

R. F. STAPLES SECONDARY SCHOOL

Three Year Education Plan

2019-2020

November, 2019

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Key Priorities and Strategies 2019-2020 - RF Staples School

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.

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

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.

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

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. 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.

School Profile

Over the past 30 years, R.F. Staples school 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.

RF Staples will have approximately 680 students for the 2019-2020 school year. We have approximately 265 students in junior high and approximately 415 in high school.

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, Fine Arts 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

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 fourth 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.

2019-2020

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.

OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.

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.

Key Priorities and Strategies 2019-2020 - RF Staples School

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: 	<p>3,4</p>

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In RF Staples school we will:</u></p> <ul style="list-style-type: none"> ● RF Staples teachers are committed to building relationships with students during regular class time and in their Teacher Advisory Groups (TAG). ● We will continue to work with Westlock Elementary School and Busby School to help transition students into junior high. This includes visits from Student Services and an Administrator as well as having the students tour the school in May or June. ● We will continue to have a Grade 10 orientation night for our grade 9 families and from the feeder schools of Pembina North Community School and Eleanor Hall. Visits from Student Services and an administrator is part of the transition. Last year we had Thunderbird t-shirts for each student and it was well received ● RF Staples will continue to support Mental Health initiatives. This includes sending staff to PD like, Leading a Trauma Informed School, and Go To Teacher. ● RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration. 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. ● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : <ul style="list-style-type: none"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. 	1, 4

<ul style="list-style-type: none"> ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
<p><u>In RF Staples school we will:</u></p> <ul style="list-style-type: none"> ● Schedule daily math for junior high students. ● RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration. 	

<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students 	<p>3</p>

<ul style="list-style-type: none"> ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as "success coaches" ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal's role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	<p>3, 4</p>
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD 	<p>4</p>

- | | |
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| <ul style="list-style-type: none">○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.○ Support implementation of the Mental Health Literacy Project○ Support implementation of the Moving Forward with High School Redesign○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.○ Coordinate training and Professional Development for Principals (LQS) | |
|--|--|

In RF Staples school we will:

- RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration.

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 [Key Priorities and Strategies 2019-2020s](#), 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.
 - We will continue a Teacher Advisory Group (TAG) for all grade levels.
 - Flex Block - Focus is a 30 minute block in high school
 - Allows for greater student ownership of their learning in high school
 - Students make the decision where to spend their time.
 - Our library will continue its journey toward becoming a learning commons

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.
- 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.
- 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.

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.

- R.F. Staples will utilize Outreach as a viable alternative for course completion for regular and at risk students.
- We are adding Teacher Advisory to increase connections with At-Risk students. High school teachers will follow their students until graduation.

Commentary (July 2019):

High School Redesign - Student Centered

- The staff committed to adapting our flex block, called Focus, at the Junior High and Senior High Levels.
 - There were times in the semester when the Focus block is utilized less.
 - With our new programmable bell system we are able to remove the Focus blocks and extend the other academic blocks.
 - At junior high teachers felt the focus blocks were not effective and Focus time will be reduced to one 30 min block in a four day rotation.
- 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 2018-2019 school year.
 - Parents appreciated the information session before school started and there will be something similar to for the 2019-2020 school year.
 - The day in August for grade 7's helped to reduce the anxiety and stress for students beginning junior high.
- 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.
 - Providing t-shirts with "Class of 2022 provided some initial school spirit. We hope to continue this.

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 needs to improve for the 2019-2020 school year.
 - Monthly assemblies will be held separately for high school and junior high students. Focus will be celebrating the students that have received "Work Hard Be Kind" recognition.
 - Work will be done throughout the school year to improve Thunderbird pride.
 - At the monthly assemblies having students participate in fun activities and get them thinking about how the school community is strong.
- 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."
- School wide Terry Fox participation with over 650 students participating in a community walk rasing \$409.15.

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.
 - 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.
- RF Staples continued to support students in workplaces in and around our community through RAP, Work Experience and Green Certificate programming.
 - Number of students
- 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 but we continue to look for more opportunities.

September 2019 Comment on PAT and PDE Results

- R.F. Staples grade 9 students met or acceded the provincial average for students attaining an acceptable level of achievement for all PATs. Teachers do well getting students to achieve the curricular outcomes. The shortfall is the number of students that attain the excellence standard. In all subjects, our students are below the provincial average for how many reach the excellence level.
- From teacher analysis of the results the strategies they are going to focus on include;
 - Math - Communicating key learning outcomes in junior high that link to success in high school.
 - English -focusing on critical thinking to develop inference and analytical skills using critical lenses to focus student reading comprehension. Using critical lenses to elevate students' thinking and create meaningful connections
 - Science - scaffolding (providing the right answer but they have to show/practice the work) could be useful for developing skills
 - Social Studies - The need for written assignments in 10/20 to resemble the diploma in order to give students sufficient practice and understanding of the task. The need to enhance instruction in answering multiple choice questions that contain graphs, tables, several sources, etc.
 - Chemistry - Focus on specific organic content in the final part of the term that conflicts with Part A exams.
 - More focus on specific strategies for answering the 'application' and 'higher mental activities' style questions on the diploma (questions dealing with novel situations where they need to apply the knowledge/concepts from the course)

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 [Key Priorities and Strategies 2019-2020s](#), above.

Additional Key School Level Strategies Include:

- R.F. Staples will continue to work closely with PHPS's First Nations, Metis and Inuit and Family Support Liaisons to track and support at-risk students.
- The 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 2019):

- On the whole, our number of First Nations, Metis and Inuit students is low, however, we make a strategic effort to ensure success for all our students.
- 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.
- All staff participated in a blanket exercise facilitated by our FNMI Liaison.

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 [Key Priorities and Strategies 2019-2020s](#), above.

Additional School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments:

- We will continue to build an inclusive culture through service, traditions, and a focus on core values.
- 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)
- Pathways will continue for the 2019-2020 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 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.

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 students that need extra support.
- We will continue to use the Fast4word to support designated students
- We will develop a Life Skills program in junior high to be similar to our Senior High Model.

Inclusive Practices

- Students, teachers and parents in R.F. Staples will continue to work together to set goals during October and March Parent/Teacher Interviews.
- Assessments given in individual classes will be recorded to align with the provincial achievement exams and diploma exams.
- 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.
- 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.
- We will continue to support the students' Gay-Straight Alliance.

Commentary (July 2019):

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 the opportunity to reflect on how students 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.

Inclusive Practices / Support for Students at Risk

- 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 year the role was shared by two teachers.
 - It allowed for more flexibility to meet with 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 the opportunity to build their skill sets through success.
- We promoted our trades courses to students of all genders.
 - The number of females students taking construction and mechanics has increased as well as the number of males students taking foods and cosmetology.
 - 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.

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.

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.

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.

See the strategies described under the section Key Priorities and Strategies 2019-2020s, 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.
- 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 during the October Analysis day. They will report back;
 - What surprised you about your data?,
 - What strengths emerged?,
 - What needs emerged?, and What decisions/strategies are forming?
- 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.
- We will improve communication through PowerSchool and Gradebook.
 - Teachers will regularly update their marks and include their Course outline and assessment descriptors.

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.

Commentary (July 2019):

Activities to support professional development

- Collaboration is increasing as our PLC meetings are focused and productive. PLC groups have included mental health and standard setting in subject areas.
- 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.
- We benefit at RF from a significant number of teachers who act in a leadership role.
- PD attended by staff has included specialist councils, literacy strategies in Div 3 and 4, wellness for staff and students, leadership, and numeracy.

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

- There is an increase in student owned Chromebooks.
- Cell phones will no longer be an option for a tool during classroom instruction.
- More teachers are using Google Classroom.

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.
- 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.

See the strategies described under the section Key Priorities and Strategies 2019-2020s, 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)
 - use multiple communication approaches to inform and engage parents and communities, such as direct letters, webpage, and local media.

Extracurricular Programs

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

Additional communication strategies:

- Our school will continue to communicate to parents using both our website and school sign.
 - 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
- We will continue to nurture our relationship with the local media.

Budgets and School Generated Funds

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

Commentary (July 2019):

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.
- The football team and the Cosmetology classes lead the way with the support of the community.
- The Junior high band supported No Stone Left Alone in conjunction with Remembrance Day.
- High School PE classes shovelled snow for the Memorial Hall and for seniors in our community.

Extra-Curricular

- RF offers volleyball, basketball, badminton, student council, archery, skills competitions, drama, band and cross-country running.

Communications:

- With financial support from the fundraising association, the school put a calendar with important events and other information items in the local paper every month.

Budgets and School Generated Funds

- To maintain smaller class sizes and offer a variety of academic programming RF will be using surplus dollars for staffing.

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)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	77	81.2	12.0	102	79.8	15.1

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)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	122	78.5	12.2	133	80.0	14.6

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3 Year	67.6	72.76	76.6	78.8	81.6	86.2	82.4
4 Year	83.9	75.8	79.0	83.0	87.0	90.4	91.2
5 Year	78.7	86.7	77.2	82.2	83.0	91.1	92.4

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	2.7	3.5	2.9	1.3	1.9	1.6	1.5

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4 year	38.7	28.7	38.8	43.6	32.5	38.9	32.3
6 Year	49.2	48.9	58.3	57.9	53.9	63.8	59.5

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage	55.2	56.5	67.9	58.4	61.2	64.8	65.0

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage	47.1	33.3	48.4	40.5	48.9	48.3	38.1

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	79.3	77.4	77.7	81.4	75.3	67.9	66.8
Parents	77.9	71.0	62.1	79.3	72.2	66.1	63.3
Students	74.4	72.5	75.5	71.4	67.4	61.7	58.7
Teachers	85.5	88.7	95.6	93.7	86.2	75.9	78.3

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	74.1	71.6	74.1	72.5	81.5	81.3	70.3
Parents	72.4	76.0	59.3	59.3	69.0	83.3	65.6
Teachers	75.9	66.7	88.9	85.7	94.1	79.3	75.0

Jurisdiction Measures:

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage at Acceptable	69.9	81.4	74.3	74.7	71.4	59.8	82.5
Percentage at Excellence	18.3	29.1	20.0	8.0	14.3	4.9	15.8

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent	1.25	1.625	1.625	1.625	1.625	2.05	2.05

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	–	–	–	169	137	116	147
Percent	29.0	33.0	35.0	22.5	18	16.1	21.0

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	37	41	43	31	46	7	8
Percent	5.0	6.0	6.0	7.1	11	1.7	2.1

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.9	90.1	92.1	91.2	89.6	89.8	89.6
Students	85.6	89.7	87.8	82.1	74.9	83.3	70.3
Staff	59.2	58.8	82.1	85.1	87.3	81.3	74.4

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	9	19	10	12	13	9	3

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	690	715	701	735	741	719	701
Percent	100	100	100	100	95	100	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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	10	15	23	17	22	2	5
Percent	1.0	2.0	3.0	2.2	3	0.3	0.7

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year	0	0	0	0	92	768	733

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	379	288	409	423	747	519	495
Percent	55.0	42.0	60.8	57.6	99.3	72.1	70.6

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	38	60	60	67	69	50	62

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	-	-	-	190	101	112	108
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	236	255	225	260	274	177	183
Percent	57.0	62.0	54.0	60.3	63.3	42.5	44.1

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	89.2	86.8	86.8	88.6	82.5	81.2	76.9
Parents	86.2	83.9	81.4	91.1	82.5	81.7	77.7
Students	87.7	83.5	84.7	82.8	76.4	73.6	72.9
Teachers	93.8	93.1	94.4	91.9	88.5	88.3	80.0

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.3	93.1	95.4	97.8	97.4	95.4	94.9
Students	92.7	88.4	91.4	91.7	85.1	83.9	75.8
Staff	91.8	97.1	98.3	93.6	87.5	97.0	90.0

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.”

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	91.2	88.8	89.4	88.6	90.6	91.2	89.7
Students	79.7	75.0	80.8	62.3	57.3	75.1	84.9
Staff	81.6	80.8	86.0	83.8	79.6	82.2	71.7

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	86.2	80.5	84.2	86.5	82.5	83.5	84.2
Parents	85.1	66.7	71.8	81.5	77.9	80.6	75.5
Students	88.6	85.3	85.5	81.9	79.4	79.2	83.6
Teachers	85.1	89.6	95.4	96.1	90.3	90.7	93.5

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	2018-2019
Level 6		0.4	0.7	1.3	1.9	1.7	1.4
Level 5		1.3	1.6	0.9	1.1	1.8	2.1
Level 4		2.5	2.6	2.0	3.5	3.5	3.6
Level 3		3.1	3.5	4.5	5.5	6.9	7.0
Level 2		6.5	8.0	9.7	9.4	9.9	8.1
Level 1		86.2	83.6	81.6	78.7	76.2	77.7

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	15	21	18	5	16	2 of 4	4 of 7

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	81.2	79.6	79.6	83.6	80.2	78.4	77.9
Parents	75.3	80.5	71.4	84.2	75.9	75.3	73.6
Students	78.5	74.8	78.3	81.2	76.1	75.6	73.6
Teachers	89.7	83.5	89.1	85.5	88.5	84.4	86.5

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers	66.7	59.6	65.7	71.4	64.8	64.0	69.4

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	91.1	90.5	91.2	93.0	91.8	94.4	No Data

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	93.3	92.7	93.6	94.0	90.2	91.4	92.3

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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.9	90.2	89.8	91.3	88.6	90.5	88.9
Students	92.4	89.7	93.4	91.3	87.6	90.3	82.3
Staff	100	97.1	100	100	94.4	93.8	94.6

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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.6	88.7	85.4	85.2	85.7	88.0	85.8
Students	86.3	85.1	85.5	87.7	80.7	84.0	70.3

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 Principals at my school.*

Students: *I am satisfied with my school’s principals.*

Staff: *I am satisfied with the performance of the principals at my school.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.2	88.1	91.6	93.4	87.8	No Data*	89.1
Students	90.4	89.6	85.2	73.5	71.3	89.9	69.1
Staff	83.3	71.4	98.3	91.1	90.7	86.2	88.9

*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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.4	91.4	94.4	97.8	97.4	98.2	98.1
Students	84.1	89.0	89.8	93.2	89.9	91.5	89.7
Staff	97.4	85.7	98.1	96.9	88.9	100	78.3

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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
RF	282	247	247	155	142	119	311

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

Ratio by school	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
RF	1.93	2.01	0.81	0.77	0.81	0.71	1.10

4.11 Average age of computers in schools.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:	1.58	1.72	1.30	1.99	2.09	2.40	1.46

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’).

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’).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	78.8	74.3	72.9	81.7	76.7	74.7	75.6
Students	86.6	83.4	80.7	87.3	87.1	85.3	75.4
Teachers (1)	–	–	New 2015	100	94.4	100	95.7
Teachers (2)	–	–	New 2015	100	91.4	100	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: The principal regularly visits my class.

Teachers: My principal and or assistant principal regularly visit my classroom.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	76.2	72.6	72.9	60.3	61.0	58.7	36.3
Teachers	69.6	57.1	86.7	82.5	65.9	43.5	66.7

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.

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers (1)	–	–	New 2015	100	91.7	100	78.3
Teachers (2)	–	–	New 2015	100	91.7	100	100
Students	–	–	New 2015	91.7	87.0	89.9	85.4

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.

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').

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	–	–	New 2015	70.3	66.3	62.3	54.3
Teachers	–	–	New 2015	100	91.7	94.4	95.7

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.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	81.3	78.0	81.3	83.0

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	79.2	71.0	72.8	77.6	66.3	68.2	69.6
Parents	73.6	67.2	56.6	71.9	60.9	60.0	62.5
Teachers	84.8	74.8	88.9	83.3	71.7	76.4	76.7

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	85.5	80.5	73.4	78.3	61.3	65.0	60.1
Parents	79.3	84.0	57.1	77.8	44.4	54.5	71.9
Students	91.1	83.4	83.1	82.9	73.8	75.0	66.9
Teachers	86.2	74.2	80.0	74.3	65.7	65.5	41.7

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	88.1	85.5	86.1	87.2	82.1	85.4	81.0
Parents	82.8	81.9	80.6	85.7	75.3	88.7	79.2
Student	89.6	86.4	86.0	83.2	83.1	82.5	79.4
Teachers	92.0	88.1	91.7	92.8	88.0	85.1	84.5

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	78.9	77.6	73.4	80.2	75.7	81.9	78.9
Parents	77.3	71.6	55.1	69.9	68.1	84.8	62.1
Students	77.2	79.0	79.5	83.6	74.8	78.4	77.3
Teachers	82.2	82.3	85.6	87.0	84.2	82.7	97.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.8	88.5	88.9	91.7	87.9	91.9	87.0
Students	89.4	89.9	91.2	91.7	85.7	86.0	77.1
Staff	98.0	97.1	95.0	97.7	92.6	90.6	89.2

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 ...

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	79.6	97.0	97.2	98.3	96.1	96.1	94.1
Students	70.6	97.6	97.7	97.7	95.5	98.8	93.5
Staff	87.5	100	100	100	92.6	96.8	100

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	95.8	91.2	85.6	80.4	71.7	75.00	89.0
Staff	89.8	84.8	91.5	90.9	75.5	80.6	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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	–	87.1	81.8	79.3	
Students	77.6	73.5	72.6	73.1	72.9	66.1	
Staff	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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.6	94.4	92.0	93.9	93.5	91.9	92.9
Students	94.4	93.3	93.5	93.7	95.5	90.7	83.3
Staff	91.7	94.3	96.6	95.6	92.5	93.5	94.4

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.

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	88.0	90.6	89.4	86.3
Students (Gr 10-12)	–	–	New 2015	75.0	78.4	77.1	62.7

Staff	-	-	New 2015	86.7	84.9	83.9	83.3
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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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	93.7	94.5	94.0	95.6	91.7	94.3	91.8
Students (Gr 7-12)	95.1	94.4	95.0	95.0	90.8	90.9	91.5

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student	69.9	63.4	65.7	79.1	59.3	49.8	46.1
Staff	71.4	67.6	76.3	62.1	75.9	71.9	73.0

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars	\$10,500	\$4,000	\$4,000	\$23,000	\$16,415	\$16,750	\$11,800

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	90	168	168	27	14	13	15

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.)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	12	47	32	52	65	49	46

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	–	–	46	48	76	78	67