R. F. STAPLES SECONDARY SCHOOL

Three Year Education Plan
2020-2023

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 <u>Outcomes</u> defined by Alberta Education. **<u>Links</u>** are underlined and blue.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division.

2020-2021

(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)

OUTCOME ONE: Alberta Students are successful.

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.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

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

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.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

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

1. <u>Personalized Learning</u> *"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. <u>Successful Transitions</u> *"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. <u>Collaborative Partnerships</u> *"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. <u>Positive Connection</u> *"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. <u>Tracking Progress</u> *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

Summary of Key Division Priorities and Strategies 2020-2021

	Alberta Education Outcome(s) impacted
Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	

The division will guide and monitor the **academic and mental health continuum of services** available to students.
● The "**Mental Health Literacy" project** is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being
 ○ **Principals** will ensure that the skill set of The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources.
 ○ Schools may to add responsibilities related to mental health literacy to their **Inclusive Education Lead Teachers** job descriptions
● **Principals** will monitor the academic and mental health of Tier 2 and 3 students.
 ○ Schools may assign responsibilities
  ■ to **certificated school counsellors** to support Tier 2 and 3 students' mental and social well-being.
  ■ to "**success coaches**" to support Tier 2 students' mental and social well-being.
 ○ **School counsellors** and **Success Coaches** must be monitored by the **principal** and division coordinator(s).
 ○ High schools must assign the responsibilities of a **high school completion liaison** to identify Tier 2 students for programming support, guidance and monitoring
 ○ 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
	2,4

The division will maintain two district **First Nations, Metis and Inuit Liaisons** whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students	2,4
The **principals** will: ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers	2,4
Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success	3,4
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.	3, 4

| **In our school we will:**
● At R.F. Staples the next step will be taken providing professional development in the Neurosequential Model in Education. Both the Inclusive Education Lead Teacher and the Special Education Coordinator have completed training and will be providing learning opportunities for staff throughout the year.
● The role of the First Nations, Metis and Inuit Liaison continues to be a great resource for the school and provides valuable input to our School Based Team.
● Supporting the transition from elementary to junior high and from junior high into high school was a challenge due to the pandemic. Videos and information packages were created to replace the information evenings and school tours. | |

Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	Alberta Education Outcome(s) impacted
Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies. ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.	1, 3
Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.	1, 3
All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy)	1, 3
The **principals** will ensure implementation and alignment by: ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning	1, 3
In our school we will: ● At R.F. Staples the MIPI is being used to identify lagging skills in numeracy. ● Teacher working groups are being created in Social Studies and Mathematics to build continuity and consistency.	

	Alberta Education Outcome(s) impacted
Support for Staff *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	

The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.
● The following division support positions will be assigned in this regard:
  ○ 2.0 FTE **certificated coordinators**
  ○ 2.0 FTE **First Nations, Metis and Inuit Liaisons**
  ○ 2.25 FTE **Speech - Language Pathologists**
  ○ 1.4 FTE **Occupational Therapist**
  ○ 1.0 FTE **Psychologist**
● The following school level support positions will be assigned in this regard:
  ○ Site based **Inclusive Education Lead Teachers** (minimum FTE per site)
  ○ Schools will collaborate to align and distribute the services of **PA Mentors**
	2, 4

Division administration will assign the following responsibilities to **certificated coordinators**:
● Train, guide and monitor schools' Inclusive Education Lead Teachers
● Collaborate with schools' **Inclusive Education Lead Teachers** and **principals** to
  ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students
  ○ Support staff with students who have complex communication needs
  ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students
  ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion
● Coordinate and monitor district counselling supports
● Guide and support the Mental Health Literacy project
● Orient and develop capacity of new teachers to PHSD
	1, 2, 3, 4

Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an **Inclusive Education Lead Teacher**. *"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."* Key responsibilities defined in the job description include: ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice	1, 2, 3, 4
While all of the elements on the following list are part of the **Inclusive Education Strategy** schools may select elements from the following list to focus on at their school site: 1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. 3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher.	1, 2, 3, 4

4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. 8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. 9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. 10. We will ensure that families are included as equal and valued collaborative members of the team.	
The **principal** will: ● 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	1, 2, 3, 4

The division will continue to plan and implement a **comprehensive professional development plan** in collaboration with the ATA's PD committee.
● The professional development plan will be intentionally designed to:
  ○ Support a balance of teacher directed, school led and division focused PD
  ○ 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
  ○ 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.
● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee
● 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.*
	3

In our school we will: ● The Inclusive Lead Teacher has been given a schedule that provides opportunity to support teachers in their classrooms. When necessary, release time will be given for collaboration and meeting times.	

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).

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

1.5   **Drop Out rate:** Annual dropout rate of students aged 14 to 18.

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

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

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

Jurisdiction Measures:

1.9   **Student Achievement -** Grade 9 cohort results at the acceptable standard in Mathematics.

1.10   **Student Achievement -** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11   **Student Achievement -** Number of coded students who graduate (code 41 to 46).

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.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Literacy Strategies
- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
- Numeracy and literacy support will be available during our flex block (Focus). We have also created learning support blocks for struggling students.

Numeracy Strategies
- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.

- Numeracy and literacy support will be available during our flex block (Focus). We have also created learning support blocks for struggling students.

Citizenship Strategies
- In the 2019-2020 school year, there were monthly assemblies for students to celebrate "Work Hard, Be Kind" awards. It was a good start but students wanted more input regarding the assemblies. More involvement from Student Councils and student advisory groups will happen in the 2020-2021 school year to promote and celebrate citizenship.

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.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

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.

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

3.10 **Excellent Staff - PHPS Satisfaction survey:**   Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.11 **Excellent Staff** - **PHPS Satisfaction survey**: Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12 **Excellent Staff - PHPS 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

PHPS 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 **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

3-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.

3-A.3 PHPS Satisfaction survey: <u>Clarity of Learning Goals</u>. 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 PHPS Satisfaction survey: <u>Response to diversity of student needs</u>. 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 PHPS Satisfaction survey: <u>Meeting learning needs</u>. Percentage of parents agreeing that their children appear confident about what they are learning at school.

See the strategies described under the section <u>Summary of Key Division Priorities and Strategies 2020-2021</u>, above.

Key School Level Strategies Include:

Educational Programming

- **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
- 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.
- 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.
- R.F. Staples will utilize Outreach as a viable alternative for course completion for regular and at risk students.

Extracurricular

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

Professional Development

- 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.
- Program assistants will have funds available to take professional development sessions.

Strategies to support formative and summative assessments
- 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.
- Assessments given in individual classes will be recorded to align with the provincial achievement exams and diploma exams.

Communication regarding Student Progress and Classroom Activities
- We will improve communication through PowerSchool and Gradebook.
  - Teachers will regularly update their marks and include their Course outline and assessment descriptors.

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.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments:
- 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.
- 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)

Inclusive Practices / Supports for At Risk Students
- Staff meetings and collaborations to support student needs:
  - 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.
  - R.F. Staples staff will identify at risk students and use individualized approaches to engage learners.
  - TAG teachers have been integral in helping to identify students that need extra support.Students, teachers and parents in R.F. Staples will continue to work together to set goals during October and March Parent/Teacher Interviews.
    - We are adding Teacher Advisory to increase connections with At-Risk students. High school teachers will follow their students until graduation.
  - Additionally, there will be clear communication between program assistants and classroom teachers to ensure that student IPP goals and objectives are being met.
  - R.F. Staples will continue to have transition meetings for special needs students transitioning to a different school within the division.
  - 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.
  - 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.
- 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.
- 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.
- 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.
  - We will continue to support the students' Gay-Straight Alliance.
- The responsibility to monitor high school competition falls on all the teachers in the school.
  - The Teacher Advisory Group (TAG) teacher monitors the progress of the students assigned to them.
  - Administration and school counsellors are informed of any student who is struggling with achievement or attendance which would impact course completion.
  - Administrators and counsellors are well versed in the various pathways for students to progress through high school courses in order to obtain a diploma.

- ○ Our Inclusive Education Coordinator also creates the high school plans for any students who may be working towards a Certificate of High School Completion.
- ○ If a student begins to struggle within a course, teachers will notify administration or the school counsellors.
- ○ Another important team member is our FNMI liaison. She monitors the progress of many at-risk students and brings specific concerns to administration.
- ○ We also rely on our Outreach program to facilitate a flexible schedule for students who struggle with consistent attendance. Our Outreach teacher also monitors the students closely for course completion and credit acquisition.
- ○ The high school completion team meets regularly to discuss struggling students and the responsibility for specific student follow up is shared between this team.

Engaging and communicating 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.
- ● 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.

Strategies associated with the use of learning technologies
- ● 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.

Communications 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.