



ÉCOLE
CORINTHIA PARK
SCHOOL

Excellence, Commitment, Perseverance, Success



Strategic Plan for Success
2020-2023



School Profile:

École Corinthia Park School offers a dual-track inclusive learning environment with programs in both English instruction and French Immersion. We strive to inspire success through a collaborative learning approach based on the values of respect, trust and integrity. Our Kindergarten to Grade 6 community nurtures healthy relationships, provides opportunity and celebrates diversity. With a student population of 361, we are able to support the diverse needs and abilities of our students. We are a school family built on years of rich tradition and history. We are the Cougars!

Celebrations & Challenges:

Academics at ÉCPS are top-notch and we accept nothing less than our student's best effort. In recognizing the varying academic abilities of our pupils, the staff at ÉCPS provide strategic and targeted instruction by focusing on differentiated strategies, Early Literacy Interventions, English as a Second Language assistance, individual support plans, prescribed or targeted accommodations, adapted and modified programming, specialized programming, integration of our Learning Coach, and specific resource support. Our overall ranking on the 2020 Accountability Pillar Summary (see page 12 of this document) is very impressive, and we continue to strive to reach our greatest potential and beyond.

The ÉCPS Pyramid of Interventions is an educational process that uses both prevention and intervention strategies to assist students in the school setting. This process addresses academic and behavioral concerns for all students and serves as the foundation of positive interactions at ÉCPS and includes areas such as; formative/summative student assessments, Classroom Buddies (peer mentoring), Cougar Cubs (staff to student mentoring), morning nutrition program, monthly assemblies with awards and certificates, self-regulation programming, a sensory room, counseling services, discipline procedures, learning labs and well as numerous other supports throughout the school.

Our French Immersion and our English Kindergarten programs foster creativity and imagination through hands-on discovery and self-centered learning. Part of what makes this program so unique to our division, is the Nature School component that has been developed to enhance each student's very own curiosity with their natural surroundings. Collecting leaves, playing in the mud, building forts, splashing in the banks of the river or drawing in the sand, are just a few of the examples that these children get to participate in. While jumping in a puddle may not be for everyone, our Kindergarten students appreciate the chance to get out in their natural environment to play freely.

Community partnerships are important to us at École Corinthia park, and we work hard to maintain our outstanding relationships within the community. Organizations such as the Leduc Food Bank, Leduc Santa's Helpers, Family Community Support Services and Hope Mission, receive our ongoing support, and the ties we have with local businesses remain strong. The Leduc RCMP and Alberta Health Services continue to be a collaborative connection to our school and a fundamental piece to our students well-being.

Budget restrictions and cutbacks based on new government funding formulations, have forced us to reduce our Teaching Staff and Support Staff for the start of the 2020 school year. While high teaching standards and practices are still grounded on the mandated Alberta Curriculum, these cutbacks have dictated that we now have more combined-graded classes than in previous years, with less Educational Assistant supports in place. In hindsight, this means that our teaching staff are trying to maintain the high level of education that our students deserve, alongside a higher pupil teacher ratio with very little extra support on the side.

Response to COVID-19

With the onset of the Novel Coronavirus came a huge disruption in our education system, and the spring of 2020 found our teachers educating their classes via remote learning (modified learning at home). This shift brought with it some very innovative approaches to education and our teachers soon found themselves navigating their students through Google Meets, Zooms, Google Classroom assignments, ScreenCastify and Flip Grids. It was a fast and steep learning curve for staff and students alike.

With the reopening of schools this fall, the Black Gold School Division created and implemented a [2020-2021 School Re-entry Plan](#) which included the offering of three program delivery choices; In-school classes, distance education/at home learning or homeschooling/home education. With these platforms being offered, approximately 86% of our ÉCPS population chose to attend in-school classes. To ensure the best possible health and safety standards for these pupils we developed a heightened responsibility for sanitizing, cleaning, physical distancing, hand hygiene, the wearing of face masks, the following of Alberta Health Services protocol for COVID symptomatic or unwell students and the setting up of cohorts to ensure the smallest groups possible for recess/lunch breaks.

As we make our way through this unprecedented time, we have the solidarity of community and the motivation to do our part within our school to flatten the curve of the pandemic. While we have a professional responsibility to continue teaching with high standards, we also have the responsibility to exude compassion, empathy and kindness as this pandemic has brought chaos and uncertainty into many lives.

School Council Message

Our School Councils' relationship with École Corinthia Park School is based on mutual respect and partnership. Although the school year was cut short in the traditional form of in-class teaching due to the pandemic, our group continued to communicate, support and work with the school administration every step of the way. Our goals are always to continue building relationships with staff, students and families while supporting and welcoming new programming, transitions or developments throughout the school and the district.

Lindsay Weir

École Corinthia Park School Council Chair 2014-2020



2016-2019 Goals Worked On With Success :

Staff will expand their knowledge, skills and attributes in regards to teaching and assessment practices at ÉCPS

- ÉCPS teachers continue to examine their planning, teaching, and assessment practices with the main objective of improving student learning. The changes have already led to greater student engagement and improved results on Provincial Achievement Testing. We will continue to work on our assessment practices for all upcoming years.

Staff will increase their capacity to address diverse learning and social/emotional/behavioural needs of our students.

- The implementation of the MindUP™ and Zones of Regulation programs has proven to be a beneficial and successful application school-wide. Students continue to learn about self-regulation and calming strategies through classroom presentations, teacher support as well as support and programming through our counseling program. With the success of these programs, our teachers have been experiencing less behaviour within the classroom, which in turn, means a more productive learning environment for everyone. We will continue to focus on positive student mental health through all upcoming school years.

Staff will increase their understanding and foundational knowledge of Indigenous history, cultures, and perspectives

- While ÉCPS staff will always work on increasing their foundational knowledge and understanding of First Nation, Metis and Inuit peoples, we have really begun to embrace and create meaningful and successful learning opportunities for our Indigenous learners. We have increased the Indigenous resources available in our Library as well as staff resources and have participated in many Indigenous activities including a Blanket Ceremony, Orange Shirt Day and many other individual professional development workshops. There will always be a need to increase our understanding of our First Nation, Metis & Inuit peoples, and therefore, this will always be a goal we strive to attain.

Orange Shirt Day 2020



School Goal 1: Staff will meet the social-emotional needs of our students in a whole-school approach to positive mental health.

Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment

Timeline: 3-year goal

Rationale: The staff at ÉCPS recognize that the COVID-19 pandemic has brought on stress, anxiety and grief/loss to the lives of many of our students and their families. Providing the best support to our students has become a priority as we work together to bridge connections with each other, our students, parents and also with our outside partners for overall well being.

A review the 2020 Accountability Pillar Summary Results (see page 11 of this document) shows our commitment to student wellness by the increase in parent, student and teacher rankings in the Safe and Caring Schools domain.

Timeline	Strategies	Supporting Data
<p>2020-2023</p> 	<p>Staff will take part in the North American Centre for Threat Assessment and Trauma Response (NACTATR); Guidelines for Re-Entry: Training Resource for School Administrators and Staff, as a whole-staff professional development activity. (8 module training sessions)</p> <p>Staff will implement all AHS rules surrounding COVID-19 and working in the school setting (e.g. masks grs 4-12, sanitizing, physical distancing etc..).</p> <p>Staff will use common and positive language to ease the anxiety that students may be facing in terms of returning to school during the pandemic. For example;</p> <ul style="list-style-type: none"> - we are glad you are here - we are happy to see you - we are wearing our masks to keep everyone including yourself safe from the virus - we are keeping our physical distance to keep everyone including yourself safe from the virus. <p>Staff will take part in Jody Carrington’s “How to Connect with Kids These Days” (18 training podcasts) as a staff-wide year-long professional development activity. (i.e. doing your best work to support our students through, grief, loss, anxiety, depression and connecting not only to ourselves but to others who are there to support us)</p>	<p>Students will exhibit and feel less stress/anxiety related to the possible trauma of the pandemic. We will see more emotional regulation and less students requiring emotional support.</p> <p>Students and staff will follow the AHS rules and guidelines. Students will wear their masks as required Students will keep their physical distance as required</p> <p>Students will exhibit a feeling of belonging and welcome- show less stress/anxiety about coming back to school.</p> <p>Using the training provided, students will receive the necessary support from their teacher regarding the surrounding issues. We will see less individual student emotional trauma because teachers will have been implementing the strategies provided.</p>

	<ul style="list-style-type: none"> ● Staff will use the common language discussed and shared throughout the podcasts on a regular basis. For example; <ul style="list-style-type: none"> - you've got this - I believe in you - I can see you are doing your best <p>Staff will engage in a range of independent professional development activities that support the wellbeing of our students. This may include resources such as;</p> <ul style="list-style-type: none"> ● "Go to Mental Health- the New Normal Educator Training" ● "Psychological First Aid Training" ● On-line webinars that include topics such as emotional regulation, executive functioning or student mental wellness <p>Staff will identify students who are at risk or who are already experiencing mental health concerns, and will address them via appropriate means such as a referral to; one of our 3 Student Advocates, our Wellness Coach or to an outside agency such as a counselling centre.</p> <p>The Administrative and Student Advocacy team will develop a comprehensive Mental Health Plan.</p> <p>Staff will continue to incorporate our <i>MindUp</i> program and strategies, as well as the <i>Zones of Regulation</i> into our daily routines.</p> <p>Staff will develop partnerships with our multidisciplinary school-Linked Team: Learning Coach, OT, SLP, Wellness Coach and Mental Health Nurse.</p> <p>Staff will use our Pyramid of Interventions Framework as a means to address our students and their needs, and to categorize their students into tier one, two or three and will find the best resources available to support each child.</p>	<p>Higher staff participation in independent self-professional development around this topic will be noted.</p> <p>More staff will implement and use, the appropriate tools required to support our students</p> <p>Increased success with wrap-around supports for students requiring services- more students will be able to access support.</p> <p>The comprehensive Mental Health Plan will be shared via our website for staff and parents to access.</p> <p>Students will independently access the strategies taught to show emotional regulation.</p> <p>Both staff, students and parents will have access to these resources as needed.</p> <p>Students will show greater success in both the academic and self-regulation domains.</p> <p>More students will receive the appropriate resources whether it be counselling, learning labs or Wellness Coach support.</p>
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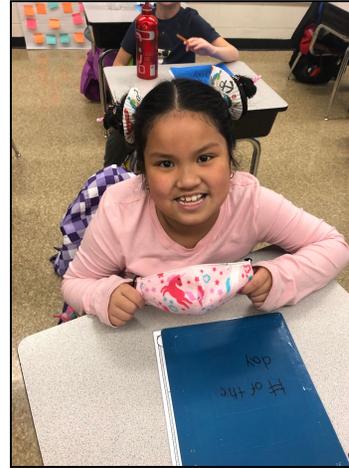
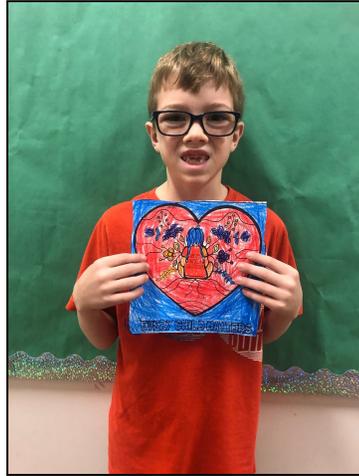
School Goal 2: Staff will increase numeracy skills across all grade levels.

Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment

Timeline: 3-year goal

Rationale: ÉCPS teachers will examine their practice for mathematical instruction, with the objective of increasing overall student mathematical understanding and higher Provincial Achievement Test Results.

Timeline	Strategies	Supporting Data
<p>2018-2019</p> 	<p>Staff will use online reporting through PowerTeacher Pro to ensure that all mathematical outcomes are being taught.</p> <p>Staff will use the Mipi Screening Tool to identify the learning gaps in students.</p> <p>Staff will use the “<i>Leaps and Bounds Mathematical Intervention</i>” as well as <i>Jump Math</i> to close critical gaps in student learning.</p> <p>Staff will use resource periods throughout the week to work one on one or in small groups with students to reteach concepts in order to enhance students’ mathematical understanding.</p> <p>Staff will develop Guided Math Centres for the students to work through 3-5 times per week</p>	<p>Students will show increased success according to the following; Results collected from PowerTeacher Pro Data collected from teacher assessments</p> <p>Results collected from MIPI screenings</p> <p>Retesting of concepts by using the <i>Leaps and Bounds</i> program.</p> <p>Teacher feedback of observation and student achievement Results collected from assessments will show improvements</p> <p>Teacher Feedback of observations and student achievement The ability for students to work independently at centres Increased student understanding Improved test/PAT results</p>
<p>2019-2020</p>	<p>Strategies will continue as above</p> <p>Develop a Math Lead Teacher within the School to assist in the implementation of specific mathematical interventions for K-Grade 6 inclusive.</p>	<p>Supporting Data As above</p> <p>Results collected from assessments will indicate student improved ability and overall understanding.</p>
<p>2020-2021</p>	<p>Strategies As Above</p> <p>Staff will identify the “gaps” in student numeracy (due to in-school learning being cancelled from March 16-June 26, 2020)</p>	<p>Supporting Data As Above</p> <p>The gaps in student learning will be addressed and students will show greater understanding in numeracy skills.</p>



School Goal 3: Staff will improve literacy across all grade levels.

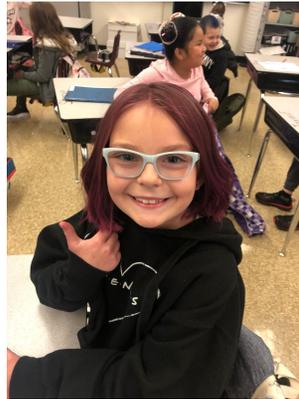
Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment

Timeline: 3-year goal

Rationale: ÉCPS teachers will increase their practice for literacy instruction, with the objective of increasing our Language Arts results on the Provincial Achievement Tests.

Timeline	Strategies	Supporting Data
2018-2019	<p>Staff will use online reporting through PowerTeacher Pro to ensure that all outcomes are being taught.</p> <p>Staff will use Curriculum Mapping as a resource to guide instruction.</p> <p>Staff will use resource periods throughout the week to work one on one or in small groups with students to reteach concepts.</p> <p>Staff will effectively use EA support to assist in targeted literacy centres and small group work.</p>	<p>Students will show increased success according to the following; Data collected from teacher assessments Results collected from PowerTeacher Pro</p> <p>Teacher feedback Teacher made assessments PowerTeacher Pro checklists Results collected from re-assessments</p>
2019-2021	<p>Strategies as above.</p> <p>Staff will teach test taking vocabulary specific to the PATs</p> <p>Staff will continue to attend applicable professional development activities both in and out of the district.</p> <p>Staff will identify the possible “gaps” in student numeracy learning due to in-school learning being cancelled from March 16-June 26, 2020.</p> <p>Staff will work within their grade co-horst to strengthen their own understanding of numeracy skills and to come up with common plans, assessment and activities.</p>	<p>Supporting Data as above.</p> <p>Teacher assessments based on developed rubrics will show increased student understanding</p> <p>The gaps in student learning will be addressed and students will show greater understanding in literacy skills.</p>

Great things are happening at École Corinthia Park School



Safe and Caring Schools

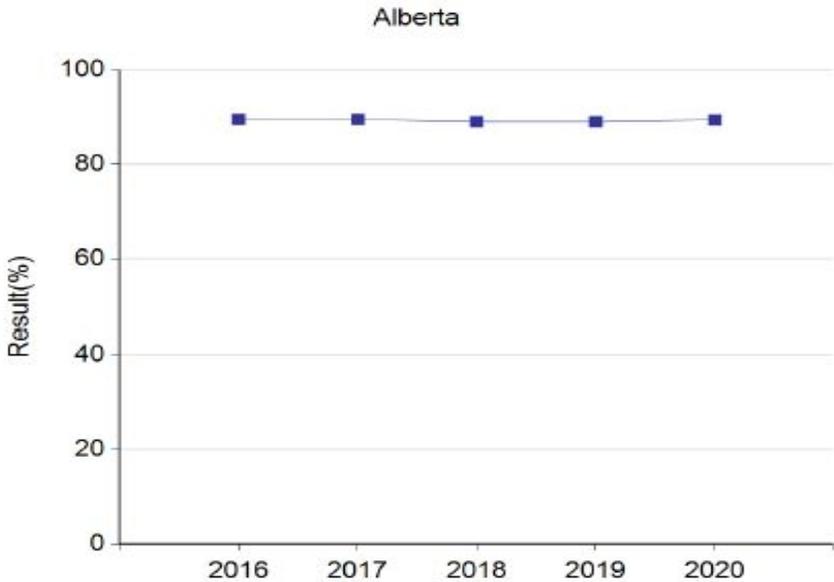
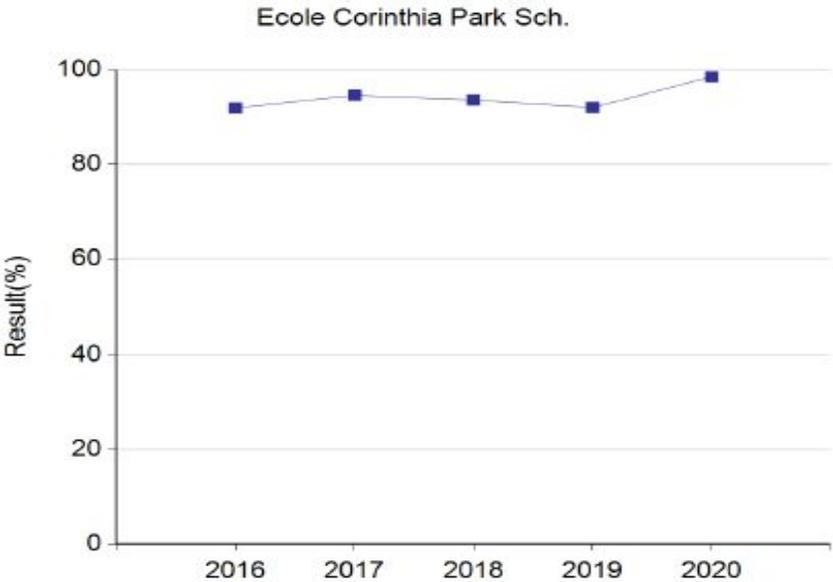
B.4 Safe and Caring Measure History

School: 3211 Ecole Corinthia Park School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Ecole Corinthia Park Sch.										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
82	91.9	212	94.6	94	93.6	113	92.0	103	98.5	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 3211 Ecole Corinthia Park School



Measure Category	Measure	Ecole Corinthia Park Sch.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	98.5	92.0	93.4	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.3	87.6	89.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.9	90.0	92.5	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.8	81.4	71.1	73.8	73.6	73.6	High	Improved	Good
	PAT: Excellence	25.4	14.2	11.3	20.6	19.9	19.6	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.2	78.8	80.5	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	95.1	89.6	90.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	77.6	75.1	81.5	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	88.7	83.8	84.2	81.5	81.0	80.9	Very High	Maintained	Excellent

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/TFM (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, 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.