaged in professional development opportunities that contribute to outstanding education.</p>	<ol style="list-style-type: none"> 1. All ADCS staff demonstrate professional growth in alignment with their assignment. 2. Teachers respond with skill and competence to the unique learning needs, interests, cultural, social, and economic circumstances of students. 3. Teachers and leaders improve their professional practice through collaborative engagement, supervision, and evaluation. 4. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum 	<p>OURSchool Survey Results</p> <p>Staff Survey on PD & Collaboration Opportunities</p> <p>Observation - Staff develop skills and perform leadership tasks/duties successfully</p> <p>Teacher Professional Growth Plans</p> <p>Education Assistant Growth Plans</p>	<p>Provincial Achievement Results</p> <p>Alberta Education Teacher Survey Results</p>



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	<p>learning.</p> <p>5. All staff are accountable to a standard of professional conduct and professional practice.</p> <p>6. Educators use data from classroom practice as well as system data to inform teaching practice to enhance learning.</p>		
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Reflection/Comment on Results

- Throughout the 2021-2022 school year ADCS staff engaged in several professional learning opportunities to increase their leadership skills and abilities. A consistent practice of collaboration, teamwork, connecting with families as well as deep rooted learning in literacy practices has occurred. SMARTLearning has been a focal point and several teachers are now very competent in this regard. Administration has provided leadership and support, assisting staff with any barriers that have presented themselves.

Strategies for Continuous Improvement:

- It is recommended that ADCS staff continue to engage in and implement professional development learning to inform their teaching and instruction. Staying up-to-date with SMARTLearning practices and being exposed to contemporary teaching and learning practices will benefit the students of ADCS in the 2022-2023 academic year (limited expertise within the school for the 2022-2023 school year; however, there is supportive expertise within Northland School Division). Please note that many students that did not write or participate are beginning to find their voice using this pedagogy. It has a strong research base that should not be ignored.



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Priority 3: Excellence in Relationships

Division-Level Outcomes:

- Parents and community members engage in their school community and are involved in their child’s education.
- Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through ongoing and effective communication.
- Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.

ADCS Goal/Target	Strategies	Success Measures - Local	Success Measures – Provincial
<p>Priority 3: Relationships Goal</p> <p>By June 2022, parent involvement will increase at ADCS by 25%</p>	<ol style="list-style-type: none"> 1. Students and staff establish and maintain caring effective teacher student relationships. 2. School provides opportunity for parents/guardians to engage in school events, activities, and presentations (considerations around COVID/virtual tune in opportunities, outdoor activities/events/presentations) 3. School provides clear communication 	<p>WCRSLE Survey</p> <p>OURSchool Survey</p> <p>Parent Surveys</p> <p>Increase/maintain high attendance – PowerSchool data</p> <p>School Improvement</p>	<p>WCRSLE Survey</p> <p>OURSchool Survey</p> <p>Alberta Education Parent Surveys</p>



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	<p>with parents/guardians and community on upcoming events, activities, presentations, school occurrences (spirit day, circle of courage nominations, LBL) through posters, Facebook and monthly newsletters.</p> <p>4. School provides opportunities for all community members to have a voice in decision making through online surveys, voting polls, and conversations – informed and involved in plans, programs, and decisions for ADCS.</p> <p>5. All staff engage in collaborative, purposeful and productive working relationships to support student learning.</p>	<p>Increase in parent involvement, parent voice, and teacher/parent conversations.</p> <p>Participation in online surveys, polls, Facebook ‘likes’/views</p> <p>Local Trustee Support</p> <p>Principal Advisory Participation</p>	
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Reflection/Comment on Results

- Throughout the 2021-2022 school year, and amid the COVID protocols, ADCS worked hard to engage our students' families in the educational process their children were involved with.. A variety of engaging events and activities were organized. This resulted in some participation from parents and guardians. Collaboration with Helping Hands offered many after school and evening opportunities for interaction such as Tim Hortons Drive Through, or Visiting With Santa in December. Additionally, parent support with our ECS graduation fundraising activities resulted in good turnouts. Despite Principal Advisory meetings held each month, attendance was non-existent. Parents/Guardians feel comfortable calling the school at any time; on any matter. Communication from the school is consistent and ongoing in the form of newsletters, bulletins, FaceBook postings, etc. which is effective given that the return on surveys/permission forms is high. .



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Strategies for Continuous Improvement: (What would your professional learning community like to plan for continuing momentum on this goal in the future?)

- It is recommended that ADCS continue to communicate effectively with the students and families using media and postings in the community. Providing several community engagement opportunities will increase involvement and participation. FNMI and Land Based Learning is extremely important to the overall success of learning for many of our students. It drives attendance and participation as well as honors the ongoing survival of the Fort Chipewyan culture.
- With regards to language development, professional development needs to occur so that language acquisition is delivered in such a manner that basic conversational Cree and Dene in the school becomes common throughout the school and is transferred to the community.
- Having a consistent supportive local leadership representative, (ie. Chief and Council,) presence within the school would help with the liaison between the community and school culture. This will be especially important as the staff and administration goes through a transition in the 22/23 school year.