

**R. F. STAPLES SECONDARY SCHOOL**

**Annual Education Results Report  
2019-2020  
June 30, 2020**

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## **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 office.

### **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, and Commentary

### Alignment of Outcomes to Key Strategies

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

<b>2020-2021</b>
<i>(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)</i>
<p><b>OUTCOME ONE: Alberta Students are successful.</b></p> <p>Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p><b>OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.</b></p> <p><b>OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.</b></p> <p>Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <p><b>OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.</b></p> <p>Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework. They align with the current Alberta Education Outcomes as follows:

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."* **OUTCOME ONE**
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."* **OUTCOME ONE**
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."* **OUTCOME FOUR**
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."* **OUTCOME FOUR**
5. Tracking Progress *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

**Key Priorities and Strategies 2019-2020 - RF Staples School**

<p><b><u>Student - Teacher relationships</u></b>  <b><i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● Division <b>High Schools will continue to implement the principles of High School Redesign</b> 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"> <li>○ Teacher advisory structures to support enhanced student-teacher relationships</li> <li>○ Use of MyBluePrint as a tool to organize and plan for student success</li> </ul> </li> </ul>	<p>1</p>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:             <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions</b> 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"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ Site based mental health supports such as “success coaches”</li> <li>○ Site based high school completion liaisons</li> </ul> </li> <li>● <b>All schools will continue to implement the mental health literacy project</b>, guided by and supported by division lead teachers / coordinators.             <ul style="list-style-type: none"> <li>○ <b>Schools will assign a Mental Health Literacy ‘point person’</b> to support the implementation and coordination of the Mental Health Literacy project.</li> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ 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.</li> <li>○ <b>Other related school level strategies may include</b> aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● <b>Division high schools will take a lead role in coordinating effective transitions</b> of students from feeder schools</li> <li>● The principal’s role is to:</li> </ul>	<p>3,4</p>

<ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from: <ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> </ul> </li> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)</li> </ul>	
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<ul style="list-style-type: none"> <li>● 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.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
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<p><b><u>In RF Staples school we will:</u></b></p> <ul style="list-style-type: none"> <li>● RF Staples teachers are committed to building relationships with students during regular class time and in their Teacher Advisory Groups (TAG).</li> <li>● 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.</li> <li>● 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</li> <li>● 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.</li> <li>● RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration.</li> </ul>	
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<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	Alberta Education Outcome(s) impacted
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<ul style="list-style-type: none"> <li>● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> <li>○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.</li> </ul> </li> <li>● A Literacy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● A Numeracy Committee will include certificated representation from <b>each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● 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 :</li> </ul>	1, 4
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<ul style="list-style-type: none"> <li>○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.</li> <li>○ <b>Lead grade level and division level training sessions</b> intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>● <b>Schools will assign a Lead Teacher</b> (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ 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.</li> </ul> </li> <li>● <b>All teachers are expected to participate in both strategies</b> and align instruction and interventions to the non-negotiable district standards.</li> <li>● <b>All schools will continue to administer specified assessments</b> in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> <li>○ Reading Readiness Screening Tool - RRST (Literacy)</li> <li>○ BenchMark Assessment System - BAS (Literacy)</li> <li>○ Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul> </li> <li>● The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Ensuring and facilitating logistics for implementing the specified assessments</li> <li>○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers</li> <li>○ Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>○ Monitoring implementation of the Literacy and Numeracy strategy</li> <li>○ Being a participant in professional learning</li> </ul> </li> </ul>	
<p><b><u>In RF Staples school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Schedule daily math for junior high students.</li> <li>● RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration.</li> </ul>	

<p><b><u>Support for Staff</u></b>  <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"> <li>● 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</li> <li>● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)</li> </ul>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> <li>● <b>School principals will assign certificated staff</b> (lead inclusion teachers, or point person) to be responsible for:</li> </ul>	<p>3</p>

<ul style="list-style-type: none"> <li>○ Identification of students with risk factors</li> <li>○ Planning or facilitating planning for identified students</li> <li>○ Monitoring, supporting and reviewing the implementation of plans</li> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul>	
<ul style="list-style-type: none"> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)</li> <li>○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.</li> <li>○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>○ Support staff with students who have complex communication needs</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions will prioritize school level supports of Tier 2 students.</b> The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ <b>Site based</b> mental health supports such as "success coaches"</li> <li>○ <b>Site based</b> high school completion liaisons</li> </ul> </li> <li>● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.</li> <li>● <b>Schools will collaborate to align and distribute the services of PA Mentors</b></li> <li>● 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</li> <li>● The principal's role is to: <ul style="list-style-type: none"> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>○ Monitor how the needs of students and staff are being addressed</li> <li>○ Actively participate in professional learning</li> </ul> </li> </ul>	<p style="text-align: center;">3, 4</p>
<ul style="list-style-type: none"> <li>● 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)</li> <li>● 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.</li> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> </ul> </li> </ul>	<p style="text-align: center;">4</p>

<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Support implementation of the Moving Forward with High School Redesign</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> <li>○ Coordinate training and Professional Development for Principals (LQS)</li> </ul>	
<p><b><u>In RF Staples school we will:</u></b></p> <ul style="list-style-type: none"> <li>● RF Staples is committed to the division initiatives providing release time to staff as necessary and promoting PD and collaboration.</li> </ul>	

**OUTCOME ONE: Alberta Students are successful.**

<p><b><u>Accountability Pillar Measures:</u></b></p> <p><b>1.1 PAT Acceptable and Excellence</b> 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).</p> <p><b>1.2 PDE Acceptable and Excellence</b> 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).</p> <p><b>1.3 High School Completion Rate:</b> High school completion rate of students within three years of entering Grade 10.</p> <p><b>1.4 Diploma Exam Participation Rate (4+ Exams)</b> Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p><b>1.5 Drop Out rate:</b> Annual dropout rate of students aged 14 to 18.</p> <p><b>1.6 Transition Rate (6 yr)</b> High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p><b>1.7 Rutherford Scholarship Rate (Revised)</b> Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p><b>1.8 Citizenship</b> Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p> <p><b><u>Jurisdiction Measures:</u></b></p> <p><b>1.9 Student Achievement</b> - Grade 9 cohort results at the acceptable standard in Mathematics.</p> <p><b>1.10 Student Achievement</b> - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).</p> <p><b>1.11 Student Achievement</b> - Number of coded students who graduate (code 41 to 46).</p>
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**1.12 Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

### Jurisdiction Outcome 1-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.**

#### Commentary:

##### Literacy Strategies

A successful strategy has been to provide accommodations for students. Where possible students are encouraged to read questions aloud. High School English Language Arts teachers report that students often improve 10-15% on reading comprehension assessments. Numeracy Strategies

Daily math classes for junior high students has been an important component for improving numeracy skills. Having regular instruction while dedicating time to some of more basic skills has given struggling students the time necessary to better understand the concepts. This is the second year of daily math and it was expected that the PAT scores would show an increase in numeracy skills in students.

##### Commentary on PAT Results

- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

##### Commentary on PDE Results

- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Diploma Exams were cancelled.

##### Citizenship Strategies

- A monthly “Work Hard, Be Kind” assembly brought the students together to celebrate the good things that students do on a regular basis. It was more successful at the junior high level with a lot of excitement and participation. At the high school level more consultation is needed to make it more appealing or devise another strategy.

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

#### **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 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.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

**Commentary:**

- Having a First Nations, Metis, and Inuit Liaison has been an important component for student engagement.
- The APORI results indicate that many of our First Nations, Metis and Inuit measures are a concern or issue, R.F. Staples results most often exceed Provincial results or are on par with them. The 3 year completion rate continues to be very good.

**OUTCOME THREE: Alberta’s education system is inclusive.**

**Accountability Pillar Measures:**

- 3.1 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.
- 3.2 Programs - (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.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

- 3.9 Excellent Staff - PPHS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PPHS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PPHS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 Excellent Staff - PPHS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 PD (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.

**Jurisdiction Outcome 3-A**

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

**Jurisdiction Measures:**

- 3-A.1 PPHS 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
- 3-A.2 PPHS 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.
- 3-A.3 PPHS 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.
- 3-A.4 PPHS 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.
- 3-A.5 PPHS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

**Commentary:**

Educational Programming

- 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 was 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
- “Focus” has continued to be an important block of time that students use to access teachers and complete school work. Students have been held accountable for this time by maintaining high attendance levels for TAG.
- 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.
  - 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.
- Due to Provincial budgeting changes, dual credit opportunities are suspended until further notice.

#### Extra-Curricular

- RF offers volleyball, basketball, badminton, student council, archery, skills competitions, drama, band and cross-country running.
- RF Staples extracurricular team and activities had a successful year. The high school girls curling team attending provincials. This year we also had students compete at skills at a distance due to the pandemic

#### Satisfaction with instruction, teachers and administration

- Based on survey results student satisfaction with their teachers has improved and parent satisfaction is maintained.
- Approximately 1/3 of students are dissatisfied with administration. This may partly be a result of new cell phone policies. Parent satisfaction with administrators is maintained and there is an increase in satisfaction among the staff.
- Clear message was sent that students would like administrators to visit the classroom more.

#### 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.
- The elimination of outside jurisdiction PD reduced the opportunities for staff. Staff were encouraged to work with cohorts in the division and release time was offered.

Strategies to support formative and summative assessments

- 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
- Teachers have worked to provide multiple opportunities for students to demonstrate their understanding.

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.
- Survey results showed that parents are happier with the communication they received in the 2019-2020 school year.

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

**Accountability Pillar Measures:**

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 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.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 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.

**Jurisdiction Measures:**

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

- 4.9 Safe and Caring** - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 4.15 Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 Work Preparation** - 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.
- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning.
- 4.22 Parent / Community Involvement** - Number of registered\* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement** - 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.)
- 4.24 Parent / Community Involvement** - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management** - 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)
- 4.27 Technology / Management** - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management** - Average age of computers in schools.

## Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

### Jurisdiction Measures:

**4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.

**4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**

**4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.**

### **Commentary:**

#### Welcoming, Caring, Respectful and Safe Learning Environments

- Based on survey results, 82% of students, 96% of parents, and 98% of staff agree that R.F. Staples is a safe and caring school.
- The transition and welcoming continue to be well received. Due to the pandemic information was provided online. Our new grade 7 students were enrolled in a Google Classroom for easy access to updated information.
- The transition from grade 6 to 7 was done well to start the 2019-2020 school year.
  - Alberta Education will release a pandemic update on August 1, 2020. The recommendations will determine whether or not the school is able to host an in person information session and tour of the school for new grade 7 students.
- 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 2023 provided some initial school spirit. We hope to continue this.
- Our school continues to review the Student Code of Conduct with staff, the school council, and students.
- Results from the PHPS survey have 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 / Supports for At Risk Students

- 100% of parents that have children with severe needs and 86% of parents of children with Mild/Moderate needs are satisfied with the service that R.F. Staples provides.
- 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 ensure 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 female 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.

#### 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.
  - RF Staples continued to support students in workplaces in and around our community through RAP, Work Experience and Green Certificate programming.
    - Number of students -
- The relationship between the school and community will continue to be a priority. Not enough or our students, only 53%, believe that people say good things about them. Similarly 35% of students are not satisfied with the community involvement.

#### Strategies associated with the use of learning technologies

- 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.
- Eliminating cell phone use has not impacted student access to technology for learning. Survey shows that 86% of students, compared to 90% the previous year, are satisfied with the access they have to technology for school work.

#### Communications Strategies

- 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.
- The monthly report in the local paper has been well received by parents.

#### 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.