

R. F. STAPLES SECONDARY SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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RF Staples School PROFESSIONAL LEARNING COMMUNITY FOCUS

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

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OUTCOME FIVE: The education system is well governed and managed.

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OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

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OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, our school council completes surveys and discusses the new initiatives that our school seeks to implement. Parents are a sounding board for the development of new ideas and bring a unique perspective that guides our work.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

School Motto: "Work hard, be kind"

Mission and Vision Statement

Our aim is to deliver an education program with continued support from parents and our community. We are dedicated to the personal and academic development of our students as contributing members of society. Our vision is that all students will learn the knowledge, skills and attitudes to be dedicated, self-reliant, responsible, and contributing members of society.

Central to this vision we need:

- a) To have the flexibility to meet the intellectual, physical, social, and emotional needs of every child.
- b) To promote effective citizenship and self-discipline through modeling.
- c) To nurture individuality in a stimulating, safe and caring environment.
- d) To promote excellence by fostering positive attitudes towards education and lifelong learning.
- e) To engender and maintain student and staff wellness.
- f) To identify and provide opportunities for personal, professional and staff development.

Historical Background

Over the past 30 years, R.F. Staples has completed the circuit from being a grade 7-12 building to a 10-12 building, an 8-12 building, and back to the current 7-12 status.

Currently there are approximately 720 students at R.F. Staples with capacity for approximately 270 more. The school includes regular academic programs as well as Mechanics, Cosmetology, Building Construction, Communication Technology, Foods, French Immersion, Work Experience, Knowledge & Employability and Special Education. Extracurricular strength is evident throughout the athletic programs, the Fine Arts and programs like Model United Nations, Drama Discovery Club, Yearbook and Student Union. Many other clubs and activities exist to promote extracurricular participation in competitive and service activities.

Issues and Trends

1. Funding
2. Technology
3. Increased special needs students
4. Teacher wellness

Demographics

RF Staples is a 7-12 school with approximately 700 students for the 2018-2019 school year. We have approximately 300 students in junior high and approximately 400 in high school. On the whole, our number of FMNI students is low, however, we make a strategic effort to ensure success for all our students. We work closely with our FNMI liaison worker to support our FNMI learners as needed. As many other rural communities, we face the challenge of declining enrollment in the long term. Safe and caring objectives are a priority and we work closely as a staff to make our students feel connected in our building. We have an extensive extracurricular program with a focus on both arts and sports. School redesign has presented an opportunity to increase engagement. We are in our third year implementing a flex block called Focus . Students are given more autonomy to choose how they will spend some of their instructional time.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

2016-2017 (May, 2016 Update)

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FIVE: The education system is well governed and managed.

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

RF Staples School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies

<p>Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone's responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p style="text-align: center;">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p style="text-align: center;">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue with our Teacher Advisory Groups (TAG) so that every student from grade 7 through 12 has someone monitoring their progress. ● Assign 0.25 FTE to focus on High School Completion. 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p style="text-align: center;">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue to send staff to Mental Health PD. ● Have a group on certified and non-certified staff that will provide support for staff based on the Neurosequential Model in education. 	
<ul style="list-style-type: none"> ● <i>The principal's role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p style="text-align: center;">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Do this. 	
<ul style="list-style-type: none"> ● Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Coordinate with core subject teachers and administration to direct junior high students to Focus sessions that meet their needs. ● Provide an Academic Recovery elective class to support junior high students. 	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	

<p><u>Student-Teacher Relationships</u> <i>Student-Teacher Relationships are everyone’s responsibility. Strategies will be focused in grades 7-12.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> District High Schools will continue to address the principles of Moving Forward with High School Redesign. 	<p>1</p>
<p>In our school we will (repeated from Diversity above):</p> <ul style="list-style-type: none"> Continue with our Teacher Advisory Groups (TAG) so that every student from grade 7 through 12 has someone monitoring their progress. Assign 0.25 FTE to focus on High School Completion. 	
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	<p>3</p>
<p>In our school we will (repeated from Diversity above):</p> <ul style="list-style-type: none"> Have a group on certified and non-certified staff that will provide support for staff based on the Neurosequential Model in education. 	
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 	<p>3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Have have a day in August for new Grade 7 students to explore the school before the first day of school. 	
<ul style="list-style-type: none"> The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> Provide training and Professional Development for Principals Support implementation of the Mental Health Literacy Project Support implementation of Moving Forward With High School Redesign 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Continue to support students in Focus and TAG blocks. School with have components of Mental Health information on PD days and early outs. 	
<ul style="list-style-type: none"> Additional school strategies focused on Student - Teacher Relationships 	
<p>In our school we will:</p>	

Measures - Impact of strategies focused on Student Teacher Relationships	Recent Data			Target 2019
	2016	2017	2018	
PHRD satisfaction survey: "There is at least one adult in this building that knows me and cares about me." (Students)	91%	85%	90%	95%
PHRD satisfaction survey: "Teachers at my school challenge students to do their best." (Teachers - Strongly Agree)	34 %	28%	31%	50%
PHPS satisfaction survey: "Students in school are interested in how I feel" (Students)	36%	32%	28%	50%
PHPS satisfaction survey: "I get recognition for the good things I do" (Students)	62%	59%	50%	75%
PHPS satisfaction survey: "I am satisfied with how my community is involved in my learning." (Students)	75%	78%	77%	80%
Professional Learning Community activities will reflect an analysis of experiences teachers have had implementing the changes related to High School Redesign.				
Observations from walk through and teachers' reflections on experiences				

<p><u>Numeracy</u> <i>Everyone is a teacher of Numeracy.</i> <i>Strategies will be focused in grades 4-6.</i></p>	<p><i>Alberta Education Outcome(s) impacted</i></p>
<ul style="list-style-type: none"> ● All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> ○ After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers. 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Follow implementation of the MIPI 	
<ul style="list-style-type: none"> ● Professional development will: <ul style="list-style-type: none"> ○ Support a Community of Practice of grades 7-9 Math teachers ○ Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Provide collaboration time for junior high math teachers. 	

<ul style="list-style-type: none"> • <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> ○ <i>Facilitating collaboration between the potential coordinator and classroom teachers</i> 	4
In our school we will: <ul style="list-style-type: none"> • Follow implementation and provide collaboration time. 	
<ul style="list-style-type: none"> • Additional school strategies focused on Numeracy 	
In our school we will: <ul style="list-style-type: none"> • Continue with Successmaker for all Junior High students 	

<p><u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i></p>	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> • <i>Financial support will be designated to maintain the Junior High Reading Project (\$10,000)</i> 	1
In our school we will: <ul style="list-style-type: none"> • Improve classroom libraries and common area libraries. • Support the reading project 	
<ul style="list-style-type: none"> • <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
In our school we will: <ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • Additional school strategies focused on Literacy 	
In our school we will: <ul style="list-style-type: none"> • 	

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20** Number of parents participating in sessions for students on career decision-making.

- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Key School Level Strategies Include:

Moving Forward With High School Redesign

- We will continue our work with the MFWHR initiative for the upcoming school year.
- We selected Flexible Learning Environments and Meaningful Relationships as our guiding foundational principles to focus on for the 2017-2018 year.
 - We will continue a teacher advisory model
 - Our advisory block will require our students to register for the week for Focus rather than daily.
 - Flex Block - Focus is a 30 minute block four times per week
 - This will allow for greater student ownership of their learning as in high school
 - Students will make a weekly decision of where to spend their time.
 - It will be tracked in PowerSchool.
 - We will modify our flex block to Focus and we will move the block from before lunch to between Block 1 and 3.
 - Junior High has the same model as our High School.
 - Advisory will provide greater accountability for our Focus block.
 - Our library will continue its journey toward becoming a learning commons
 - We will establish a committee to work on improving our physical spaces at RF Staples

Additional School Level Strategies Include:

PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework:

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”*
 - Programming
 - Numeracy and literacy support will be available during our flex block (Focus). We have also created learning support blocks for struggling students.
 - Steps have been taken to reduce large class sizes where possible. The intent is to allow the teachers more time to work with individual students.
 - R.F. Staples will continue to provide flexibility of scheduling for students by offering courses in partnership with other jurisdiction schools, including ADLC, video conferencing and travel.
 - R.F. Staples staff will promote and use the K&E program as a tool for successful high school completion.
 - Student Supports
 - See also OUTCOME THREE strategies

2. Successful Transitions *“Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”*
 - Steps will be taken to increase the sense of belonging for our feeder school students (Friday Night Lights/ Carnival now happens in the fall and having staff members visit feeder school before registration)
 - R.F. Staples will continue to have orientation sessions for grade 7 students and parents, as well as orientation/visitation for grade 10 students and parents. Orientations for Grade 7 and Grade 10 help to ease anxiety and build connections with our staff.
 - R.F. Staples will continue to have transition meetings for special needs students transitioning to a different school within the division.
 - We will continue with a Trades Fair as this partnership between RF Staples, St. Mary’s, Careers Next Generation and industry partners was very successful.
 - R.F. Staples continues to offer off campus work experience, Green Certificate and RAP programs for students.
 - Work Experience and RAP will continue to grow and part of our programming will shift to our Outreach program as reaching out to the community is a school priority as well as an element of High School Redesign.
 - We will build capacity with our new Off-Campus coordinator to achieve greater community involvement in our work experience program.
 - Our new approach to work experience and RAP is to build community connections to help students find the placements that are related to the career they are interested in pursuing.
 - CTS students in R.F. Staples and Westlock Outreach will experience real life trade/industry events in our community.
 - For example, our partnership with Wabash Manufacturing continues for the upcoming year. The program will be housed at Outreach for administration with the class taking place at the Wabash site. This is part of a community outreach program to make more real world connections between school and the real world of work.

3. Collaborative Partnerships *“Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities.”*
 - The school will provide programming that gives students the opportunity to engage in and interact with 21st century technologies related to potential careers, trades and industry.
 - R.F. Staples will encourage and support student participation in Skills Canada, Career Fairs and similar events.
 - The PE department will continue the use of community facilities, when feasible, to build life-long interest in leading a healthy active lifestyle. This includes but is not limited to the Westlock Rotary Spirit Center.

4. Positive Connection *“Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from*

grades 10–12 are just a few examples of actions that could be explored through Alberta’s High School Completion Framework.”

- R.F. Staples is committed to the development and maintenance of a comprehensive counseling plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counseling.
- R.F. Staples will continue to welcome outside agencies as a support for its students within the school. Such agencies include, FCSS, Mental Health, Alberta Health Services Addiction Counselors, RCMP, and Child Welfare.

5. Tracking Progress *“Identify barriers and success factors related to high school completion.”*

- 100% of R.F. Staples staff will be aware of at risk students and strategies for meeting their needs. 100% of R.F. Staples coded students will meet their IPP outcomes.
- Through our school based team, R.F. Staples staff will identify at risk students and use individualized approaches to engage learners.
- Program assistants will have funds available to take professional development sessions and training in the realm of literacy and numeracy.
- R.F. Staples will utilize Outreach as a viable alternative for course completion for regular and at risk students.
- An additional day has been added for our school completion liaison to help with grad checks and to support a larger number of students.
- We are adding Teacher Advisory to increase connections with At-Risk students. We “drafted” our students for advisory and distributed our most “at-risk” students across our groups. Teachers will follow their students until graduation.

Commentary (July 2018):

High School Redesign - Student Centered

- The staff committed to adapting our flex block, called Focus, at the Junior High and Senior High Levels.
- The staff worked to use the Teacher Advisory Groups at the beginning of each week to build relationships with students and provide them with another adult in the building that was monitoring their progress.

Supporting Key Transitions

- The transition from grade 6 to 7 was done well to start the 2017-2018 school year. Parents appreciated the information session before school started and there will be something similar to for the 2018-2019 school year.
- We will continue to hold information sessions for future grade 10 students and their families. It has been well attended and feedback continues to be positive.

Citizenship

- There were limited opportunities designed specifically to recognize the accomplishments of students in all areas of their school life.
 - These included, Jr/Sr Awards night, grade nine breakfast, pep rallies and assemblies.
 - This is an area that need to improve for the 2018-2019 school year. Work will be done throughout the school year to improve Thunderbird pride.
- R.F. Staples students demonstrate a strong sense of community service when given the opportunity. Emphasis is on being kind and socially responsible, which fits with our new motto of “Work Hard; Be Kind.”
 - More needs to be accomplished in the 2018-2019 school year. The football team and the Cosmetology classes were good examples of groups of students helping in the

community. More students need to have opportunities to support their community.

Careers Planning, Alternative Learning and Off-Campus Opportunities

- R F Staples offered a variety of alternative learning modalities.
 - We continued to provide educational opportunities for students outside of the traditional classroom setting.
 - Through our partnership with ADLC students have completed course work in a distance learning format.
 - ADLC has provided students with the opportunity to complete coursework at a rate that meets their educational needs.
 - Our Outreach school provided an alternative pathway of learning for an increasing number of students, many of them identified as “at-risk.”
 - Students had the opportunity to be a blended student at RF Staples and Outreach.
- R F Staples continued to support students in dozens of workplaces in and around our community through RAP, Work Experience and Green Certificate programming.
- Students continue to access the Health Care Aide Program in partnership with Norquest College. The Health Care Aide Program continues to be our most successful dual credit program to date.

September 2018 Comment on PAT and PDE Results:

RF Staple’s results on the PATs is generally good. Our focus, while not taking away from other subjects, in Junior High is on improving the Math result. A numeracy strategy is evolving that incorporates an increase in time spent on basic facts, promoting daily math at home, and using assessment tools like the MIPI to identify areas of need.

Analyzing the diploma exams, Social Studies is the biggest concern. Teachers are focusing on improving both the written and reading comprehension components of the exam.

Report on Key Strategies from 2017-2018 Education Plan

We believe that the first step to engaging students in their learning is to develop and support students’ sense of connection and belonging at RF Staples School

This priority is aligned to Foundational, Student Centered Principles of High School Redesign:

- Meaningful Relationships
- Welcoming, Caring, Respectful and Safe Learning Environments
- Flexible Learning Environments

Outcome One Strategies to build a connected school culture included: Focus Flex block and Advisory groups to build relationships, Learning Support blocks, an advisory program and improved physical spaces to enhance learning (a Junior High student lounge)

July 2018:

The Teacher Advisory Groups, TAG, have been used effectively to identify struggling students and build student/teacher relationships. These groups will continue in the next school year. The Focus blocks are being used by students to get additional support in subject areas or use the time to complete assignments. While not all of the students use the time for school work, the Focus block is serving the purpose it was intended for. It has created flexible learning time that benefits the students we serve. We continue to look at improving the physical spaces of the building but did not create a Junior High lounge. The space will be used as a flexible learning environment and will immediately support student in the Pathways program.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

Key School Level Strategies Include:

- R.F. Staples will continue to work closely with PHPS's FNMI and FSL workers to track and support at-risk students.
- Social Studies curriculum is designed to provide awareness of aboriginal perspective and history
- Accommodations will continue to be implemented to ensure FNMI success in classes.

Commentary (July 2018):

- FNMI liaisons were utilized to support self-identified aboriginal students at RF Staples.
- We know that meaningful relationships are key to closing the achievement gap. TAG is another opportunity to get to know our students.

OUTCOME THREE: Alberta's education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.6** Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

School Level Strategies Include:

We will continue to build an inclusive culture through service, traditions, and a focus on core values.

Student Support strategies

- R.F. Staples will continue to use the School-based Team model as a way to identify and provide support for grade 7 – 12 students at risk.
 - Our definition of risk is not limited to academic performance.
 - The strategies and students' names will be shared with the entire staff while maintaining confidential information protocols.
 - TAG teachers have been integral in helping to identify student that need extra support.
- Students, teachers and parents in R.F. Staples will continue to work together to set goals during October and March Parent/Teacher Interviews.
- R.F. Staples support staff will revisit IPP's on a regular basis to help move students towards completion. Additionally, there will be clear communication between program assistants and classroom teachers to ensure that student IPP goals and objectives are being met.
- Assessments given in individual classes will be recorded to align with the provincial achievement exams and diploma exams.
- Literacy and numeracy support will take place during our Focus block for both Junior and Senior High students.
 - We have also added learning support blocks for struggling students.
 - Focus will be used to support struggling learners in numeracy or literacy.
- We will continue to use the Fast4word to support designated students

- We will develop a Lifeskills program in junior high to be similar to our Senior High Model.
- R.F. Staples will provide support to students to build effective study/review practices: Address test anxiety, study skills, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
- Pathways will continue for the 2018-2019 school year
 - Students with very specialized needs will receive help at a ratio of 2 students to 1 staff member.
 - Pathways will be located at RF Staples, but will run as an independent program for students with these specialized needs.
 - This is a strategy to address a safe and caring environment.
 - It will expand to support students with other learning needs in the building provided the needs of the students assigned to Pathways are being met.
- We will continue the GSA.
- R.F. Staples will integrate programs to address the development of moral character and safe and caring schools such as: PARTY (Preventing Alcohol and Risk-related Trauma in Youth)

Commentary (July 2018):

- We continued to benefit from a strong student services department that helped students make good choices and explore their many options to successfully complete their programs.
- The high school completion liaison has been an invaluable resource in helping our at-risk students make the social and emotional connections. This role will be undertaken part time by two staff members. Having staff dedicated to this role in the building full time will only enhance the service provided to students.
- RF Staples began to intentionally shift the management of IPP's from our Student Services Coordinator to the entire certified staff.
 - This has helped to insure that IPPs remain working documents that are updated accordingly.
 - The adoption of the dossier program as our IPP program further streamlined this process.
 - Our Student Services Coordinator ensures that communication is clear with all staff to ensure students are given their accommodations.
- We experienced successes in how we programmed Knowledge and Employability courses
 - Students needing the K&E stream for math only were able to participate fully with the K&E class, returning to the regular stream for the remainder of their core work.
 - This format ensured that students were met at their level of need and had opportunity to build their skill sets through success.
 - Our K & E class schedule mirrored our regular core classes.
 - Students were able to flow back and forth between K & E subjects (Math, SS, Science, and ELA) and regular programming in these same courses.
 - This allowed for maximum flexibility and for our school to provide the appropriate programming for all of our students.
- We promoted our trades courses to students of all genders.
 - The number of female students taking construction and mechanics has increased as well as the number of male students taking foods and cosmetology.

Student Mental Health:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3

students.

- We supported a Mental Health Awareness week in May.

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school continues to review the Student Code of Conduct with staff, the school council, and students.
- Results from the PHPS survey has provided staff with opportunity to reflect on how student perceive their school as safe and caring. Staff are working on getting more feedback to further pinpoint what aspects of the school may be improved on.

Report on Key Strategies from 2017-2018 Education Plan

We believe that the first step to engaging students in their learning is to develop and support students' sense of connection and belonging at RF Staples School

This priority is aligned to Foundational, Student Centered Principles of High School Redesign:

- Meaningful Relationships
- Welcoming, Caring, Respectful and Safe Learning Environments
- Flexible Learning Environments

Outcome Three Strategies to build a connected school culture include: events to bring the school body together - Film Festival; Christmas Dinner, increased connections to feeder school students, solutions for the "East Gate" concern and efforts towards getting an SRO (by exploring funding options)

July 2018:

The Christmas dinner was successful and included elected officials from the communities that RF Staples serves. The Film Festival did not get organized and there continues to be discussions with parents and the community regarding a School Resource Officer. The "East Gate" was toured by the school trustees and the work in being done to improve the perception of the area.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

- 4.4 **PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 **PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 **PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11 Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. [previously 3.2](#)

Jurisdiction Measures:

- 4-A.1 **PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 **PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 4-A.3 **PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding. **NEW 2015-16**
- 4-A.4 **PHPS Satisfaction survey:** Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**
- 4-A.5 **PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

School Level Strategies Include:

Professional Development Strategies (and PLC)

- R.F. Staples administrators will continue to review and discuss teacher’s personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.

- The administration at R.F. Staples will walk through classrooms and learning centers, providing feedback (when appropriate) to teachers to support their growth.
- Through professional learning opportunities both site-based and jurisdiction-based, teachers and support staff will continue to collaborate to develop enhancements to course content reflective of assessment for learning, differentiation and inclusion.
- Both certificated and support staff will be encouraged to attend PD that focuses on high school redesign principles.
- R.F. Staples will continue to provide opportunities for teacher leadership to their staff
- Program assistants will access resources to take professional development and training in the realm of literacy and numeracy.

Instruction and Assessment

- Assessment for and of learning will continue to frame the foundational pedagogical structure of classrooms and learning centers in RF Staples.
- Departments and/or teachers will identify an area(s) in their programs of study in need of improvement. A plan to improve will be developed.
- Staff will continue being actively involved in field testing for the benefit of student learning experiences.
- We will increase the frequency of the use of performance based assessments.

Technology strategies

- RF Staples will continue to make appropriate technology investments, such as upgrading staff technology and increasing the availability of mobile technology in the school (Chromebooks), and supporting the utilization of Google platforms (Classroom, Google Drive, etc.).
- RF Staples will:
 - Support a 1:1 Chromebook purchase program for Grade 7's and will extend to any student who has not previously purchased a Chromebook
 - promote professional development in technology for the staff.
 - continue to integrate technology into student assignments and projects.
 - use technology in developing their differentiated instruction strategies in their classrooms.
 - promote the use of technology in the use of alternative deliveries and differentiated instruction.
 - continue to implement ever-greening plans to maintain computers and technology to an effective level.
 - use multiple communication approaches to inform and engage parents and communities, such as direct letters, webpage, and local media.

Commentary (July 2018):

Activities to support professional development

- Collaboration is increasing as our PLC meetings are focused and productive.
- Data-based decision-making continued to evolve into a significant feature in measuring "Success for Every Student".
 - The staff has made it abundantly clear through our work during the "Results Analysis Days" in September, that PAT and PDE data will not be the only information used in setting new teaching and learning goals.
 - High school redesign has helped with this cultural shift.

Staffing

- We benefit at RF from a significant number of teachers who act in a leadership role.

Assessment and Instruction

- As we embarked on high school redesign we have been better able to meet the needs of our diverse student population.
- We used a student centered approach when creating the upcoming master timetable.
 - By focusing on student's needs we were able to produce a timetable that was rich in diverse program options with section numbers that helped to regulate class sizes.
 - Students were provided with a variety of course selections when building their timetables.
 - The type and number of courses offered is driven by student interest.

Communication regarding Student Progress and Classroom Activities

- Communication with home is an area we continue to improve upon, but work remains to reach all parents.

Technology use for instruction

-

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall 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.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Key School Level Strategies Include:

To Engage and communicate with the community:

- R.F. Staples will continue to support the school councils by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
- R.F. Staples will continue to host and present school events to the community (plays, dramas, concerts, and presentations).
- R.F. Staples will continue to participate in service projects. (Examples include: Pitch In, Food Bank, Terry Fox Run, Operation Christmas Child).
- Students will be involved in more community building activities off campus (i.e. community garden, and regular visits to local seniors lodges)

Additional communication strategies:

- We will promote our website as the major source of information for parents
 - We will continue to tell the Stories of Successes of our students and school
- Our school will continue to communicate our changes to parents using both our website and school sign.
- We will continue to nurture our relationship with the local media.
- We will improve communication through PowerSchool and Gradebook. Teachers will regularly update their marks and include their Course outline and assessment descriptors.

Extracurricular Programs

- R.F. Staples will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.

Budgets and School Generated Funds

- RF Staples will continue to be fiscally responsible in the management of school funds.

Commentary (July 2017):

Engaging and communicating with the community

- The link between RFS and the community continued to be strong through things like community coaching, community service projects, off campus programs, the RCMP and the Cultural Arts Theatre.

- The electronic sign is being used to communicate with parents, students, and our larger community. It is not only for upcoming events but also key messages regarding education.

Extra-Curricular

Budgets and School Generated Funds

- Our RF budget for 2017-2018 has a projected deficit of approximately \$96,000.
 - However, we believe that we will have returning 12's which will help to reduce or eliminate this deficit.
- The Outreach has progressed toward becoming a viable financial entity.

Communications:

- Our school participated in the division project: Kids News.
 - Students recorded a news segment of the events and programs happening each week at RF.
 - Working with 97.7 The Range was another great community partnership.

Report on Key Strategies from 2017-2018 Education Plan

We believe that the first step to engaging students in their learning is to develop and support students' sense of connection and belonging at RF Staples School

This priority is aligned to Foundational, Student Centered Principles of High School Redesign:

- Meaningful Relationships
- Welcoming, Caring, Respectful and Safe Learning Environments
- Flexible Learning Environments

Outcome Five Strategies to build a connected school culture included: increased student participation with community building activities off campus (i.e. community garden, and regular visits to local seniors lodges), participation in a community service day and traditional events (Terry Fox, Operation Christmas Child etc.)

June 2018:

The football team and the Cosmetology classes lead the way with support of the community. Others included;

- The Junior high band support No Stone Left Alone in conjunction with Remembrance Day.
- High School PE classes shoveling snow
- School wide Terry Fox participation

Community building activities off campus will need to improve for the 2018-2019 school year.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	118	79.6	15.5	107	79.8	18.2

2016-2017 School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	123	82.6	17.7	138	81.6	15.7

2016-2017 School Multi-Year PDE Reports: All Subjects

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year	80.5	67.6	72.76	76.6	78.8	81.6	86.2
4 Year	74.0	83.9	75.8	79.0	83.0	87.0	90.4
5 Year	72.0	78.7	86.7	77.2	82.2	83.0	91.1

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	4.2	2.7	3.5	2.9	1.3	1.9	1.6

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year	25.2	38.7	28.7	38.8	43.6	32.5	38.9
6 Year	53.9	49.2	48.9	58.3	57.9	53.9	63.8

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	67.9	55.2	56.5	67.9	58.4	61.2	64.8

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	53.2	47.1	33.3	48.4	40.5	48.9	48.3

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	78.2	79.3	77.4	77.7	81.4	75.3	67.9
Parents	75.3	77.9	71.0	62.1	79.3	72.2	66.1
Students	70.3	74.4	72.5	75.5	71.4	67.4	61.7
Teachers	88.9	85.5	88.7	95.6	93.7	86.2	75.9

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.0	74.1	71.6	74.1	72.5	81.5	81.3
Parents	80.4	72.4	76.0	59.3	59.3	69.0	83.3
Teachers	89.7	75.9	66.7	88.9	85.7	94.1	79.3

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	84.2	69.9	81.4	74.3	74.7	71.4	59.8
Percentage at Excellence	25.0	18.3	29.1	20.0	8.0	14.3	4.9

1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	1.8	1.25	1.625	1.625	1.625	1.625	2.05

1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	169	137	116
Percent	36.7	29.0	33.0	35.0	22.5	18	16.1

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	53	37	41	43	31	46	7
Percent	13.0	5.0	6.0	6.0	7.1	11	1.7

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	85.4	94.9	90.1	92.1	91.2	89.6	89.8
Students	84.0	85.6	89.7	87.8	82.1	74.9	83.3
Staff	74.5	59.2	58.8	82.1	85.1	87.3	81.3

1.15 Number of service projects/groups facilitated by the school in which students participated.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	13	9	19	10	12	13	9

1.16 Number and Percentage of students involved with or who participated in service projects.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	711	690	715	701	735	741	719
Percent	100	100	100	100	100	95	100

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	12	10	15	23	17	22	2
Percent	3.0	1.0	2.0	3.0	2.2	3	0.3

1.18 Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year	0	0	0	0	0	92	768

1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	418	379	288	409	423	747	519
Percent	59.0	55.0	42.0	60.8	57.6	99.3	72.1

1.20 Number of parents participating in sessions for students on career decision-making.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	22	38	60	60	67	69	50

1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	190	101	112
Percent	21.8	25.0	30.0	18.6	44.1	23.3	26.7

1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	218	236	255	225	260	274	177
Percent	52.2	57.0	62.0	54.0	60.3	63.3	42.5

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	88.3	89.2	86.8	86.8	88.6	82.5	81.2
Parents	87.1	86.2	83.9	81.4	91.1	82.5	81.7
Students	81.9	87.7	83.5	84.7	82.8	76.4	73.6
Teachers	95.9	93.8	93.1	94.4	91.9	88.5	88.3

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.8	96.3	93.1	95.4	97.8	97.4	95.4
Students	90.7	92.7	88.4	91.4	91.7	85.1	83.9
Staff	95.7	91.8	97.1	98.3	93.6	87.5	97.0

3.3 PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”

“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.6	91.2	88.8	89.4	88.6	90.6	91.2
Students	77.9	79.7	75.0	80.8	62.3	57.3	75.1
Staff	84.3	81.6	80.8	86.0	83.8	79.6	82.2

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	88.0	86.2	80.5	84.2	86.5	82.5	83.5
Parents	81.6	85.1	66.7	71.8	81.5	77.9	80.6
Students	84.8	88.6	85.3	85.5	81.9	79.4	79.2
Teachers	97.7	85.1	89.6	95.4	96.1	90.3	90.7

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages			2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Level 6			0.4	0.7	1.3	1.9	1.7
Level 5			1.3	1.6	0.9	1.1	1.8
Level 4			2.5	2.6	2.0	3.5	3.5
Level 3			3.1	3.5	4.5	5.5	6.9
Level 2			6.5	8.0	9.7	9.4	9.9
Level 1			86.2	83.6	81.6	78.7	76.2

3.6 Number of coded students who graduate (code 41 to 46).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	17	15	21	18	5	16	2 of 4

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	81.0	81.2	79.6	79.6	83.6	80.2	78.4
Parents	76.9	75.3	80.5	71.4	84.2	75.9	75.3
Students	78.5	78.5	74.8	78.3	81.2	76.1	75.6
Teachers	87.4	89.7	83.5	89.1	85.5	88.5	84.4

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	70.9	66.7	59.6	65.7	71.4	64.8	64.0

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.6	91.1	90.5	91.2	93.0	91.8	94.4

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	92.7	93.3	92.7	93.6	94.0	90.2	91.4

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	89.2	92.9	90.2	89.8	91.3	88.6	90.5
Students	91.6	92.4	89.7	93.4	91.3	87.6	90.3
Staff	97.9	100	97.1	100	100	94.4	93.8

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children’s) teachers.

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.4	92.6	88.7	85.4	85.2	85.7	88.0
Students	85.8	86.3	85.1	85.5	87.7	80.7	84.0

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school's principals.

Staff: I am satisfied with the administration at my school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.2	92.2	88.1	91.6	93.4	87.8	No Data*
Students	89.7	90.4	89.6	85.2	73.5	71.3	89.9
Staff	95.7	83.3	71.4	98.3	91.1	90.7	86.2

*2017-2018 Question was altered and results are not available.

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.8	92.4	91.4	94.4	97.8	97.4	98.2
Students	78.8	84.1	89.0	89.8	93.2	89.9	91.5
Staff	80.4	97.4	85.7	98.1	96.9	88.9	100

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
RF	197	282	247	247	155	142	119

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
RF	2.68	1.93	2.01	0.81	0.77	0.81	0.71

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.09	2.40

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	82.3	78.8	74.3	72.9	81.7	76.7	74.7
Students	89.8	86.6	83.4	80.7	87.3	87.1	85.3
Teachers (1)	-	-	-	New 2015	100	94.4	100
Teachers (2)	-	-	-	New 2015	100	91.4	100

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	65.8	76.2	72.6	72.9	60.3	61.0	58.7
Teachers	65.3	69.6	57.1	86.7	82.5	65.9	43.5

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

Teachers (1): I make sure that students know how each day's lessons or activities connect to the learning goals. ('Most' or 'Some' of the time, do not count 'Rarely').

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge. ('Most' or 'Some' of the time, do not count 'Rarely').

Students: Which of the following describes you best? (Collate the 'always or usually' responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I'm OFTEN CONFUSED about what I'm supposed to learn.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	-	-	-	New 2015	100	91.7	100
Teachers (2)	-	-	-	New 2015	100	91.7	100
Students	-	-	-	New 2015	91.7	87.0	89.9

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

Students: My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. ('Most' or 'Some' of the time, do not count 'Rarely').

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	-	-	-	New 2015	70.3	66.3	62.3
Teachers	-	-	-	New 2015	100	91.7	94.4

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	-	-	-	New 2015	81.3	78.0	81.3

OUTCOME FIVE: The education system is well governed and managed.

Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.4	79.2	71.0	72.8	77.6	66.3	68.2
Parents	79.0	73.6	67.2	56.6	71.9	60.9	60.0
Teachers	91.7	84.8	74.8	88.9	83.3	71.7	76.4

5.2 School Improvement: Overall 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	83.4	85.5	80.5	73.4	78.3	61.3	65.0
Parents	82.2	79.3	84.0	57.1	77.8	44.4	54.5
Students	85.3	91.1	83.4	83.1	82.9	73.8	75.0
Teachers	82.8	86.2	74.2	80.0	74.3	65.7	65.5

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	91.3	88.1	85.5	86.1	87.2	82.1	85.4
Parents	90.5	82.8	81.9	80.6	85.7	75.3	88.7
Student	84.6	89.6	86.4	86.0	83.2	83.1	82.5
Teachers	98.8	92.0	88.1	91.7	92.8	88.0	85.1

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	80.2	78.9	77.6	73.4	80.2	75.7	81.9
Parents	74.6	77.3	71.6	55.1	69.9	68.1	84.8
Students	78.2	77.2	79.0	79.5	83.6	74.8	78.4
Teachers	87.9	82.2	82.3	85.6	87.0	84.2	82.7

5.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.7	94.8	88.5	88.9	91.7	87.9	91.9
Students	88.0	89.4	89.9	91.2	91.7	85.7	86.0
Staff	93.6	98.0	97.1	95.0	97.7	92.6	90.6

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.0	79.6	97.0	97.2	98.3	96.1	96.1
Students	97.6	70.6	97.6	97.7	97.7	95.5	98.8
Staff	95.7	87.5	100	100	100	92.6	96.8

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.0	95.8	91.2	85.6	80.4	71.7	75.00
Staff	84.8	89.8	84.8	91.5	90.9	75.5	80.6

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	87.1	81.8	79.3
Students	77.4	77.6	73.5	72.6	73.1	72.9	66.1
Staff	76.1	77.6	63.6	86.7	84.1	77.4	78.1

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children’s school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.1	96.6	94.4	92.0	93.9	93.5	91.9
Students	93.3	94.4	93.3	93.5	93.7	95.5	90.7
Staff	95.7	91.7	94.3	96.6	95.6	92.5	93.5

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning (new in 2015-2016).

Parents: I am satisfied with my community’s involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community’s involvement in student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	88.0	90.6	89.4
Students	–	–	–	New 2015	75.0	78.4	77.1
Staff	–	–	–	New 2015	86.7	84.9	83.9

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extra-curricular activities.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.5	93.7	94.5	94.0	95.6	91.7	94.3
Students	93.2	95.1	94.4	95.0	95.0	90.8	90.9

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	67.6	69.9	63.4	65.7	79.1	59.3	49.8
Staff	73.9	71.4	67.6	76.3	62.1	75.9	71.9

5.13 Amount of money acquired from third parties in support of community schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$1,100	\$10,500	\$4,000	\$4,000	\$23,000	\$16,415	\$16,750

5.14 Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	90	90	168	168	27	14	13

5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	57	12	47	32	52	65	49

5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	46	48	76	78