



E.W. Pratt High School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



About Us

E. W. Pratt High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our students are offered an academic program with an extensive list of options as well as a wide variety of activities to become involved in. Our students represent eight different communities in the surrounding region and our staff continues to pride itself in building our students into a single cohesive community. Our student population of approximately 310 students have access to a wide variety of amenities in the community including an indoor pool, curling rink, and skating rink.

Principal's Message

Here at EW Pratt School, we believe that all students can succeed, anchored on our character-building acronym, CHARGERS: Caring, Hard-working, Achieving, Respectful, Generous, Enthusiastic, Resilient, and Safe. Our collective efforts have borne the fruit of labour that maintains a positive reputation in our community.

Of course, our dedicated staff members are what makes EW Pratt a successful school. Already, in the short time I have worked with the staff, I recognize a passion and an energy for helping students that exceeds what I have ever seen in a Secondary school. You will find that there is at least one adult go-to person for any need a student may have. It is truly a pleasure to work with the staff of this school!

This academic year began with many challenges but together, we shall overcome. Despite the pandemic requirements that had our school year starting with face masks and physical distancing, we know we can continue to work on personal relationships with each other. We make a point to be socially connected although our bodies are physically distant and our faces, partially covered. This year will go certainly down in history as the year we mastered resilience!

Staff List

Name	Position
Alguire, Jesslyn	Teacher
Barry, Neil	Teacher
Bloomfield, Brendan	Teacher
Gallivan, Jenelle	Teacher
Larade, Patrick	Teacher
Lasher, Amy	Teacher
Lewis, Gary	Teacher
Lund, Rhonda	Teacher
McKenna, Sara	Teacher
Martens, Natasha	Teacher
Morton, Keaton	Teacher
Norgaard, Jennifer	Teacher
Runzer, Troy	Vice-Principal, Teacher
Viens, Etta	Principal
Watts, Chris	Teacher
Wright, Shanine	Teacher
Bembridge, Chelsea	Wellness Coach
Carmichael, Ashely	EA
Carmichael, Bev	EA
Cooper, Jennifer	Librarian
Hopkins, Tracey	EA
Janzen, Ken	Career Coach
Jolie, Katrina	Career Coach
Pratt, Tracy	Finance Secretary
Roy, Irene	EA
Sheppard, Galen	EA
Shirley, Jason	EA
Willier, Kristy	Secretary

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	E W Pratt High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.9	84.0	84.1	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	74.0	70.1	70.6	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	87.0	79.2	83.3	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	5.6	9.1	7.4	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	50.6	44.9	46.3	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	59.4	59.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	6.7	4.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	25.9	28.5	24.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	33.7	38.7	32.8	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	47.0	47.5	46.4	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	87.5	72.6	82.4	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	76.9	69.9	70.0	83.3	82.9	83.2	Intermediate	Improved	Good
Parental Involvement	Parental Involvement	77.2	67.0	77.1	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	74.4	69.2	73.2	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	E W Pratt High School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	30	64.8	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	30	0.0	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	30	84.9	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	30	3.8	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	51.6	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	16.7	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	36.1	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	3.5	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	65.2	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	2.9	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	35	49.8	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	35	0.0	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	46.1	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	7.7	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	52.2	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	13.9	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	50.0	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	73.2	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	17.6	n/a	n/a	9,475	30.4

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	71.4	3.6	66.7	0.0	48.3	0.0	79.4	0.0	n/a	n/a		
	Authority	81.7	7.3	69.9	4.9	77.5	6.3	84.7	0.9	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	94.4	5.6	84.0	4.0	95.8	0.0	75.0	7.5	n/a	n/a		
	Authority	93.0	7.0	91.0	9.0	88.9	6.1	83.3	4.2	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	0.0	100.0	16.7	100.0	0.0	85.7	0.0	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	91.7	33.3	50.0	0.0	83.3	50.0	21.4	0.0	n/a	n/a		
	Authority	58.1	12.2	64.7	29.4	66.7	25.0	42.4	5.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	50.0	0.0	47.4	10.5	46.7	0.0	14.3	0.0	n/a	n/a		
	Authority	60.0	5.5	50.8	6.3	55.9	3.4	53.4	5.2	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	61.5	3.8	78.9	0.0	50.0	4.5	66.7	4.2	n/a	n/a		
	Authority	57.8	5.2	69.8	4.7	73.9	12.5	71.6	3.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		

Social Studies 30-2	School	63.9	2.8	58.3	0.0	48.1	0.0	42.9	0.0	n/a	n/a		
	Authority	65.1	7.5	74.5	3.9	73.0	2.6	63.4	1.8	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	42.9	14.3	26.3	0.0	45.5	9.1	66.7	13.9	n/a	n/a		
	Authority	79.8	27.0	66.7	16.0	76.9	20.0	77.4	13.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	72.7	27.3	31.6	0.0	66.7	33.3	58.3	8.3	n/a	n/a		
	Authority	65.9	20.7	60.3	17.9	68.3	17.1	56.8	8.1	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	84.6	23.1	66.7	0.0	*	*	33.3	0.0	n/a	n/a		
	Authority	69.6	17.9	82.6	34.8	88.5	30.8	45.5	13.6	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	70.0	0.0	76.5	35.3	n/a	n/a		
	Authority	*	*	*	*	72.7	4.5	80.0	24.0	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	59.5	47.9	46.1	44.9	50.6	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1	79.7
4 Year Completion	61.5	67.3	56.0	57.2	55.3	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7	83.5
5 Year Completion	62.5	66.7	73.3	60.9	58.5	73.1	72.1	73.2	70.6	70.5	82.1	83.2	83.4	84.8	84.9

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	5.8	5.7	7.5	9.1	5.6	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7
Returning Rate	7.0	0.0	35.9	26.4	12.8	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7	18.2

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	37.7	36.5	38.1	18.3	24.6	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1	40.8
6 Year Rate	34.1	43.2	48.7	47.5	47.0	50.8	51.6	54.6	52.8	52.7	59.4	57.9	58.7	59.0	60.1

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	27.7	32.1	27.6	38.7	33.7	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	83	21	25.3	11	13.3	4	4.8	23	27.7
2016	109	34	31.2	18	16.5	13	11.9	35	32.1
2017	98	22	22.4	19	19.4	9	9.2	27	27.6

2018	93	33	35.5	22	23.7	16	17.2	36	38.7
2019	98	31	31.6	24	24.5	14	14.3	33	33.7

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	47.6	52.1	37.0	42.9	38.1	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	52.4	47.9	63.0	57.1	61.9	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	42.5	46.8	54.5	50.3	54.0	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	19.8	30.8	29.1	34.0	34.9	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	8.5	20.5	23.0	28.5	25.9	29.0	35.0	36.6	36.2	33.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	1.4	11.4	13.3	16.3	13.5	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	0.0	4.6	2.4	1.4	4.5	5.3	9.7	8.1	7.1	4.4	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	18.1	29.2	26.5	34.7	28.9	30.5	36.2	39.8	40.0	33.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	27.8	19.1	30.1	18.7	30.0	34.5	26.3	26.9	28.1	30.2	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	45.8	47.2	56.6	53.3	57.8	64.7	62.1	66.7	67.3	63.5	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	5.6	24.7	24.1	22.7	24.4	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	33.3	20.2	36.1	28.0	33.3	34.9	26.3	33.7	36.9	34.9	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	38.9	44.9	57.8	50.7	55.6	61.0	62.5	67.1	66.2	63.9	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	5.6	12.4	9.6	8.0	11.1	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	8.3	11.2	21.7	21.3	16.7	14.1	17.4	26.1	20.0	23.4	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	13.9	23.6	28.9	28.0	26.7	34.1	40.3	44.6	38.5	36.5	57.6	58.3	58.6	59.3	59.1
Biology 30	16.7	16.9	15.7	18.7	21.1	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	5.6	13.5	15.7	10.7	10.0	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8	35.1
Physics 30	1.4	13.5	7.2	6.7	5.6	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	2.4	16.0	15.6	0.0	0.3	2.0	9.6	8.3	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	18.1	27.0	25.3	33.3	32.2	34.9	41.3	40.6	43.1	39.7	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	3.0	3.1	3.3	3.0	2.9

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	74.1	74.1	66.1	69.9	76.9	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	93.7	96.7	74.0	75.6	91.3	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	69.1	71.2	63.6	73.1	69.9	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	59.6	54.4	60.8	61.0	69.7	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

Assessment

As with all HPSD schools, we at EWP Pratt generate evidence of student learning to inform teaching practice. We like to balance formative and summative assessment of students, and provide support as required to promote success in learning. Our assessment practices include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning.
- Teacher planning that demonstrates connections between evidenced formative assessments and subsequent instructional steps.
- Records (including online Gradebooks) that demonstrate a collection of data that balance formative and summative opportunities.
- Participation in HPSD Assessment Groups in order to collaborate with colleagues and develop rigorous and robust assessments for their students.
- Monitoring and assessment of student learning on an ongoing basis with modification of plans as deemed necessary.
- The use of the ASK assessment rubric to analyze growth.
- The use of OCA (Ontario Comprehensive Assessment) Data to analyze growth (or lack thereof).
- Collaboration with all teachers to coordinate areas of concern through data analysis (MIPI, F&P, PAT, OCA), troubleshooting problems and identifying learning needs, establishing goals, and choosing instructional strategies.
- Formative assessment to guide instruction in the classroom.

Literacy

As with all HPSD schools, EWP staff administer the OCA (Ontario Comprehensive Assessment) benchmarks data according to divisionally set schedule. Then we analyze the data in learning teams and use this data to inform teaching practice in terms of reading strategies. We have a strong School Literacy Committee with representation on the HPSD Committee and we create subject-based and universal strategies to enhance literacy across the curriculum.

Along with other HPSD schools, we use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals. Evidence of the support we provide include:

- Universal literacy-rich environments.
- “Read alouds” and “think alouds” that are modelled in all grades, across all subject areas.
- Teachers conferencing with students about their reading and writing.
- Grades 10-12 students participating in guided and shared reading and writing opportunities.
- Explicit instruction of comprehension strategies in all content areas.
- A variety of supports and interventions for reading and writing that are available to students.
- Instruction and supports that are informed by student data and staff collaboration.
- Literacy interventions that are articulated on the school’s pyramid of intervention.
- Staff that encourage the use of the Overdrive system to access a greater breadth and depth of reading materials on a regular basis.
- Classrooms that have Word Walls with relevant curricular vocabulary posted and referred to by teachers on a daily basis.
- Ongoing professional development for literacy to all teachers in all subject areas.
- Teachers that model or co-model various aspects of strong instructional teaching strategies through on-line coaching and PD and then share in the analysis of the learning.
- Professional conversations around the analysis of data and instructional strategies on how to best support our students
- Teacher-EA collaborative conversations on how to best focus support of students.
- Literacy rich environment throughout the school, in each classroom.
- Participation in shared reading and writing opportunities.
- Support provided by the Learning Support Teacher (LST) for all teachers to be teachers of literacy.
- Analysis of the OCA data and identification of strategies to inform teaching practice, including literacy intervention strategies.
- Creation of a strong literacy committee with representation on the divisional committee.
- Creation of subject-based and universal strategies to enhance literacy across the curriculum such as

- Creating word walls relevant to the specific subjects
- Regular referral to words displayed in classrooms for vocabulary understanding
- Providing programs such as balanced literacy
- Recognition of students who are reading, including rewards.
- Use of the online library system to provide a greater variety of books students can access.
- Assurance that sufficient instructional time is provided for reading and writing.

Numeracy

Same as other HPSD schools, we administer the MIPI Math test to students in Grades 10 and demonstrate the use of data to inform instruction. We also identify and assess the numeracy interventions currently in use. Some of our interventions include:

- Teachers using manipulatives, technology and other supports to enhance student understanding of numeracy concepts.
- Teachers using the Community Classroom program through LST referrals to give students remediation and extra support.
- Provision of training to teachers and students about the functions of the graphing calculators in our school.
- Numeracy displayed in all subject areas in classrooms through graphs, charts, calculations, and so on. Displays will use proper terminology and be relevant to the subject matter.

Since all HPSD schools ensure that all staff and students understand that numeracy is foundational to all learning, EWP has adopted many practices to ensure we are consistent with expectations. Evidence of the support we provide includes:

- MIPI (Math Intervention Programming Instrument), administered in Grade 10.
- Data that is organized and transcribed for analysis by teachers to inform instruction.
- Numeracy interventions that are articulated on the school's pyramid of interventions.
- Students who engage with quantitative or spatial information in all curricula.
- Students who engage in numeracy-rich discussions and activities in all subject areas.
- Teacher confidence that is nurtured to effectively administer MIPI.
- The ability to use data to inform/assess instruction and interventions as currently used.
- Collaboration with HPSD groups to narrow focus and analyze test trends and identify strategies.
- The use of MIPI data and professional conversations with all teachers throughout the school year.
- Ongoing data team discussions to analyze test results as a staff and formulate common strategies and vocabulary.
- Discussion of cyclical teaching and review of key concepts and skills.
- MIPI data to identify competencies in subtraction, division, and application of concepts to real-world problems.
- Collaboration with Divisional Numeracy Committee.
- Whole school numeracy engagement challenges.
- Teachers who use manipulatives, technology, and other supports to enhance student understanding of numeracy concepts.
- Provision of training to students and teachers about the functions of the graphing calculators.
- Targeted math interventions, math engagement opportunities, robotics, and brain games.

Character Education

Our school's character education plan reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally. Evidence of support that has been provided includes:

- Core values that are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) drive how we engage students, families, and staff.
- The CHARGERS Effective Behavior Supports (EBS) program continues and is reviewed regularly by staff to ensure it is meeting our goals of encouraging citizenship comprised of positive attitudes and behaviours.

- All staff articulates core values and affirms the importance of those values to the school community, using consistent language across classrooms and coaching or modelling as they see fit.
- Values are infused throughout the school by use of focused language and actions.
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions).
- Students, parents and staff understand expectations, processes and language.
- Character education empowers students by clarifying the discrepancy between the core values and behaviours or actions, allowing them to self-correct or to use self-regulation.
- Use of graphics and other physical reminders around the school for reference points and conversation starters between staff and students.
- School Culture Club to promote a positive school culture.
- Student Leadership Team to provide practical opportunities to share a positive school culture.

OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.8	85.9	84.9	79.2	87.0	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	95.8	98.6	87.5	85.2	91.5	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	80.3	81.9	84.6	80.2	81.8	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	78.3	77.3	82.7	72.1	87.6	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Leadership Development

Leadership Development at EW Pratt includes:

- PD plan for staff – Category A and B plans that are driven by school data
- Literacy committee
- Numeracy committee
- Administrative leadership
- Student leadership groups
- LQS and TQS strategies

Professional Development

Our current Professional Development Plan targets two areas of focus:

1. Teachers will improve learning of all students by digging deeper into the Collaborative Response Model (CRM), adapting new, formalized processes for collaborative team meetings and data analysis.
2. Teachers will improve the delivery of learning material through the use of a variety of technology tools, preparing students for online learning as necessary in an extended pandemic situation.

OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.9	84.7	83.5	84.0	86.9	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	93.8	100.0	96.0	92.2	96.3	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	83.6	83.1	77.8	85.0	81.6	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	71.4	70.9	76.8	74.8	83.0	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.7	72.4	69.2	70.1	74.0	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	73.0	78.1	76.3	72.0	77.2	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	76.2	73.9	65.4	74.8	69.5	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	66.1	65.3	65.9	63.5	75.4	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.7	95.8	78.9	72.6	87.5	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	93.8	100.0	85.0	88.9	100.0	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	63.6	91.7	72.7	56.3	75.0	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.3	83.3	84.7	70.1	75.3	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	90.3	95.8	87.5	77.8	75.0	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	68.2	70.8	81.8	62.5	75.5	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

Inclusion – Pyramid of Intervention

At EW Pratt, we are digging deeper into the Collaborative Response Method with support from Jigsaw Learning. We have engaged their services for three webinar sessions that will help us build a strong foundation of collaboration. We have already received instruction that gave us an overview of the system and will soon explore using data and evidence to form a continuum of supports. We have access to many different forms, recording tools, and coaching because of our involvement with the training company.

We now have a formal format for Collaborative Team Meetings and many resources to guide our school's procedures. For example, we use a pre-meeting organizer, a common agenda template to classify discussion elements into key issues, and identification of student strengths, struggles and areas for

enrichment. Each team has also established team norms and chosen roles for the team members. Each team member leaves the meeting with a goal and a plan of action.

We are working towards enhancing our use of the pyramid of intervention. So far, our teachers are identifying students in Tier 2 (Classroom Intervention) and our Learning Support Team is both overseeing the teacher teams and identifying students in the third and fourth tiers (School Intervention and Intensive School Intervention). We will display an articulation of our pyramid of intervention on our staff room wall and develop a communication document to explain the pyramid to interested stakeholders.

As we go through the process of building our intervention program, we will tailor our collaborative response to meet the needs of EW Pratt students.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

At EW Pratt, we strive to provide programming that reaches every indigenous student in our school. Evidence of our success in First Nation, Métis and Inuit Programming includes the following:

- Every Indigenous student has connections with multiple caring adults. The concept here is that each student has more than one school based adult (teacher, EA, coach, admin) as a key support.
- Indigenous students demonstrate successful learning behaviours (asking questions, answering questions, and asking for support in the classroom).
- A proportional representation of Indigenous learners are evident in all programs, including academic programs.
- Indigenous students participate in school teams, clubs, awards, and honour roll.
- School staff demonstrates high expectations for Indigenous students and provides the literacy (and numeracy) supports needed for their success in school and for their future endeavors.
- Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning.
- Collaboration and communication with indigenous communities and families.
- Instructional practices that support traditional ways of knowing, learning, and doing.
- Conversations in collaborative staff meetings include resilience, a growth mindset, overcoming adversity, supporting student success and overcoming stereotypes or negative mindsets.
- Our Indigenous Success Coach provides PD to teachers at every school-based PD day. This PD is based on historical knowledge background.
- Our school staff ensures our Indigenous learners have roles and mentors that have a genuine appreciation of what it is to be an Indigenous learner today.
- Whenever possible, we bring Indigenous culture into the school and community and celebrate the rich heritage and talents of our Indigenous learners and families.
- Our Indigenous Success Coach meets one-to-one with all teachers to share a mini-PD session, and also helps plan and provide resources for a cultural infusion in their curricula.
- All teachers take part in a Kairos Blanket Exercise on a school PD day, and if pandemic procedures are lifted, all Grade 10 students will take part in a Kairos Blanket Exercise
- Our Aboriginal Studies class takes an active role in sharing the Indigenous perspective by creating explanation videos regarding Orange Shirt Day, the background history of the Metis people, and National Indigenous Day. These videos are shared with all classes.

As with all HPSD schools, we will diminish the achievement gap and ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

Learning Technology Policy Framework (LTPF)

Support for learning with technology is be provided at EW Pratt School. Evidence of LTPF includes:

- Access, shared and created knowledge for students using a range of resources and media.
- Students discover, develop and apply competencies across subject and discipline areas for learning work and life.
- Students develop and apply digital citizenship and technological skills on a regular basis.

- School Staff monitor the learning progress of students and inform pedagogical decisions through data and evidence based reasoning.
- School staff integrates technology into classroom instruction and uses research to meet diverse needs in student-centered learning opportunities.
- Students have an opportunity to explore robotics.
- Students use Chromebooks for different aspects of learning in all classes.
- Teachers receive support from HPSD supervisors, directors, and training specialists (including our Technology Support Assistant) to increase their familiarity to both software and hardware.
- School staff continues to build inventory of technology available to students.
- Staff introduce opportunities for students to use virtual reality to travel the world.
- Teachers may use technology to partner with schools other parts of the world.
- Technology is infused into all subjects, enhancing 21st Century Skills
- Students' collaboration opportunities increase through the use of project based learning, Google Apps for Education, and various other technological interfaces.
- All grade levels access "My Blue Print" to engage students in potential career paths.

Dual Credit Programming

Several Dual Credit opportunities providing students with an opportunity to earn credits simultaneously in university and high school are available to EW Pratt students. One course, Communications 100, is held on-site through an on-line extension of Athabasca University. Other courses (including Accounting, Power Engineering, Sociology, and English) are completed by correspondence with Athabasca University, Northern Lakes College, or SAIT. We have approximately 13 students taking dual credit courses this year.

Learning Support Teachers

Our school-based Learning Support Teacher (LST) has regular coaching conversations with staff, including ways to integrate Differentiated Instruction (DI) into daily teaching practices. He helps all school personnel working with students to define and implement their list of universal strategies. He also continues to enhance our Community Classroom to support our students that have the most complex learning needs.

Our LST works closely with administration to offer structured and guided opportunities for growth to all teachers. He also establishes coaching times with teachers, using collaboration time to facilitate teacher conversations and planning for interventions. Our LST works closely with all staff to develop and implement meaningful IPPs (Individual Program Plans) and ISPs (Individual Support Plans) together. He helps them to use assistive technology (AT) where required, and to use universal supports or differentiation effectively in the classroom.

Our Learning Support Teacher provides expertise and offers assistance to teachers and Educational Assistants (EAs) with the following:

- Analysis of data to drive pedagogical decisions.
- Differentiation of learning and provision of regular, effective and timely feedback to students.
- Goal-setting by teachers, increasing their understanding of differentiated instruction.
- Arranging Behaviour Management Consultants to model self-regulating strategies or methods in classrooms.
- Offering flexible seating options.
- Instruction to staff on "Zones of Regulation" (a self-regulating strategy program) or other de-escalation strategies for students.
- Review of NVCI (Non-Violent Crisis Intervention) strategies.
- PD on Hearing Accommodation Devices
- Student Support Time for each teacher for extra work with students (intervention support)
- LST/EA/Teacher/Administration collaborative sessions to develop proactive plans of effective strategies for our high-risk students

Wellness Coaches

At EW Pratt, we have an outgoing Wellness Coach that works hard on building relationships with students. She also helps school staff recognize opportunities to build relationships with students and with colleagues.

Regular wellness activities organized by our Wellness Coach include:

- Online Challenges through a Google Classroom
- School Culture Club
- Mental Health Training for staff
- Staff Meeting bonding activities
- Wellness Week
- World Kindness Day
- Random act of kindness
- Bully Prevention Week

Career Coaches

We have two Career Coaches at EW Pratt. Each of them works with specific groups of students to guide and support them in choosing the appropriate courses for their particular future. Accompanied by the Career Coaches every step of the way so that choices are viable and sustainable, students participate in planning for their transition to post-secondary learning or career. That way, they are far more engaged and likely to succeed.

OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.0	89.0	75.1	67.0	77.2	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	87.5	96.7	78.0	73.3	77.5	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	74.5	81.4	72.2	60.8	76.9	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.4	79.1	71.3	69.2	74.4	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	87.5	91.7	65.0	72.2	62.5	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	90.9	83.3	72.7	73.3	76.9	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	62.8	62.4	76.1	61.9	83.8	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

Parental Involvement

Our parents are invited to express their voice by participating in School Council meetings even if they are not on the executive board. Here are some of the many ways we get parents engaged at EW Pratt:

- Promotion of School Council Meetings for all parents to get involved.
- Feedback elicited from parents through surveys and emails.
- Continued communication and engagement with parents and community regarding increased student leadership or restitution activities.
- Use of social media to share activities undertaken in the school and to invite participation in challenges.
- Continued access to Wellness Coach, who provides mental health support to individuals and groups.
- Regular presentations and feedback checks from students, parents, and staff regarding the code of conduct and other school policies and procedures.
- Checking of student feedback to elicit ideas to support programming.
- Surveys of teachers, parents and other stakeholders to provide feedback to expand programming.
- Social media platforms to showcase program opportunities.
- Newspaper media to showcase student performance in sports, fine arts, and academics.

Engaged Governance

Our School Board Trustees regularly attend our School Council meetings, presenting pertinent information or reports when applicable. They will resume touring our school when pandemic parameters for school visitation change. They have access to school information through the following:

- School Council minutes of meetings
- Accountability Pillar communications about the surveys
- Parent Teacher Interviews
- Fund raising and other events that encourage parents and community into the school
- Sporting tournaments, including basketball memorial events and alumni games
- Art shows
- Drama productions
- Talent shows

Safety Programs

Our staff actively participate in training on Hour-Zero and Public School Works to ensure we are compliant with all relevant legislation and safety training. We also continue to build partnerships with outside agencies (such as the Fire Department and the RCMP) to increase knowledge of general safety procedures. Some of our staff has been trained in the Comprehensive School Threat Assessment Guidelines (CSTAG—see specific section below for details). We practice emergency response protocols, fire drills, lock down drills. We maintain proper emergency contact information and have employees trained with First Aid training and CPR.

CSTAG

Comprehensive School Threat Assessment Guidelines (CSTAG) is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.

CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.

The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

At EW Pratt, the members of our school team that have received training are Chelsea Bembridge, Patrick Larade, and Troy Runzer. We expect Etta Viens to be trained soon. The implementation of the guidelines prove beneficial to the school when dealing with difficult situations. We haven't had to file any threats since the training.

COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at https://ewp.hpsd.ca/UserFiles/Servers/Server_130184/File/COVID/EWP%20School%20Plans%20Checklist_Guide%20-%20COVID-19.pdf