

**2023-2024 Development Plan Results Report
Athabasca Delta Community School
November 22, 2024
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School Context & Mission

Athabasca Delta Community School (ADCS), located in the vibrant and remote community of Fort Chipewyan, Alberta, proudly serves a predominantly Indigenous population comprising Cree, Dene, and Métis peoples. With an enrollment of 149 students and a dedicated team of 33 staff members during the 2023/24 school year, ADCS is committed to creating a safe and nurturing environment where traditional Indigenous knowledge is seamlessly integrated with Alberta's educational standards. By fostering a growth mindset in students, the school empowers them to thrive academically, culturally, and personally. Through strong collaboration with Parkland School Division and local Indigenous communities, ADCS continues to enrich educational experiences and celebrate the unique cultural heritage of its students.

ADCS is committed to fostering the academic, social, and emotional growth of every student by focusing on teaching the whole child. While we are currently working with limited data and do not yet have a five-year benchmark for comparison, significant progress has already been made. The 2023-2024 school year served as a foundational year to establish baseline benchmarks, enabling us to implement research-based strategies that promote growth for all students. Our growth plan prioritizes literacy, numeracy, and attendance, recognizing that these strands are integral to achieving our goal of supporting each student's holistic development. By building on this foundation, we are confident that these efforts will have a lasting positive impact on the school's alignment with its mission of nurturing well-rounded, successful learners.

School Council

During the 2023/24 school year, we were unable to establish a school council despite three attempts, as there was limited engagement from parents. However, we adapted by creating alternative avenues for input. This ensured that the three nations, Elders, caregivers, and parents had meaningful opportunities to engage and share their thoughts on the school's development plan.

Key Areas of Focus

At Athabasca Delta Community School (ADCS), our focus is guided by data and community input to ensure we are addressing the needs of our students effectively. The data presented shows that there are high needs with most students as seen below. Based on our initial statistics and feedback, we have implemented targeted programs in three critical areas to drive improvement and success:

A. Student Engagement

Goal: Increase student engagement and foster lifelong learning.

Strategies

1. Fully implemented the MyPath North program to connect students with meaningful educational opportunities.

2. Regularly invite Elders and community members to share knowledge and traditions within the school setting.
3. Host community events to strengthen relationships between the school and local community.
4. Encourage self-talk and resilience to help students view learning as an ongoing skill.
5. Expand extracurricular activities to boost student participation and confidence.

Measurement Tools.

- Attendance data.
- Student self-assessments and MyPath North surveys. - Done in assembly
- Input from Elders, parents, and students through community reflections.- Face to face conversation
- Engagement metrics with local Indigenous Nations.

2022-2023 Attendance

Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Avg.
Kindergarten	74.6	77.1	70.4	68.4	75.7	59.5	76	76.8	No Data due to evacuation for the last 6 weeks of school		72.3
Grade 1	74.5	71.2	62.9	60.6	67.3	55.3	61.6	73.2			65.8
Grade 2	78.3	77.4	74.7	60.5	69.1	44.5	66.8	86			69.7
Grade 3	64.5	79.6	60.4	46.9	73.7	70.4	65.1	81.3			67.7
Grade 4	64.3	74.3	65.4	43	62.6	43.9	51.8	57.1			57.8
Grade 5	68.8	80	73.8	65.8	70.4	57.1	76.8	81.3			71.8
Grade 6	55.9	72.4	73.7	68.3	61.3	44.7	51.7	66.7			61.8
Grade 7	76.1	72.1	75.2	96.2	76.1	62.4	71.4	77.5			75.9
Grade 8	77.8	72.2	64.1	67.4	81.5	47.7	52.1	59.4			65.3
Grade 9	58.6	48	53.1	62.1	55.2	48.8	48.5	63.1			54.7
Grade 10	73	58.6	57.2	44.8	72.8	48.9	52.3	63.6			58.9
All Grades	69.8	72.7	67.4	63.4	70.2	53.9	62.5	72.4			66.53

2023-2024 Attendance

Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Avg.
Kindergarten	78.9	75	76.2	85.9	91.3	82.4	79.9	82	78.3	79	80.7
Grade 1	71.3	77.7	60.9	63.6	53.1	64.7	69.2	73.3	69.5	63.4	66.9
Grade 2	72	77.3	68.4	47.1	63.1	74.4	66.7	78.9	72.4	68.5	69.7
Grade 3	83	81.8	69.6	61.7	44	76.7	81.7	81	60.3	58	69.8
Grade 4	79.8	79.2	66	60.3	44.4	62.5	84	67.1	56.3	56.5	66.0
Grade 5	86.3	74.2	72.2	44.1	43.6	59.5	66.7	46.2	49.2	48.1	59.0
Grade 6	72.6	78.9	70.7	47.2	45.1	63.9	66.3	58.9	48.9	42.4	59.5
Grade 7	72.8	64	55.2	51.8	54.8	51.1	81.3	77	70	51.3	64.2
Grade 8	74.7	61.3	69.4	81.1	52.9	62.8	76.4	70.7	67.3	57.9	67.1
Grade 9	97.4	60	83.3	72.7	54.8	91.7	95.2	71.4	50	55.6	72.4
Grade 10	48.6	75	44.6	54.5	52.4	65.6	73.8	60.1	44	38.9	55.7
Grade 11	88.2	80	81	68.2	65.5	70.8	85.7	61.9	57.1	56.9	71.8
All Grades	76.1	74.5	66.8	59.1	53.2	65.9	74.6	69.3	61.7	56.4	65.7

Grade Name	2022-2023	2023-2024	Comparison
Kindergarten	72.3	80.7	8.4
Grade 1	65.8	66.9	1.1
Grade 2	69.7	69.7	-
Grade 3	67.7	69.8	2.1
Grade 4	57.8	66	8.2
Grade 5	71.8	59	-12.8
Grade 6	61.8	59.5	-2.3
Grade 7	75.9	64.2	-11.7
Grade 8	65.3	67.1	1.8
Grade 9	54.7	72.4	17.7
High School	58.9	63.8	4.9
All Grades	66.5	65.7	-.8

It is challenging to compare attendance between the first two years of Parkland School Division's role as the interim operational authority for Athabasca Delta Community School (ADCS) due to the evacuation in the first year. However, in the second year, programs such as the leadership initiative and MyPath North were introduced, contributing significantly to fostering positive relationships between students and the school. Building strong connections is central to the school's approach to addressing attendance issues. Moving forward, the ADCS team will continue to build on these relationships, with a particular focus on grades 5 and 7, where attendance did not show notable improvement. Strengthening the bonds between teachers and students in these grades will be a priority to address the attendance challenges from last year.

B. Literacy Development

Goal: Enhance literacy skills, with more students reading and writing at or above grade level.

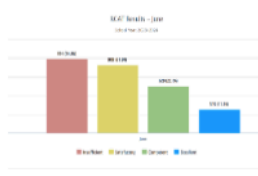
Strategies

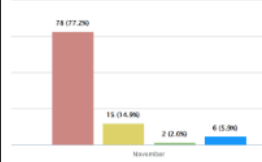

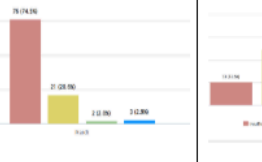

1. Support staff in implementing the new curriculum through professional development.
2. Incorporate small-group instruction within classrooms to focus on individual needs.
3. Use data collection to identify student strengths and target growth areas.
4. Providing collaborative opportunities for school literacy leads to support classroom instruction.

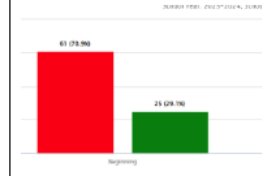

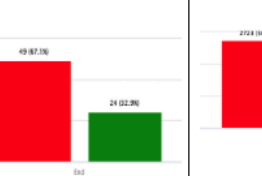

Measurement Tools.

- Provincial assessments and testing (e.g., Fountas and Pinnell, Reading Benchmarks).

- Student self-assessments on literacy, confidence and enjoyment.
- School-developed benchmarks and progress reports.

Reading:				
School Reading Results Grades 1-6	School September 2023: 80% below 20% at or above	Divisional September 2023: 40.7% below 59.3% at or above	School June 2024: 66% below 34% at or above	Divisional June 2024: 30% below 70% at or above
				
School Reading Results Grades 7-9 (RCAT)	School November 2023: 32% below 68% at or above	Divisional November 2023: 27.4% below 72.6% at or above	School June 2024: 44% below 56% at or above	Divisional June 2024: 34.9% below 64.1% at or above
				

Writing:				
Writing Results: Grades 1-9	School November 2023: 77% below 23% at or above	Division November 2023: 22% below 78% at or above	School March 2024: 75% below 25% at or above	Divisional March 2024: 12.5% below 87.5% at or above
				

Spelling Inventory:				
Results:	School September 2023: 71% below 29% at or above	Divisional September 2023: 51.8% below 48.2% above	School June 2024: 33% 67% below above	Divisional June 2024: 50.8% below 49.2% above
				

Reflections: Last year we started to understand more fully where our students are and began to provide targeted instruction. Collaborating with our literacy facilitators and leads within the building helped to create consistent and impactful strategies to help our students develop foundational skills, knowledge and attitudes. Our K-4 teachers are focussing on daily UFLI strategies while the grade 5-12 are working on Words Their Way.

C. Numeracy Development

Goal: Build student confidence in numeracy, focusing on problem-solving and critical thinking.

Strategies:

1. Professional development focused on implementing new math curricula.
2. Continue using “Building Thinking Classrooms” frameworks to enhance math instruction.
3. Emphasize small-group instruction tailored to student needs.
4. Utilize data collection to assess numeracy proficiency and areas for improvement.
5. Foster collaborative support among staff to improve numeracy teaching practices.

Measurement Tool::

- Alberta Education Assurance Measures and school-developed benchmarks.
- Early Year Numeracy Interviews.
- Standardized testing and classroom assessments.

ADCS ELK ISLAND COHORT DATA 2023-24

GRADE	AVG COHORT SEPT TEST SCORE	AVG COHORT Months Behind SEPT	AVG COHORT MAY TEST SCORE	AVG COHORT Months Behind May	AVG COHORT MONTHS GAINED	AVG COHORT Months Remaining Behind (year prior curriculum)
1	80	9	91	6	3	-5
2	40	12	75	6	6	-8
3	40	9	54	6	3	-5
4	32	12	57	9	3	-5
5	8	12	21	9	3	-5
6	20	12	25	12	0	-8

	# of students requiring attention	% of students requiring attention	# of students not requiring attention	% of students not requiring attention	Total # of students
Gr 7	15	100	0	0	15
Gr 8	6	100	0	0	6
Gr 10	6	100	0	0	6
Total	22	100	17	0	27

Reflections: With the support of our division principals and facilitators we have developed a plan to support our students in foundational concepts and contexts around math. The data

indicates that our students all require attention. The plan focuses on Building Fact Fluency foundational skills along with weekly collab time to consider data and next steps.

D. Education Quality

In response to parental concerns about student achievement levels, Athabasca Delta Community School (ADCS) implemented the MyPath North Initiative, a comprehensive program designed to enhance student success by integrating community input and focusing on foundational skills. Recognizing the importance of literacy and numeracy, ADCS prioritized morning sessions for these core areas, allowing students to build essential skills to meet parental expectations and achieve academic success.

Literacy Development

To strengthen literacy instruction, ADCS collaborated with the Parkland School Division Instructional Services team to implement a schoolwide literacy plan. Key highlights included:

- **Professional Development:** Teachers participated in sessions to enhance their reading and writing instructional strategies, focusing on phonological awareness, small group instruction, and writing practices.
- **On-Site and Virtual Support:** Literacy facilitators provided ongoing coaching, both in person and online, tailoring support to meet student needs.
- **Data-Driven Instruction:** Teachers analyzed literacy data to inform their teaching and improve outcomes, supported by resources like Fountas and Pinnell assessments.

These efforts led to measurable progress and laid the foundation for the 2024-2025 literacy plan, which emphasizes new curriculum implementation, small group instruction, and continuous data analysis to further enhance student outcomes.

Numeracy Development

Similarly, the numeracy program was strengthened through collaboration with facilitators and Parkland School Division leadership. Key achievements included:

- **On-Site and Virtual Support:** Teachers received guidance during visits and virtual meetings, enhancing their instructional practices.
- **Screening and Data Analysis:** Facilitators administered and analyzed assessments, such as the Elk Island Numeracy Screen, to identify student needs and guide instruction.
- **Resource Implementation and Modeled Lessons:** Teachers received training on using tools like Digiblocks and observed modeled lessons to improve classroom strategies.

These initiatives contributed to significant improvements, such as an 11% increase in Grade 1 numeracy scores over the school year. The 2024-2025 numeracy plan builds on this success by focusing on curriculum implementation, small group instruction, and "Building Thinking Classrooms."

Honoring Indigenous Culture and Community Input

The MyPath North Initiative reflects ADCS's commitment to honoring the voices of First Nation, Métis, and Inuit Elders, parents, and community members. Developed with their input, the program integrates traditional knowledge, language, and culture alongside academic learning. By fostering a strong sense of identity and belonging, MyPath North ensures that students see their culture reflected in their education.

Through this holistic approach, ADCS empowers students to succeed academically while respecting and celebrating their heritage. With continued collaboration and community engagement, ADCS is committed to providing an enriching, inclusive educational experience that prepares students for success in both traditional and modern worlds.

E. Professional Learning

The focus of our professional development this term was on empowering individual teachers to enhance their skills and bring new strategies back to the team. Teachers participated in professional development opportunities both independently and through travel to PSD south, where they engaged in workshops alongside peers and facilitators. As part of these experiences, they collaborated with teachers teaching similar content for a full day, gaining hands-on insights into effective practices. Upon their return, they shared their learning with the entire staff, fostering a collaborative and growth-oriented environment. Additionally, whole-staff professional development sessions were held in the evenings, focusing on key areas such as literacy, numeracy, and Nonviolent Crisis Intervention (NVCi) training, ensuring our team is equipped to meet the diverse needs of our students.

F. Welcoming, Caring, Respectful and Safe Environment.

At the beginning of the 2023-2024 school year, qualitative data highlighted a significant deficit in the perception of a welcoming, caring, respectful, and safe school environment. Through a new administration philosophy and targeted staff training, the school made remarkable progress in addressing these concerns, creating a positive shift in the school community's perception.

We prioritized fostering strong connections with parents, students, and the broader community to build an inclusive and supportive atmosphere. Parents were actively welcomed into assemblies, office spaces, and school events, ensuring they felt valued as integral members of the school community. Safe and collaborative spaces were created for parent-teacher interviews, encouraging open and meaningful discussions about student progress and needs.

Community and parent input played a key role in shaping the *MyPath North* program, fostering shared ownership and pride in its implementation. Regular assemblies, classroom visits, and open conversations with students further reinforced their sense of belonging and agency within the school. These collective efforts have had a transformative impact, as reflected in the positive

feedback and increased engagement from parents, students, and community members, ensuring ADCS is a truly welcoming and respectful learning environment.

G. Access to Supports and Services

At Athabasca Delta Community School (ADCS), we prioritize fostering an inclusive and supportive learning environment that values the diversity and unique contributions of every student. Our efforts, in collaboration with the Parkland School Division, focus on addressing the needs of diverse learners through targeted support services and comprehensive educational strategies.

Student Supports and Services

ADCS offers a range of supports to ensure the success of all students, including those with complex learning needs. Individualized Education Plans, such as Individual Program Plans, Behaviour Support Plans, and Individual Care Plans, are implemented to provide tailored strategies for learning. Partnering with Tamaca Services, we provide Speech-Language Therapy, Occupational Therapy, and Physical Therapy, overseen by skilled professionals. Psychological assessments are available to identify and address specific learning and emotional needs, helping us design effective and nurturing educational plans.

Comprehensive School Health (CSH)

Recognizing the critical connection between health and learning, ADCS embraces a Comprehensive School Health approach focused on active living, healthy eating, and mental well-being. Through initiatives like the Mental Health Capacity Building (MHCB) project, "Helping Hands to Success," we deliver mental health promotion, prevention, and early intervention programs. These include creative activities such as spruce gum salve making and jingle dance lessons, as well as community events like the Mental Health Fair. Partnerships with APPLE Schools and Breakfast Clubs of Canada further enhance student health and wellness.

Our qualified School Counsellor provides individual mental health support, with regular visits to Fort Chipewyan ensuring consistent care. Teachers also have access to resources and professional development tools through the Division's Mental Health in Schools website, supporting student regulation and well-being.

Instructional Services and Literacy

In collaboration with the Parkland School Division, ADCS has implemented a robust literacy plan aimed at improving reading and writing proficiency across all grade levels. Efforts during the 2023-2024 school year included on-site visits, professional development sessions, data-driven instruction, and the integration of new literacy resources. These initiatives have already shown promising results, laying the groundwork for continued improvement in the 2024-2025 school year.

The 2024-2025 literacy plan will focus on implementing the new curriculum, enhancing small group instruction, and utilizing student data to tailor teaching strategies. Benchmarks such as

Alberta Yearly Standards, Fountas and Pinnell assessments, and school-developed metrics will be used to measure progress and guide further development.

Crisis and Trauma Response

ADCS is supported by the Division's Trauma Follow-up Team, which provides assistance to students and staff during critical incidents. Consultation and support for crisis response and suicide intervention protocols are also available through the Division Principal of Wellness and Community Partnerships.

Commitment to Growth and Well-Being

Through holistic supports, professional collaboration, and a focus on health and literacy, ADCS continues to nurture an inclusive, caring environment where students can thrive academically, socially, and emotionally. By teaching the whole child and embracing innovative approaches, we remain dedicated to fostering the growth and success of every student in our care.

H. First Nations, Metis and Inuit

The MyPath North Initiative at Athabasca Delta Community School (ADCS) is a testament to the school's commitment to honoring the voices of First Nation, Métis, and Inuit Elders and community members. This program was developed through extensive community engagement to create an educational approach that reflects the cultural values, traditions, and languages of the Cree, Dene, and Métis peoples. By integrating cultural heritage with modern educational practices, the initiative ensures that students see their identities reflected in their learning environment.

The program supports students as they navigate both traditional and modern worlds, equipping them with the skills to thrive in their unique fly-in community. Mornings focus on provincial curriculum standards, including core subjects and the preservation of Cree and Dene languages. Afternoons are dedicated to culturally enriched pathways, such as:

- **STEM with Robotics and 3D Printing:** Introducing students to future-ready skills and technologies.
- **Outdoor Education:** An outdoor classroom led by Elders and knowledge keepers fosters cultural and experiential learning.
- **Cultural Fashion and Beading:** Exploring traditional crafts of the Dene, Cree, and Métis communities.
- **Foods:** Teaching traditional food preparation and preservation rooted in local culture.
- **Art and Music:** Promoting cultural expression through art, storytelling, drumming, and singing.

A key aspect of the initiative is its transition to a community-supported school model, ensuring Elders and community members have an active role in shaping the educational experience. Committees and working groups engage the community in decision-making, empowering students to contribute their voices and interests to the program design.

By integrating traditional practices and teachings into the curriculum, MyPath North promotes the holistic well-being of students, supporting their physical, mental, and emotional health. The program fosters a positive and inclusive school culture, where students feel valued and connected to their heritage. This blend of academic rigor and cultural enrichment ensures that ADCS students are well-prepared for success in both traditional and contemporary contexts, while strengthening the bond between the school and the community it serves.

I. Parental Involvement

During the 2023-2024 school year, Athabasca Delta Community School (ADCS) saw a significant increase in parental involvement. For many parents, past traumas associated with residential schools had created barriers to engaging with the school. However, through deliberate efforts to foster a welcoming and supportive environment, many parents began taking meaningful steps toward reconnecting with the school community.

Parents are now more willing to visit the school, engage in conversations with teachers and administration, and participate in open dialogues about their children's education. These risk-taking actions represent a critical step toward rebuilding trust and fostering positive interactions with the school.

This emerging culture of openness and mutual respect lays the groundwork for ADCS to establish a strong and effective school council in the future. With continued positive interactions, parents, caregivers, Elders, and the broader community will feel that their voices are valued, that they matter, and that the school is a safe and inclusive space for both their children and themselves. This transformation represents a pivotal step forward in strengthening the relationship between ADCS and the community it serves.

J. Moving Forward

Understanding our students and the community values has helped to identify the needs of our students. As a team we are working together to design instructional practices to meet the learning needs of our students. We continue to reach out to engage the community and families in how we serve the population by invitations to school assemblies and parent teacher events and school events.

The staff are very engaged in afterschool clubs, promoting and volunteering their time for our Travel club. Our teachers continue to build strong relationships with our students and make efforts to connect with families.

Intentional professional development for teachers is an area we are growing as well as building capacity with our EAs that live in the community.

