

**Annual Education Results Report
&
Three Year Education Plan
2015 - 2018**

Ecole Rocky Elementary School
Dare to Discover – Le monde à découvrir



Ecole Rocky Elementary School
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Ecole Rocky Elementary School

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Our Mission...

École Rocky Elementary School is a powerful, dual track, collaborative learning environment.

Our Vision...

Operating as a Professional Learning Community, École Rocky Elementary School provides a respectful exemplary learning environment where every student demonstrates continuous improvement and achievement.

Our Values and Beliefs...

We are committed to:

- **Maintaining a positive, safe and supportive learning environment.**
- **Preserving the dignity and nurturing a sense of purpose and optimism in each student.**
- **Modeling the skills and attitudes necessary to solve problems, manage conflict, and forgive one another.**
- **Realizing high standards in student achievement through quality programming and instruction, and the innovative implementation of technology.**
- **Challenging students to take risks and to become confident, resourceful, disciplined and self-motivated learners.**
- **Working to meet the individual needs of each student through inclusion and differentiation. Student learning should be respectful, active, interactive and appropriate to the individual.**
- **Providing choices in education through the continuing support and development of the French Immersion Program.**

Revised by the Staff of École Rocky Elementary School
Fall, 2013

Overview:

École Rocky Elementary is a K-5 school located in Rocky Mountain House. We are a dual track school with approximately one third of our 380 students in French Immersion. We serve families living in the Town as well as the surrounding County – over half of our students are bused in each day. We are proud to be recognized as a peaceable school – our Peace Education Program has been recognized and modeled across the province. The Program’s founder continues to direct the program as she has for over thirty years. She has been recognized at the provincial, federal and international level for her work as a peace educator.

We continue to build a positive school community through whole school learning projects which are shared and celebrated with all of our stakeholders.

Results Report:

Objectives for the 2014-2015 School Year:

- Increase student engagement and improve learning through a focus on Triple E (Engaged, Ethical and Entrepreneurial) teaching and cross curricular competencies

Strategies Used:

- All staff participated in professional development designed to enhance their abilities to create exemplary learning environments focused on the competencies and attributes necessary for students to become engaged thinkers and ethical citizens who demonstrate entrepreneurial spirit.
- Opportunities to develop expertise in designing and delivering learning opportunities that encompass the cross curricular competencies with a focus on digital learning were a focus of PD days, weekly embedded PLC time and Tech Tuesday sessions.
- Teachers reviewed and implemented new assessment tools including the SLAs and Literacy and Numeracy Benchmarks.
- Further exploration into Smart Learning, Project Based (Inquiry) Learning, and current brain research provided teachers with the tools necessary to increase student engagement thereby increasing student learning.
- New technology (Google Chrome Books) was made available to all students for the first time on a one-to-one basis. The staff was committed to developing their own technical skills so their students could reap the full benefit of the digital learning opportunities this technology provides.
- The school supported individuals and grade level PLC teams in their efforts to create Triple E learning environments – environments where everyone is engaged in critical thinking,

everyone is developing into compassionate, ethical and respectful citizens, and everyone is striving for innovation, and demonstrating resourcefulness and resiliency.

- The design and implementation of a whole school Smart Learning Sequence, “The Junkyard Wonders” not only directly addressed the cross curricular competencies and increased student engagement, it built a shared culture within the school and connected the school to the larger community and to our world.

Rationale:

- This focus was directly in line with Alberta Education’s Inspiring Education and the Ministerial Order on Student Learning
- This focus was directly in line with the Division’s Mandate, “To improve the achievement levels of ALL students”; and its Mission, “To create powerful learning environments that inspire excellence in learning and support the well-being of all students”.
- It was also clearly aligned with the school’s Vision, “Operating as a Professional Learning Community, École Rocky Elementary School provides an exemplary learning environment where every student demonstrates continuous improvement and achievement.” As a school, we are committed to achieving high standards in student achievement through quality programming.
- The staff was committed to increasing student engagement and improving learning.
- All teachers and all students were affected by this focus

Results:

- Our whole school sequence, focused and embedded Professional Learning Community time, and our targeted and collaborative professional development resulted in a stronger sense of community
- All grade 1 to 5 classes have complete sets of Chromebooks and they are now being used to facilitate learning across the curriculum on a regular basis
- Assistive technology to support special needs learning was increasingly implemented
- Teaching/learning strategies based on current brain-based research has increased student engagement
- Implementation of more learning sequences at various grade levels have helped to embed cross curricular competencies
- Ongoing after school professional development (Tech Tuesdays) helped teachers with the effective use of technology to support learning
- Student learning fairs provided opportunities to share learning with parents and other stakeholders, and resulted in greater sharing between ERE and our neighboring schools
- Higher levels of parent, student and teacher satisfaction with the school’s ability to deliver a diverse educational program
- Heightened awareness that each student can make a positive difference to our school, our community and our environment

Success Trends:

Student Learning Outcomes – Excellent results

- The percentage of teachers, students and parents satisfied that our students model the characteristics of active citizenship has improved by 4.4% from the previous year and is now Excellent.
- There has been a 35.3% jump in the percentage of stakeholders who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school over the previous year. We continued with multiple strategies to instill these behaviours.
- Our school encourages active citizenship through the grade 5 leadership team, peace education, We Day, Tribes, student engagement in numerous local, national and international fund raising efforts.
- Our school maintains a focus of preparing students for the world of work through career presentations, resume writing, volunteer jobs within the school, etc.
- We made a direct effort to educate our parent community as to how the skills we instill at the primary level directly correlate to the skills young adults will need when they enter the workforce.

Quality Teaching and School Leadership – Improved and Excellent Results

- Teacher, parent and student satisfaction with the school's programming has progressed from Good to Excellent – an increase of 10.4% from the previous year.
- We have music and Phys Ed specialists employed at the school. Vocal and chime choirs extend the music program beyond the school day. All student participate in off-site swimming and skating programs each year. Collaborative planning maximizes use of our gymnasium and all students now participate in circuit training on a regular basis to increase general fitness levels.
- We are introducing an extra-curricular Drama program this school year which will provide interested students with greater opportunity to explore the fine arts.

Parental Involvement in Decisions about Their Child's Education

- Satisfaction with parental involvement in decision making about their child's education increased by 8.6% from the previous year, moving from the Acceptable range to the Excellent range.

Overall Quality of Basic Education

- Satisfaction with the overall quality of basic education increased by 6.4% from the previous year, moving from the Acceptable range to the excellent range.

Students are Safe at School, are Learning the Importance of Caring for Others, are Learning Respect for Others and are Treated Fairly in School

- The percentage of stakeholders satisfied that our school provides a safe and caring learning environment has moved from Good to Excellent – an increase of 2.8%

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- Weekly social skills training through our Peace Education program is being maintained. Roots of Empathy programming is delivered to all grade two students. Conflict management training is implemented at the grade 5 level.

This School and Schools in this Jurisdiction have Improved or Stayed the Same the Last Three Years

- Satisfaction with this school and other schools in the jurisdiction increased by 12.8% over the previous year, moving from Acceptable to Excellent.
- Professional development occurs at weekly embedded PLC times and at monthly PD opportunities. The school works together to improve pedagogy through our whole school learning sequence which combines Smart Learning and Inquiry methodologies and focuses on cross curricular competencies.

Potential Growth Area Highlighted by the Accountability Pillar Results:

- Parent satisfaction with the opportunity for students to receive a broad program of studies including fine arts, Career, technology, and health and physical education was extremely positive, with one exception –
 - Another language – 94%
 - Art – 93%
 - Computers – 100%
 - Drama – 64%
 - Health – 94%
 - Music – 100%
 - Physical Education – 94%

While the teaching staff feels that Drama is actively taught and integrated across the curriculum at each grade level, it is not taught as a separate subject, nor is it regularly spoken of directly to students or parents (as in, “We are going to do Drama now.”) It was determined that we will create an extra-curricular Drama Club for students this year. We will also communicate that performances in assemblies and special events, including the Christmas Concert, Performance on the Playground, Evergreen Theatre’s “The Legend of Four” and the French Evening of Entertainment, are how Drama appears at the elementary school level.

École Rocky Elementary
“Dare to Discover – Le monde à découvrir”
One-Page Improvement Plan – Healthy Learning/Working Environments
2015-2016

Objectives:

- To improve the overall wellness of all members of our school community

Strategies:

- Maintain and improve the nutrition, “Healthy Eating”, of our school community by providing students and staff with more “Choose Most Often” options. Daily breakfast will be provided to all interested students – we currently serve 50 – 100 students per day. Sponsored through Encanca - Breakfast club of Canada. Bagged lunches are made and distributed daily to students needing extra nutrition during the day. We focus on meeting both the nutritional and social-emotional needs of children through the school’s nutrition program and have additional sponsorship. Applying for grants to enhance this wellness, e.g., “Tasting Tuesdays”, as well as having an increased focus on healthy relationships and mental health, e.g. “Mental health First Aid” for staff members.
- Maintain effective gym usage through collaborative planning, e.g., all grades will participate in circuit training twice monthly.
- Maintain the strong grade 5 leadership team that not only sets up the gym for assemblies, but they also sit with and help supervise the younger students at every assembly. This promotes positive cross grade relationships and develops empathy

These students will also implement We Day initiatives: The Leadership Team will decide on Spirit Day Themes for the remainder of the school year. They will raise money for local and global issues, such as the Rocky Food Bank and the Olinda School in Brazil. We are Silent: Leadership Team members have agreed to take a vow of silence to stand up for those around the world that don't have a voice. The pledge money raised will go towards an Adopted village in India to support health care. Used Book Sale during parent teacher interviews. Parents and students are asked to bring in gently used books (children's, adult, teen, fiction and non-fiction) which will then be resold. All proceeds will go to the Olinda School in Brazil.

- Maintain the Tribes of ERE- these cross graded social groupings are designed to foster caring and a sense of family between students of all ages in the school
- English and French Language Book Fairs - family nights build relationships, parents come during the day to support their child. It is also a time for the staff/school to build relationships with the parents.
- The school actively promotes volunteerism and is partnering with not only family members but special needs agencies within the community. We are increasing tolerance and understanding in our students through bringing in special needs community members into the school to assist with administrative tasks, recycling, reading with students, in order build relationships, and make connections. Older students participating in buddy learning with younger students e.g. Reading.
- Skating and swimming programs for all grades with older students paired with younger students for skating
- Terry Fox run and cross country running program utilizing our Tribes (cross-graded groupings)
- Roots of Empathy involves the students, staff and families in the building of Empathy in all. Which leads the students into a deeper understanding of differences and the value of each person.
- Continuing support of our Peace Education program through health classes and our grade 5 leadership team.
- Implementation of our annual whole school Smart sequence, "The Environment", which will instill the values respect for and stewardship of the natural world, increase the awareness of the impact we have on our community environment, school environment and the environment within each of us.
- Continue to further promote awareness of our Peace garden and to enhance our school garden, which sees students involved in all phases from preparing the soil, planting, weeding, watering, harvesting, and even creating a nutritious meal from the produce grown on our school grounds. This will give our students the opportunity to see a complete food cycle and to understand the importance of this cycle. Students will donate a portion of the produce grown to those in need within our own community.
- Share and promote services and activities at our school, e.g. Breakfast Program, Coats for Kids, Leadership Team, Tribes, Spirit Days, Sporting events, Learning Fair, Special Events and Concerts.

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One-Page Improvement Plan – Student Engagement
2015-2016

Objectives: To improve student engagement across the curriculum

Strategies:

- Continue to expand opportunities for students to utilize technology in their learning (Chromebooks, point to view cameras, Makey Makey kits, Spiros, etc.) to be part of the daily school life for all ERE students. The devices have proven to be highly motivating for all students, and are being used extensively for inclusion, differentiation, remediation and enrichment.
- Smart learning, inquiry learning, and mindfulness are being embedded throughout the school – learning is increasingly active, socially constructed, individualized, connected to the real world – it is just plain more fun for kids! Staff is encouraged to participate in school learning rounds (where they can watch colleagues implement learning strategies).
- Technology allows students to show their learning in different ways
- Easy to share learning and collaborate with others via google docs

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One-Page Improvement Plan – Staff Learning
2015-2016

Objectives:

- Staff will develop their understanding and use of our new divisional technology tool Power School to report student learning.
- Staff professional learning will continue to focus on the many changes happening in education as we move forward to realize the vision of the ministerial order through - Triple E (Engaged, Ethical and Entrepreneurial) teaching and competencies.
- All staff will participate in professional development designed to enhance their abilities to create exemplary learning environments that are focused on the competencies and attributes necessary for students to become engaged thinkers and ethical citizens who demonstrate entrepreneurial spirit.
- Opportunities to develop expertise in designing and delivering learning opportunities that encompass the competencies with a focus on digital learning will be a focus of PD days and weekly embedded PLC time.
- Implementation of a Response to Intervention model will be the basis for individualized student planning during weekly embedded PLC time.

Strategies:

- Teachers will participate in the divisional PD days and have time to collaborate with their grade level teams as well as our School Leaders. Teachers will also endeavor to marry this technology tool with current pedagogy and research trends.
- Teachers will study and implement assessment tools including the SLAs

- Further exploration into Growth Mindset, Smart Learning, Project Based (Inquiry) Learning, and current brain research will provide teachers with the tools necessary to increase student engagement thereby increasing student learning.
- The latest technology (Google Chrome Books) has been made available to all students on a one-to-one basis. The staff is committed to developing their own technical skills so their students reap the full benefit of the digital learning opportunities this technology provides. Weekly tech sessions will be held every week throughout the school year to enhance digital pedagogy.
- The design and implementation of a whole school Smart Learning Sequence, “Environment”, will not only directly address the competencies and increase student engagement, it will build a shared culture within the school and connect the school to the larger community and to our world.
- Staff appreciates PD time to collaborate with colleagues and share ideas at the school level- keeps all staff on the same page, allows for cross subject collaboration
- The continuous improvement of student learning will be achieved through ongoing assessment of student literacy using F & P and PM Benchmark tools, expanding intervention strategies for literacy and numeracy skills, planning using RTI strategies.
- Extending professional capacity of teachers by expanding embedded PLC opportunities, including horizontal (grade level), subject specific(e.g. math), vertical (e.g. French Immersion)

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One-Page Improvement Plan - Student Learning
2015-2016

Objectives:

- To improve each student’s life chances through a focus on reading through the School’s Literacy Action Plan
- All students will be engaged and take responsibility for their learning. Differentiation within an inclusive classroom setting will support the academic needs of each student and develop a growth mindset.
- Competencies will be addressed within the learning outcomes across the subject areas.

Strategies:

- Provide training to staff to implement Levelled Literacy Intervention Kits and Strategies and provide ongoing support through our LLI facilitator.
- The implementation of a whole school Smart Learning sequence based on “Environment” will provide every student an opportunity to develop in Three E Citizenship. Teachers will support each other in planning learning that consciously addresses the competencies
- Students will develop increased technical skills and digital citizenship through the effective use of Google Chromebook devices in each classroom.

- Assistive technology will be sought out to support the unique learning needs of special needs students.
- The continuous improvement of student literacy and numeracy will be achieved through the ongoing assessment of student literacy using F & P and PM Benchmark tools, expanding intervention strategies to increase the literacy and numeracy skills of all students.

Combined 2014 Accountability Pillar Overall Summary

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Ecole Rocky Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	88.8	86.0	88.3	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	91.3	80.9	82.7	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	94.7	88.3	91.1	89.5	89.2	89.5	Very High	Improved	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.0	73.1	73.9	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	18.8	18.4	18.9	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	87.3	52.0	65.4	82.0	81.2	80.4	Very High	Improved Significantly	Excellent
		Citizenship	82.7	78.3	81.6	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	86.0	77.4	78.8	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.8	79.0	84.1	79.6	79.8	80.1	Very High	Improved	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

Literacy benchmarks are completed a minimum of three times each year. Recent results indicate that there are several groups of students who will require levelled literacy intervention in order to grow their reading skills.

Strategies

The LLI coordinator will implement LLI strategies with small targeted groups of students as well as provide training for staff to support developing readers at all grade levels.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	83.4	83.2	78.3	82.7		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.1	69.2	75.0	52.0	87.3		Very High	Improved Significantly	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)
 The percentage of teachers, students and parents satisfied that our students model the characteristics of active citizenship has improved by 4.4% from the previous year and is now Excellent.
 There has been a 35.3% jump in the percentage of stakeholders who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school over the previous year. We continued with multiple strategies to instill these behaviours.

Strategies

Our school encourages active citizenship through the grade 5 leadership team, peace education, We Day, student engagement in numerous local, national and international fund raising efforts.

Our school maintains a focus of preparing students for the world of work through career presentations, resume writing, volunteer jobs within the school, etc.

We made a direct effort to educate our parent community as to how the skills we instill at the primary level do directly correlate to the skills young adults will need when they enter the workforce.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

[No Data for PAT Results]

Comment on Results

(an assessment of progress toward achieving the target)

The grade three students completed SLA pilot testing in October for the second year. Reading assessments are carried out at regular intervals throughout the year in both English and French.

Strategies

The school continues to focus on improving student literacy and numeracy through whole class, small group and individual learning opportunities. This school is actively engaged in a new divisional leveled Literacy Initiative, and has been supplied with new training and resources to support literacy intervention.

The school has acquired 1-1 Chromebooks for all students in grades 1-5, and this is allowing digital learning opportunities where each student reads at their assessed reading level and progresses at their own rate.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.2	84.6	82.6	80.9	91.3		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Teacher, parent and student satisfaction with the school's programming has progressed from Good to Excellent – an increase of 10.4% from the previous year.

Strategies

We have music, art and Phys Ed specialists employed at the school. Vocal and chime choirs extend the music program beyond the school day. All student participate in off-site swimming and skating programs each year. Collaborative planning maximizes use of our gymnasium and all students now participate in circuit training on a regular basis to increase general fitness levels.

We are introducing an extra-curricular Drama program this school year which will provide interested students with greater opportunity to explore the fine arts.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	84.8	74.2	77.4	86.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	91.9	93.2	88.3	94.7		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Satisfaction with parental involvement in decision making about their child's education increased by 8.6% from the previous year, moving from the Acceptable range to the Excellent range.

Satisfaction with the overall quality of basic education increased by 6.4% from the previous year, moving from the Acceptable range to the excellent range.

Strategies

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.3	88.9	90.1	86.0	88.8		Very High	Maintained	Excellent			
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.	81.9	92.1	81.1	79.0	91.8		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

The percentage of stakeholders satisfied that our school provides a safe and caring learning environment has moved from Good to Excellent – an increase of 2.8%

Satisfaction with this school and other schools in the jurisdiction increased by 12.8% over the previous year, moving from Acceptable to Excellent.

Strategies

Weekly social skills training through our Peace Education program is being maintained. Roots of Empathy programming is delivered to all grade two students. Conflict management training is implemented at the grade 5 level.

Professional development occurs at weekly embedded PLC times and at monthly PD opportunities. The school works together to improve pedagogy through our whole school learning sequence which combines Smart Learning and Inquiry methodologies and focuses on cross curricular competencies.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

Comment on Results

(an assessment of progress toward achieving the target)

The last available comparison of FNMI versus general population test results did not any achievement gap at this school. In fact, the FNMI student results were slightly above the general student population. On the last PAT results.

Strategies

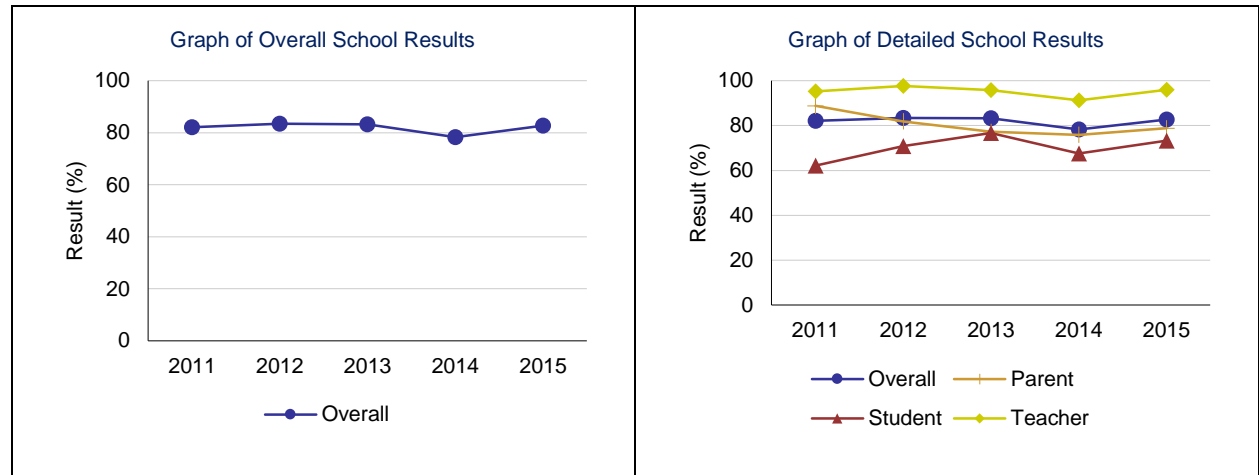
FNMI Learners will be supported as needed through RTI intervention programs.
Cultural awareness opportunities will continue to be provided through our jurisdiction's FNMI programming.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

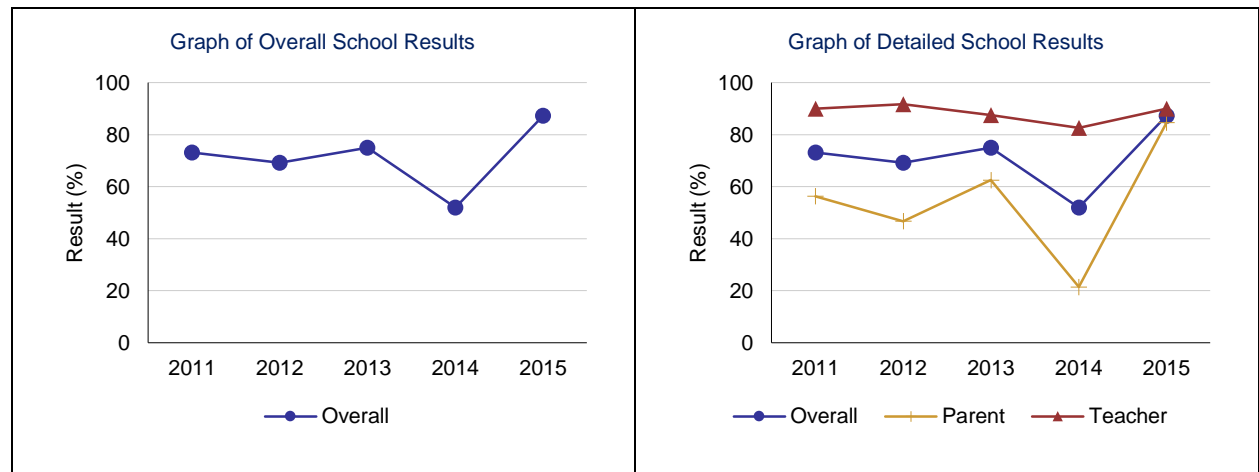
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	82.1	83.4	83.2	78.3	82.7	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	95.3	97.6	95.8	91.3	95.9	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	88.8	81.9	77.2	75.9	78.8	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	62.1	70.8	76.7	67.5	73.3	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	73.1	69.2	75.0	52.0	87.3	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	90.0	91.7	87.5	82.6	90.0	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	56.3	46.7	62.5	21.4	84.6	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	74.2

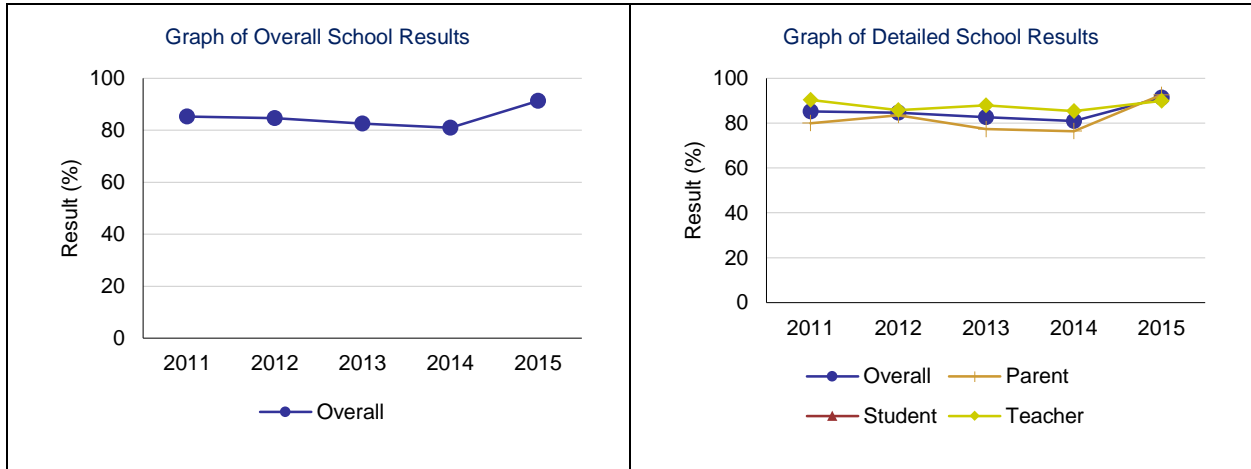


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.2	84.6	82.6	80.9	91.3	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	90.4	85.8	87.9	85.3	89.9	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	80.0	83.5	77.3	76.4	92.6	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

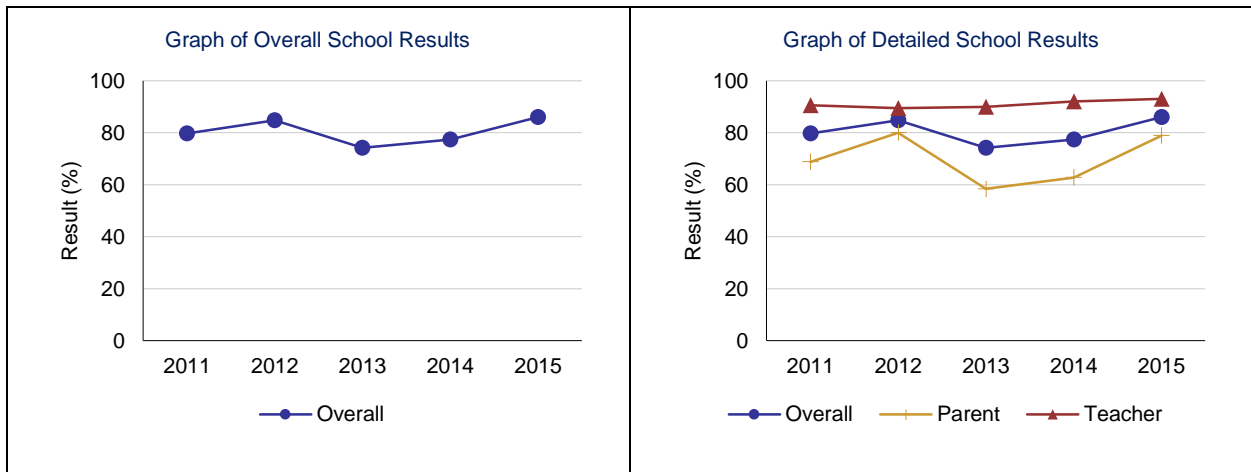


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.7	84.8	74.2	77.4	86.0	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	90.6	89.5	89.9	92.0	93.0	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	68.8	80.0	58.4	62.8	78.9	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

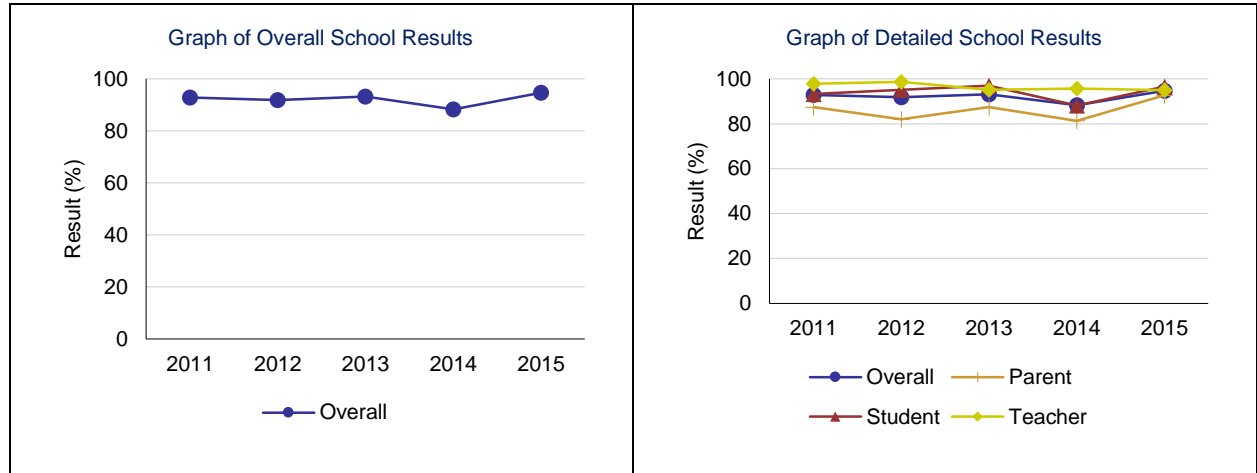


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.8	91.9	93.2	88.3	94.7	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	97.8	98.7	95.1	95.7	95.0	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	87.4	82.0	87.4	81.3	92.7	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	93.3	95.2	97.0	88.1	96.6	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

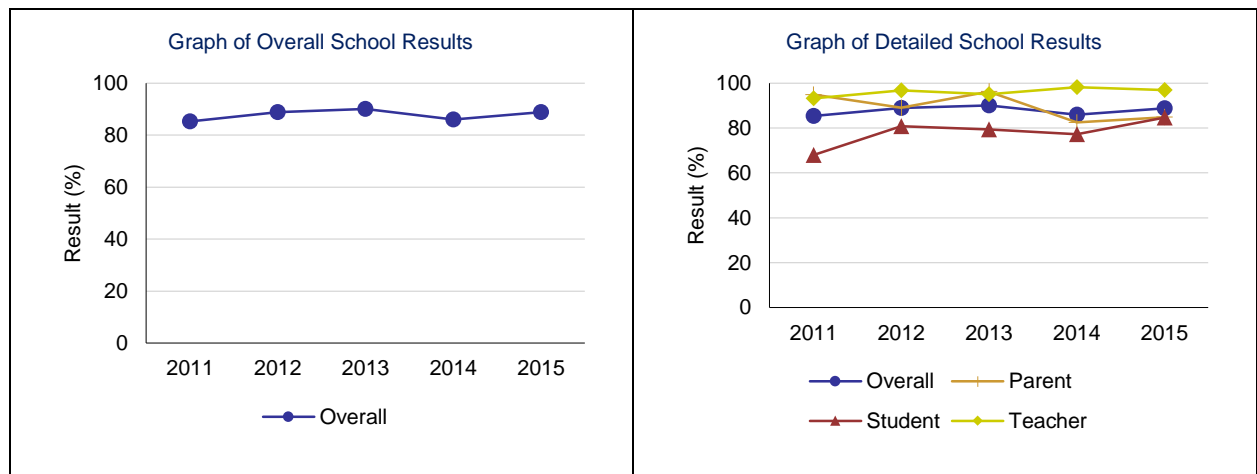


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.3	88.9	90.1	86.0	88.8	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	93.2	96.8	95.0	98.2	96.9	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	94.9	89.0	96.2	82.5	84.8	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	67.9	80.8	79.3	77.2	84.7	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

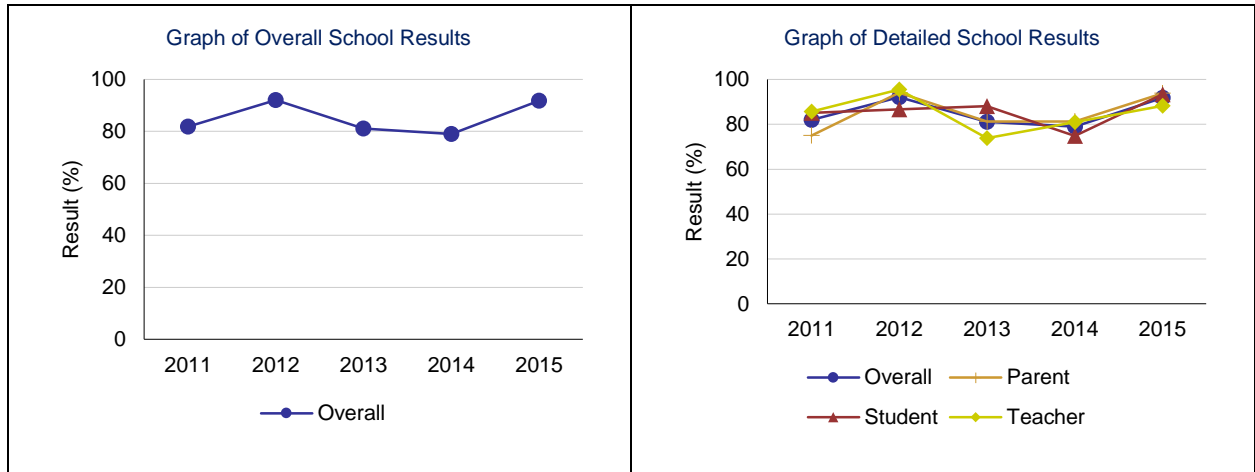


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.9	92.1	81.1	79.0	91.8	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	85.7	95.5	73.9	81.0	88.2	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	75.0	94.1	81.3	81.3	93.8	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	85.1	86.7	88.1	74.8	93.3	77.5	73.8	68.4	70.7	72.5	82.9	82.7	82.9	81.2	80.7



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

Principal

Date

School

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative

Date

Chairperson, School Council

Date

Approved: _____
Superintendent of Schools or Delegate

Date

