

WLC November School Council Meeting
November 8, 2017

- I. Call to order – 7:05pm (Nicole)
- II. Roll call – Melanie Friesen, Danna Hanni, Shannon Nelson, Brigitte Pinter, Nicole Liboiron, Stephanie Williams, Mike Kukurudza, Troy Bartman, Lisa Lindsay, Lindsay Poloni, Holly Davidson. Late – Erin Greggains and Shayla Paxman
- III. Approve Minutes
 - a. Motion – Steph
 - b. Second – Brigitte
 - c. AIF – Unanimous
- IV. Principal's Report
 - a. Agenda for PD Day's
 - i. This month's focus – collaborative response model
 - 1. Setting aside time for professionals to come together to talk about the kids
 - a. Holes in the systems
 - b. Plans to support specific kids
 - c. Using the kids to drive the conversation on how we can change our instructional programming
 - i. How can we be more effective on a daily basis
 - 1. Do we need extra external supports?
 - 2. What are we going to do differently and how are we going to measure the growth? (Measuring the effectiveness of our interventions)
 - a. Assessments to collect data and create benchmarks
 - b. WLC Three Year Plan (ask Mike to email his information that he used to give his talk in the meeting to include as additional information)
 - i. School Goals & Strategies to Accomplish them
 - 1. Two Goals
 - a. They align with the district
 - 2. Goal #1 - Student achieve learning outcomes within the program of study
 - a. Using the collaborative response model
 - i. Students that require additional supports will receive them
 - 1. Intervention time at the elementary level to help support students in literacy & numeracy
 - ii. We want the most qualified professionals working with the students that need the help the most
 - iii. Royal Tutorial Time at the junior high level
 - 1. Structured time throughout the day where we can provide additional supports to help prepare them for PAT's and other tasks ahead
 - b. Less inquiry based learning...a shift back a bit from how we were at project based
 - i. Must be teaching upfront before they head off to do their own investigating
 - 1. Students must demonstrate an understanding before heading out on their own

- ii. Teachers will use AB Exam bank to help to assess the students
 - 1. MIPI is another way to assess mathematics
 - 2. Star Reader for assessing literacy
 - iii. Let's have consistency across the board on how we're assessing the kids
 - c. Have kids prepared for PAT's
- 3. Goal #2 – Increased parental engagement and collaboration
 - a. Strategies
 - i. Common language used across all the grades vs. YOLK, test etc
 - 1. Call a test a test (going back to some traditional language so that parents and students understand)
 - ii. Consistency with how we communicate with parents
 - 1. Asking that the grade specific groups use similar communication methods
 - a. Ex) All grade 3 use Remind, all grade 9 use Google
 - b. The key is consistency and information relayed in a timely manner
 - iii. Making sure that parents are being connected to throughout the year
 - 1. The principal and other admin shouldn't be the first contact with the parent. Teachers need to be reaching out and touching base with parents to communicate positive and negative
 - 2. Parents should feel comfortable approaching the teacher
 - 3. During student led's parents need an opportunity to connect with just the teacher not just student led/discovery times
 - a. Set goals for students even if it's social and not academic
 - 4. Make sure that when they send out the survey to grade 4 & 7 parents (programming, supports, etc) we have a stronger level of participation
 - a. Should we ask AB Ed if we should survey the entire school population?
 - b. Will AB Ed give us 800 codes?
 - c. Selecting "I don't know" registers as negative feedback on the survey
 - 4. PAT analysis, 3 year plan & school success plan can all be found on the school website
 - ii. HUGE thanks to Sarah Mcouat for putting together a huge grant document pooling all info.
 - 1. If you have more to add please email WLC school council
 - iii. Fundraising Wishlist

1. Mike has compiled a list (see attached)
 - a. Chromebooks
 - i. 3yr life span so some are needing replacement
 - ii. Due to have some get Chrome books via Evergreen (plan to cycle and update technology within the district) project delivered to the school
 - iii. Students are spending too much time going to find chromebooks
 1. There is a need to have a 1:1 ratio or a few class sets to sign out from the library
2. See notes on sheets
3. Facebook list of donations
 - a. Books
 - b. Headphones
4. Literacy & Numeracy Resources is a great place to start!!
 - a. Similar to St. Pat's (dog tags for each level)
- c. Parent Council Facebook Group
 - i. Inability for school to moderate it
 - ii. Pictures going up that don't meet FOIP
 - iii. Confusion of 2 different places to go – page vs group
 - iv. Willingness to join forces and make it more efficient
- V. Fundraising Raffle –
 - a. See notes
 - b. FlipGive Info
- VI. Lisa – Breakfast Program
 - a. Lindsay Poloni – Community Support Working
 - i. Working with Lisa & Lisa on the Breakfast program
 - b. Taking off huge!!
 - i. Kids need breakfast!
 - ii. Not our place to judge! Everyone gets breakfast if they need it!
 - iii. We're going to feed all our kids!
 1. Amount of kids accessing program is increasing
 - iv. Looking and open to donations
 1. School Cash Online – Donate to our breakfast program
 - v. \$1121 program cost for September (\$91 School), October \$937.08 (\$71 school)
 1. \$1000 anonymous donation
 - vi. Is school council open to contributing monthly for the remainder of the school year
 1. \$1000/month to sustain program
 - a. Asking for \$500/month, table for next month they have funds to make it to Dec 13 meeting
- VII. 6&7 Seating
 - a. Not enough seating for eating lunches etc
 - b. Additional seating would be nice
 - i. Outrageous quotes through school furniture company was around \$16,000
 - c. There are work arounds, but furniture would be nice
 - d. Couches are available from winners at discount approx \$900/couch
 - e. Desk & File – discounts for furniture for school

- f. Other businesses? Leons?
 - g. Attempt moving tables upstairs to see how work around works and re-visit at a later time
 - h. Send home a letter explaining what council does. Here are some things we'd like to support please rank these ideas!
 - i. Build their own benches
- VIII. Hoja – November 28th
 - a. Singing group
 - b. Cost - \$750 for the performance
 - c. Steph – Motion for \$375
 - i. Second – Holly
 - ii. AIF – Motion Passed
- IX. Winter Wonderland – December 20th
 - a. School to let us know what they need
 - b. Suggest a donation to the breakfast program for admission to the winter wonderland
- X. Grade 7 Report – Ms Paxman
 - a. Measuring our classrooms
 - i. Success trackers are sent home
 - ii. Summit of assessments
 - 1. Different rooms
 - a. More practice
 - b. Write a test
 - c. Work in Groups
 - iii. Lots of kids are getting “meeting” on the first try
 - b. Junior achievement presentation tomorrow on dollars & cents
 - c. Reading the book Wonder all going to the movie
 - d. Lots of cross curricular projects
 - i. Area & circumference so also worked on the layers of the earth at the same time (math/science)
 - e. Starting YEP project in December
 - i. Market Night
 - 1. Have at MHHS
 - 2. Have at WLC? May Royale?
- XI. Comments & Announcements
 - a. Danna H – Jamie McDonald ran across the country and is doing a book tour
 - i. In Medicine Hat and would like to have schools reach out to have him speak end of January
 - b. Mike – Colleen Wilson met with her
 - i. We don't have a vision statement within our school. Met with Colleen to help build one. She shared that she would like to donate \$10,000 to the school. Dr. Wilson had a passion for music. Focus on capital items. Mrs Peters has suggested buying keyboards and teaching keyboards and piano.
 - c. Mike – celebrating our athletic programs
 - i. All of our tournaments moving forward called Royal Rumbles
 - ii. There will be a belt!
- XII. Adjournment – 8:43pm

What resources would you like to have to further support existing programming to support students?

Technology

- Chromebooks- 1:1 Ratio of technology (**this was the students/staff #1 answer**)
- iPods for classroom devices- camera/students would be familiar with the tech / smaller/cheaper than iPads/ digital portfolios way easier and could be an amazing tool in our school.
- Photography equipment - different lenses, tripods, shutter remotes, flashes, lighting etc
- Thermal imaging cameras -for science
- iPads- school set that can be checked out of the library to do an imovie project.

Facility

- Outdoor Learning Commons has hit a stall with building for function and purpose. This space needs some TLC and can be amazing space for kids to work. There may be some future wish list items (such as the supplies to build pergolas and flexible seating options). We still have money from the grants we received but the intention/expectation is for it to be used for outdoor garden boxes and equipment and not for an outdoor classroom.
- PE storage- room needs some new/better storage.
- Patch of grass- between the younger kids playground and the sidewalk could be paved (or have rocks put it). The patch is always very muddy and the kids run through it all the time on their way to the playground. It is a consistent supervision issue of asking students to stay out of the mud.
- Weight Room, a paint bay off of the wood-shop

Literacy

- Reading support materials- for junior high students
- Books-nonfiction books for my classroom, so a bit of a budget for that would really help out.
- Guided reading resources- for classrooms/ more reading resources
- Leveled books- for students, especially for new readers
- Jr. High intervention resources- (ie. guided reading book kits for classroom use)

Licences

-Learn Alberta- used to have a resource called Gizmos from explore learning. It had amazing resources for math and science. <https://www.explorelearning.com> .Around \$700 for a class licence.

Capital Items

-Soft classroom chairs- Kids love reading in the chairs

-New carpets -for our kindergarten classrooms.

-WLC Team Singlets for Cross Country/Track Team- currently they do not have a team uniform

-Horseshoe shaped table - facilitate teachers working with small groups.

-A fibre arts option-Sewing, knitting, crochet would be awesome but would need start up materials/sewing machines.

-Snowshoes- Elementary P.E

-Maker Space- Resources/supplies

-Rugby equipment-balls and flag belts



WLC Student Achievement Success Plan

The Grade 7-9 teaching staff at WLC have collaboratively committed to implementing the following strategies to support student learning, ensure rigour and increase student achievement on PAT's in grade 9. The following strategies will be implemented consistently within grades 7-9. WLC staff are committed to utilizing district supports to further support the initiatives below.

Communication/Reporting

In order to clearly and consistently communicate with students and parents, staff have committed to using specific and common language. Traditional terms such as exams, assignments, and quizzes will be used to ensure a clear understanding with our stakeholders.

WLC staff will continue to use the terminology of formative assessment to signify the process of learning and gather data in portfolio form to demonstrate student growth, and the term summative assessment to reflect exams, quizzes, assignments and projects. Summative assessments will be graded and reported in percentages in grade 9. Summative assessments are indicators of student understanding and do not signal the end of the learning process related to the curricular outcomes. Students will have opportunities for re-writes and second chances to demonstrate further understanding and mastery.

WLC staff will ensure that all outcomes will be visible and connected to student work to ensure a clear connection to the program of studies and targets for learning.

WLC staff will facilitate the MIPI and STAR benchmarking tools in October 2017 and then again in June 2018 to level students, plan interventions and report/demonstrate student's growth.

Interventions

WLC administration will build a timetable to reflect a Flex Block (Royal Tutorial Time) to facilitate student interventions and support. RTT time will be considered instructional time and will be intentional and scheduled for students by teachers. WLC staff will utilize their collaborative time to discuss students and plan interventions according to student needs. RTT will be scheduled daily and will have students use a portion of the Friday block to reflect upon their academics and provide feedback to staff in order to plan for RTT time the up-coming week.

Royal Tutorial time will:

- Provide intervention supports/PAT prep.
- Provide students with access to specialized teachers
- Provide opportunity to regroup students based on need
- Provide time for review, study skills, exam writing skills
- Provide time for extension activities for our students that require enrichment
- Provide time for Portfolio reflection/analysis and documentation collection

PAT Exam Preparation

Exam Dates

LA Part A - May 8
Math Part A - June 19
Math Part B - June 20
LA Part B - June 22
Social - June 25
Science - June 26

WLC staff will implement the following strategies to prepare students for the PAT exam:

- 1.WLC staff will request that we are a field testing site for the PAT exams.
- 2.WLC staff will utilize the Alberta Exam bank to pull questions related to specific outcomes being covered in order to:
 - Ensure mastery and rigour
 - Prepare students for the language on the exams questions
 - Prepare students for how to approach a prompt with multiple questions
 - To use as a formative and summative assessment
 - To use as an indicator of student understanding to direct planning/pace/interventions
- 3.WLC staff will ensure to teach skills related to analyzing prompts, vocabulary and requirements of a PAT exam.
- 4.WLC staff will ensure to facilitate a culture of achievement around PAT exams so that students understand the importance of these exams related to high school programming and preparedness.
5. WLC staff will carry out ISP goals /strategies and ensure students requiring accommodations receive them during the year and on PAT exams.

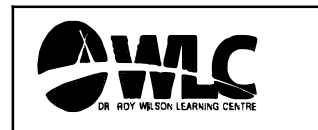
WLC staff is committed to ensuring we have balance in our assessment and instructional practices in order to prepare students for high school. Although we are focused on the improvement of Provincial Achievement Tests as **one** of the indicators of student success, we remain focused on delivering the program of studies that promotes inquiry through cross-curricular connections and project based learning.



Medicine Hat Public School Division

*Developing Tomorrow's Citizens Through Improved
Learning, Living and Relationships*

Dr. Roy Wilson



2017-18 School Learning Plan & Report

DISTRICT VISION: Developing tomorrow's citizens through improved learning, living and relationships.

DISTRICT MISSION: As a partner in the community, Medicine Hat School District #76 will create inclusive and innovative learning environments.

PRINCIPAL: Mike Kukurudza

ADDRESS: 751 Strachan Road SE, Medicine Hat, AB T1B 0P1

SCHOOL COUNCIL CHAIR: Nicole Liboiron

ENROLLMENT: ELP-Gr.9- 786 students

SCHOOL VISION: Developing tomorrow's citizens through improved learning, living and relationships

SCHOOL MISSION: The Dr. Roy Wilson Learning Centre provides an instructional program that delivers on the mandate and vision of Inspiring Education. We do this by emphasizing the 3 E's - Engaged, Ethical Citizens with an Entrepreneurial Spirit. All within a safe and caring environment that promotes inquiry through cross-curricular connections and project based learning. Through access to technology and opportunities to engage in cooperative learning that foster both student independence and student interdependence.

Statement of Responsibility

The staff of the Dr. Roy Wilson Learning Center accepts responsibility for providing an appropriate education for our students within the laws, regulations, policies and guidelines of Alberta Education and Medicine Hat Public School Division. Working with Alberta Education, the School Division, and the school community, the staff accepts this responsibility by developing and implementing the School Education Plan.

This plan will support, complement and supplement the Division's Education Plan and Alberta Education Goals. Through this collaborative planning the staff gives a commitment to achieving the goals of Medicine Hat Public School Division. The schools will have aligned their learning priorities to encompass the division goals and Alberta Education Outcomes. Both the school's Accountability Pillar Report and Achievement/Diploma Test analysis will be available on the school's website.

As per provincial requirements, the School Educational Plan has been posted on the school web-site.

School Council Chair

Date

11/02/2017

School Principal

Date

11/02/2017

Background

As a member of Medicine Hat Public School Division, Dr. Roy Wilson Learning Center aspires to use a robust Learning Plan and Assurance Model to better understand and utilize stakeholder feedback. While we are not yet part of the provincial assurance model project, we intend to imbed elements of the model into our current planning and reporting. This will mean that we will actively seek avenues for stakeholders to tell us how we are attending to our goals and priorities. One important part of an assurance model is deriving stakeholder feedback through insightful comments made by parents, staff, community members and students.

Dr. Roy Wilson Learning Center continuously gathers feedback from a variety of sources including students, parents, staff, the school division and the greater community. This past year our school also used an on-line assurance process called ThoughtExchange that enabled participants to read and rank responses based on three questions:

- What are some concerns you have about our school this year?
- What are some things you appreciate about our school this year?
- What are some other things you would like to say about our school this year?

Dr. Roy Wilson Learning Center's Learning Plan & Assurance Report captures what we did well, where we need to improve, aspirations and expected results that we gathered throughout last year. We share this information with you in relation to our school learning priorities and in connection with our School Division's four Universal Goals and Alberta Education's five key Outcomes.

In time our reporting process will transition from the traditional school plan report format, to a learning plan that is supported by the lead indicators that we can collect in an assurance model. As we bridge to this model, our school will report and plan using the following structure:

Evidence of Strengths are highlighted as areas that are working well in Dr. Roy Wilson Learning Center. In our commitment to quality learning, we recognize that there will always be room for growth. We are proud of the strengths and accomplishments you have recognized in the work we do.

Opportunities to Identify Learning Targets or Instructional Focus are areas for growth or attention. As a school, we recognize these as areas in which we need to focus more attention and we see that these are also important to you.

What difference do we want to see? These are presented as priorities for a preferred future. Our stakeholders have shared a vision for where we need to go and what our world will look like when we've mastered our strengths and eliminated growth areas.

How will we know we have had an Impact? Results capture expectations for measuring success. In other words, how will we know that we know we are successful?

Medicine Hat Public School Division Four Universal Goals

Inclusive Mindset: Medicine Hat Public School Division is an inclusive education system. An inclusive education system is about ensuring that all students (regardless of ability or unique needs) get what they need when they need it. This may very well mean that there are students who need us to honour their needs through creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS be to include all students with their peers as often as possible. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

Optimal Learning: The Optimal Learning Environment (OLE) model will serve as a target. Formal and informal school and system leaders will work to help all teachers achieve the potential described. The model will sit at the center of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model. We intend to incorporate the wisdom and support of individuals like Dr. Jody Carrington in the design of the OLE and in the work we do to flesh out or responses to student need where the model is insufficient; understanding that creating classroom environments that support student mental health is critical. The OLE is not intended to usurp the Teaching Quality Standard. In fact, it is intended to describe what the TQS, fully implemented and supported, could manifest in the lives of children.

Culture of Wellness: Medicine Hat Public School Division is committed to Student and Adult Success and Well-Being. With the help of representatives of CUPE, our ATA Local and staff from across the jurisdiction, we will work to explore how SD76 can support our valued staff in caring for themselves. ASEBP and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. Our focus will not only be on what staff might do on their own but also on what collective efforts could be undertaken. Partnerships with local service providers will be explored. We believe that this effort at supporting staff in self-care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

Leadership: As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part. The greatest challenges and rewards come from the relational power that teacher-leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

Process for Gathering Feedback

Throughout the 2016-17 school year Dr. Roy Wilson Learning Center engaged parents in order to receive feedback in a number of ways including:

The **ThoughtExchange** process enabled participants to share their thoughts with the school community. These individual thoughts were then considered, responded to and evaluated to determine a level of confidence (assurance) in how well Dr. Roy Wilson Learning Center is doing in the achievement of our goals and priorities. These shared thoughts are formative assessments (as opposed to numerical measurements) that can be used to evaluate progress and plan for growth.

- 56 people participated in the Share step and shared 234 thoughts
- 125 people participated in the Star step and assigned 10347 stars
- A total of 139 people participated in Share or Star or both

Alberta Education Accountability Pillar Survey is given to all staff, parents of students in Grades 4 and 7. The Accountability Pillar survey data can be compared to division data as well as provincial measures. Please see our linked APORI Report.

- 24 staff participated
- Completed by 29 parents
- 131 students participated

Other

- Get the Facts Parent Information night
- School Council- Goal setting

School Learning Priority #1		Specific Outcome: Students achieve student learning outcomes within the program of studies.	
District Universal Goals:		√	Alberta Education Outcome 1: Alberta Students are Successful
√	Inclusive Education	√	Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√	Optimal Learning Environments	√	Alberta Education Outcome 3: Alberta's education system is inclusive
	Culture of Wellness		Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
	Leadership		Alberta Education Outcome 5: The education system is well governed and managed.

Performance Measures

- Dr. Roy Wilson Learning Centre students in Grade 6 exceeded the Provincial average at the acceptable level in all subject areas (Math, Science, Social, English Language Arts), as well as in 2 of the 4 subjects (Language Arts, Social) at the standard of excellence. Dr. Roy Wilson Learning Center will contribute to a divisional understanding of school-specific strategies that promote inclusive education
- Dr. Roy Wilson Learning Centre students exceeded MHPD in all subject areas at acceptable standard at the Grade 6 level (Math, Social, Science, English Language Arts), as well as in 3 of the 4 subjects (Social, Science, Language Arts) at the standard of excellence.
- Data related to the satisfaction with the overall quality of education at the Dr. Roy Wilson Learning Center is on par with the district and Province.

A.4 Education Quality: Percentage of teachers, parents and students satisfied with overall quality of basic education.

	2013		2014		2015		2016		2017	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1	300,253	90.1
MHPD	2168	89.0	2139	88.8	2242	90.0	2308	90.3	2292	88.5
SCHOOL	n/a	n/a	n/a	n/a	196	89.6	199	88.5	184	86.1

At the Dr. Roy Wilson Learning Center, we will focus on the following strategies to support students achieving learning outcomes within the program of studies.

- **Collaborative Response Model-** The administration and staff at WLC will focus on the development and implementation of effective CRM strategies to support student learning, planning and interventions to meet students where they are at. The focus of our planning will be to develop and implement: CRM meeting structures and supporting documents, CRM meeting norms, data sources to guide teaching, specific learner interventions/programming, and a culture of students centered support.
- **Intervention time-** The administration and staff at WLC will create structures to support CRM plans; and strategies to support student learning and mastery of learner outcomes in grades K-9.
- **Balanced Instruction-** The administration and staff at WLC will ensure a balanced approach to instructional strategies to ensure student learning styles are taken into consideration when planning.

- **Assessment for/of Learning**- The administration and staff at WLC will ensure summative assessments are used to clearly identify student rigour and master of outcomes for the purposes of reporting, planning and reflection on how data drives our practices.
- **Common Assessments**- The administration and staff of WLC will work towards common assessment practices within Div.1. 2 and 3 classrooms.
- **Balanced Assessment**- The administration and staff will work towards balanced assessment practices between formative and summative assessments to ensure a clear parental understanding of student growth.
- **Provincial Achievement Tests**- The administration and staff will ensure students are taught the skills and attributes required to successfully prepare, write and demonstrate understanding of learner outcomes on a Provincial Achievement Test.

Targets

- The administration and staff at the Dr. Roy Wilson Learning Center have set the following targets to for students achieving learning outcomes within the program of studies as demonstrated on the Provincial Achievement Tests in 2017-2018.

	ELA 6	ELA 9	Math 6	Math 9	Social 6	Social 9	Science 6	Science 9
	%	%	%	%	%	%	%	%
Acceptable Standard	95%	77%	75%	70%	85%	70%	87%	75%
Standard of Excellence	30%	15%	13.3%	18%	25%	20%	29%	21%

How will we know we have had an Impact?

Success will be recognized as:

- Improvement on Provincial Achievement Tests in grades 6 and 9 in the areas of Acceptable Standard and Standard of Excellence.
- Evidence of mastery of learner outcomes in student portfolio's.
- Evidence of student understanding of outcomes as demonstrated during the formative and summative assessments.
- Evidence of student rigour and understanding of the program of studies as demonstrated through summative assessments reflective of practice PAT questions from the Alberta Exam Bank.
- Parent satisfaction and confidence are reported through engagement measures.

School Learning Priority #2		Specific Outcome: Increased parental engagement and collaboration	
District Universal Goals:		√	Alberta Education Outcome 1: Alberta Students are Successful
√	Inclusive Education		Alberta Education Outcome 2: Achievement gap between FNMI students is eliminated
√	Optimal Learning Environments		Alberta Education Outcome 3: Alberta's education system is inclusive
√	Culture of Wellness	√	Alberta Education Outcome 4: Alberta has excellent teachers, school & school authority leaders
	Leadership	√	Alberta Education Outcome 5: The education system is well governed and managed.

Performance Measures

- Highly collaborative teaching teams establish strong supportive relationships to promote personalized learning for students.
- Utilizing of balanced assessment practices whereby feedback guides instruction; students learn to use feedback to improve. Parents are regularly communicated with regarding student progress.
- Students are meaningfully involved in their own assessment and assist in developing clear criteria for achieving excellence.
- Percentage of parent satisfaction in all reporting areas related to the C.1 Parental Involvement Detail as reported on the Accountability Pillar Results Report.
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education as reported on the Accountability Pillar Results Report.
- Through anecdotal observation and conversations at school council meetings, Meet-the Teacher nights, Student Conferences, social media responses.

At the Dr. Roy Wilson Learning Center, we will focus on the following strategies to support increased parental engagement and collaboration.

- The administration and staff at the Dr. Roy Wilson Learning Center will identify and consistently use common language when discussing assessment, student progress and strategies to support student learning.
- The administration and staff at the Dr. Roy Wilson Learning Center will ensure consistencies pertaining to parent communication strategies within grade specific collaborative groups. (FreshGrade, Facebook, Google Classroom)
- The administration and staff at the Dr. Roy Wilson Learning Center have committed to clear, timely and consistent communication with parents through multiple communication strategies. (newsletters, phone calls, text messages, meetings, notes, social media)
- The administration and staff at the Dr. Roy Wilson Learning Center will ensure parents have an opportunity to discuss individual student progress with parents at Student Conferences.

- The administration at the Dr. Roy Wilson Learning Center will operate with an open door policy and will make themselves available to meet with and support families when the need arises.
- The administration at the Dr. Roy Wilson Learning Center will provide a detailed document to parents in grades 4 and 7 detailing what we do at WLC related to each Accountability Pillar question.

Targets

- At Dr. Roy Wilson Learning Center we aspire to have a high level of parent and community engagement. We aspire to research, reveal and share technology processes to remove barriers to learning. We utilize best practices to guide professional learning to continue to improve instruction, assessment and student learning. We have set the following targets for the 217-2018 school year:

C.1 Parental Involvement History- Percentage of parents satisfied with parental involvement in decisions about their child's education.

	2015	2016	2017	Target
	%	%	%	%
Parent	77.7%	60.2%	61.8%	75%

C.1 Parental Involvement Detail- To what extent are you involved in decisions about your child's education?

Year	N	Top 2 Box %
2015	30	87%
2016	25	64%
2017	28	68%
2018 Target		80%

C.1 Parental Involvement Detail- To what extent are you involved in decisions at your child's school?

Year	N	Top 2 Box %
2015	30	67%
2016	25	56%
2017	29	55%
2018 Target		80%

C.1 Parental Involvement Detail- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?

Year	N	Top 2 Box %
2015	29	72%
2016	24	54%
2017	29	55%
2018 Target		80%

C.1 Parental Involvement Detail- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?

Year	N	Top 2 Box %
2015	30	83%
2016	25	68%
2017	29	62%
2018 Target		80%

C.1 Parental Involvement Detail- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

Year	N	Top 2 Box %
2015	29	79%
2016	24	58%
2017	29	69%
2018 Target		80%

How will we know we have had an Impact?
Success will be recognized as: <ul style="list-style-type: none">• Increased participation rates by parents on the Accountability Pillar Surveys.• Dr. Roy Wilson Learning Center results meet the targets set for 2017-2018.• Increased parental attendance and involvement at School council meetings.• Reduced number of parental concerns regarding assessment confusion and lack of communication being reported to WLC administration.