

Sturgeon School Division
Landing Trail School

Sturgeon Schools Three Year Plan & Results Report

2010/2011 2011/2012 2012/2013

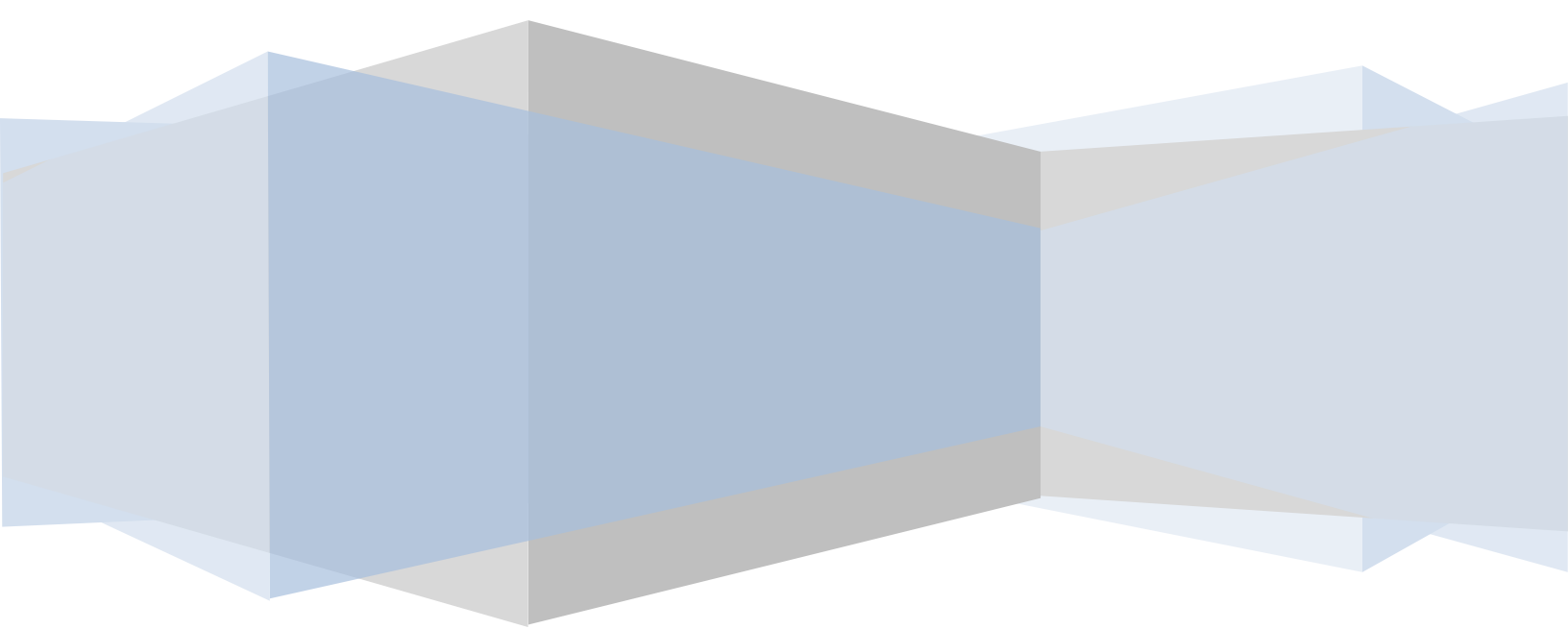
Academics: Critical Thinking and Problem Solving Skills



Embracing Uniqueness: Recognition of the Individual



A Safe, Caring and Respectful Learning and Work Environment



Academics:

Critical Thinking and Problem Solving Skills

Indicators:

1. Students develop grade/program appropriate language, numeracy, and communication skills
2. Students demonstrate 21st Century literacy skills
3. Students demonstrate critical and creative thinking skills



Expectations and Strategies:

- 1a. Apply Assessment of and for Learning practices
 - 5 Keys to Quality Assessments (Appendix 2a)
 - Seven Strategies of Assessment for Learning (Appendix 2a)
- 1b. Develop/enhance teacher skill in differentiating instruction practices
2. Embed a broader understanding of literacy skills into instructional practice
 - Four E's of 21st Century Literacy (Appendix 2b)
3. Develop/enhance 'Teaching Critical and Creative Thinking' skills
 - Foundation for Critical Thinking (Appendix 2c)
 - Bloom's revised taxonomy of learning (Appendix 2d)

Measures:

- Teacher end of year reports with respect to student achievement at, above or below grade or program level in language arts and math
- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the teaching of 21st Century literacy skills, differentiated instruction, and critical and creative thinking skills.
- Provincial Achievement Test and Diploma Exam results
- AISI parent, student and teacher surveys

Accountability Pillar Connections

- Goal 1 High Quality Learning Opportunities for All
 - Children and youth at risk have their needs addressed through effective programs and supports
 - Students complete program
- Goal 2 Excellence in Student Learning Outcomes
 - Students demonstrate high standards in learner outcomes
 - Students are well prepared for life-long learning
- Goal 3 Success for First Nation, Metis and Inuit (FNMI) Students

Academics:

Critical Thinking and Problem Solving Skills

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Strategies:

1a. Apply Assessment of and for learning practices

- Staff Dialogue: Student-self assessment – What does this look like, how do we support in our classes.
- Teachers will engage students in conversations to develop their self-reflection skills.
- Professional dialogue will focus on developing strategies on how to involve kids in self reflection.

1b. Develop/enhance teacher skill in differentiating instruction

- Through PLC, coaching, cross-graded dialog, teacher will continue to incorporate a variety of differentiated learning strategies.
- Continue to support the development of IPP's.

2. Embed a broader understanding of literacy skills into instructional practice

- Continue to engage in professional dialog (PLC) about literacy strategies/ skill and resources.
- Integrate age appropriate concepts about ethical use of technology (materials/programs) into instruction.
- Derive meaning from global interactive multimedia libraries.

3. Develop/enhance 'Teaching Critical and Creative Thinking' skill

- Engaging students to develop skills in self reflection in academic process.

Embracing Uniqueness:

Recognition of the Individual and Opportunities for Success

Indicators:

1. Students are engaged in their learning
 - Students are supported to set and achieve personal goals
 - Students work collaboratively
 - Students demonstrate their learning in a variety of waysStudents strive to achieve personal excellence
2. Students have access to a diversity of program and instruction



Expectations and Strategies:

- 1a. Teachers embed differentiated instructional practices
- 1b. Include student reflection as a regular component of instruction
- 1c. Monitor attainment of student goals
- 1d. Celebrate student achievement of personal goals and excellence
- 2a. Ensure programs/supports meet individual student needs
- 2b. Provide a wide range of complementary and optional programs

Measures:

- School end of year report with respect to student engagement
- Student satisfaction surveys
- Academic achievement results

Accountability Pillar Connections:

- Goal 1 High Quality Learning Opportunities for All
 - The education system meets the needs of all K-12 students, society and the economy
 - Children and youth at risk have their needs addressed through effective programs and supports
 - Students complete programs
- Goal 3 Success for First Nation, Metis and Inuit (FNMI) Students

Embracing Uniqueness:

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2. Students have access to a diversity of program and instruction



Expectations and Strategies:

1a. Teachers embed differentiated instructional practices

- Targeted PD in PLC will focus highlight best and effective differentiated instructional strategies being used within classes.
- Continue to adapt, modify assignments to meet kids needs
- Continue to provide enrichment assignments that will challenge kids as appropriate.

1b. Include student reflection as a regular component of instruction

- Incorporate student self-assessment as an active part of formative learning process.

1c. Monitor attainment of student goals

- Student goal setting will be reinforced through I Can statements and student agendas.
- Incorporate goal setting strategies through Comprehensive Counseling.
- Reinforce personal goals through individual dialogue with students. (office/classroom)

1d. Celebrate student achievement of personal goals and excellence

- “We are Unique and Talented” wall will highlight every child’s unique accomplishments through the year.
- Show and Tell/Current Events (interpersonal success)
- Office visits for recognition of special accomplishments.
- Review Awards Policy (Staff & School Council)

2a. Ensure programs/supports meet individual student needs

- Monitor student progress through student progress meetings (teacher/Sp.Ed./admin team)
- Introduce “Special Projects” as enrichment for grades 2, 3 & 4 students.
- Apply Pyramids of Intervention.
- Facilitate access to outside support service agencies.

2b. Provide a wide range of complementary and optional programs

- Continue to offer a variety of special interest extra-curricular activities (Ex: Student Leadership, Girls’ Group, Running Club, Choir, Intramurals, etc)
- Continue to incorporate varied learning activities (Ex: Les Boucheron, Saffron Program, NED, Career Day, Eric Wilson visit, ATCO Theater and Safety Presentation, Career Day)

A Safe, Caring and Respectful Work and Learning Environment:

Respect for self, others and their community

Indicators:

1. All members of the school community, students and adults, experience positive personal interactions.
 - Students, in particular, have a sense of being cared for and demonstrate caring for others
2. All members of the school community, students and adults, contribute to their school and community
3. At all times, all members of the school community, students and adults, practice respect
4. At all times, all members of the school community, students and adults, practice safety in their physical and digital environments



Strategies and Expectations:

1. Each school identifies expectations and associated practices which support a caring learning and work environment
 - Schools develop strategies to enhance positive teacher-student relationships
 - Staff model and support conflict resolution strategies (Healthy Interactions)
 - Students are taught and demonstrate conflict resolution strategies with their peers and others
2. Schools identify practices which support a respectful learning and work environment
3. Involve all students in projects which contribute to the school or community
4. Instruction is provided to all students specific to safety in the digital environment

Measures:

- Student satisfaction rates regarding safety, caring, and respect
- Track behavior incidents in behavior reports
 - Develop consistent discipline definitions and tracking procedures
- School end of year report with respect to opportunities provided students to contribute to the school or community
- School end of year report with respect to projects/programming related to positive citizenship and character education

Accountability Pillar Connections:

- Goal 1 High Quality Learning Opportunities for All
 - Schools provide a safe and caring environment
- Goal 2 Excellence in Student Learning Outcomes
 - Students model the characteristics of active citizenship

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3. At all times, all members of the school community, students and adults, practice respect
4. At all times, all members of the school community, students and adults, practice safety in their physical and digital environments



Strategies and Expectations:

1. **Each school identifies expectations and associated practices which support a caring learning and work environment**
 - **Schools develop strategies to enhance positive teacher-student relationships**
 - Reinforce 4 B's & focused Character Ed instruction
 - Promote teacher accessibility to students.
 - Student support pilot project (Student Support Team).
 - Implementation of "Banana Splits" for children of divorce.
 - Investigate of Save-one-Student (SOS) project.
 - Access training for the C.A.R.E. Kit curriculum.
 - **Staff model and support conflict resolution strategies (Healthy Interactions)**
 - Review and refine Pyramid of Intervention.
 - Review Discipline Policy and Practices
 - **Students are taught and demonstrate conflict resolution strategies with their peers and others**
 - Investigate Peer Mediation as leadership strategy to resolve playground issues
2. **Schools identify practices which support a respectful learning and work environment**
 - School Community Awards: Golden Shoe & Garbage Can
 - Comprehensive Counseling foci: time management, goal setting, etc
 - Reinforce 4 B's
3. **Involve all students in projects which contribute to the school or community**
 - Town activities: Clean-up & Communities in Bloom joint project
 - Continue to support Gibbons Food Bank and annual Toy Drive
 - Wider Community: Terry Fox, Fit for School Donation, Recycle for foster program, World Vision, etc.
 - Continue Student led activities during assemblies.
 - Exploring VIDEO development
4. **Instruction is provided to all students specific to safety in the digital environment**
 - Incorporate age appropriate Web Awareness Program

Responsible, Safe and Ethical Use of Technology:

Indicators

1. Students use technology to increase their ability to learn
2. Students use technology skillfully and efficiently (using the right tools well)
3. Students practice responsible, safe and ethical use of technology



Strategies:

1. Safe and ethical use of technology is taught and promoted
 - Participate in “Beyond Digital Literacy” pilot project with 2Learn
 2. Develop/enhance teacher skill in differentiating instruction using various technologies
 3. Students practice technology skills which enhance their learning and efficiency
 - i.e. keyboarding, internet search
- Embed a broader understanding of literacy skills into instructional practice
- Four E’s of 21st Century Literacy (Appendix 2b)

Measures:

- AISI parent, student, and teacher survey
- Principal end of year reports with respect to the monitoring of instructional practices specifically regarding the teaching of 21st Century literacy skills and differentiated instruction

Responsible, Safe and Ethical Use of Technology:

Indicators

1. Students use technology to increase their ability to learn
2. Students use technology skillfully and efficiently (using the right tools well)
3. Students practice responsible, safe and ethical use of technology



Strategies:

- 1. Safe and ethical use of technology is taught and promoted**
 - Staff PD discussion: Ethical use of technology
 - Review Technology practices with Staff / School Council
- 2. Develop/enhance teacher skill in differentiating instruction using various technologies**
 - Enabling of Tech coach to participate in PLC's
 - Focused PLC discussion re: effective differentiated practices and exploration of new common strategies
 - Provide after school workshops
 - Continue to develop the use of public drive on our network
- 3a. Students practice technology skills which enhance their learning and efficiency i.e. keyboarding, internet search**
 - Dedicated computer lab accessibility
 - Increase availability of lap tops for classroom use
 - Build technology based projects into instruction
- 3b. Embed a broader understanding of literacy skills into instructional practice**
 - **Four E's of 21st Century Literacy (Appendix 2b)**
 - Identify critical computer skills to be taught at each grade level.

Citizenship and Environmental Responsibility:

Indicators:

1. Students demonstrate a sense of responsibility to self, to others and to the local school/community
2. Students participate within their school and/or community and have opportunities to develop as leaders
3. Students demonstrate initiative relative to citizenship and environmental responsibility



Strategies:

1. Schools identify practices and provide opportunities for students to demonstrate citizenship and environmental responsibility
2. Schools identify practices and provide opportunities to promote the development of leadership

Measures:

1. End of year report

Accountability Pillar Connections:

- Goal 2 Excellence in Student Learning Outcomes
 - Students are well-prepared for lifelong learning
 - Students model the characteristics of active citizenship

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Indicators:

1. Students demonstrate a sense of responsibility to self, to others and to the local school/community
2. Students participate within their school and/or community and have opportunities to develop as leaders
3. Students demonstrate initiative relative to citizenship and environmental responsibility



Strategies:

1. **Schools identify practices and provide opportunities for students to demonstrate citizenship and environmental responsibility**
 - See Safe and Caring Number 3

2. **Schools identify practices and provide opportunities to promote the development of leadership**
 - Landing trail will continue to provide a number of leadership opportunities such as Grade 4 Leadership
 - Initiating the AMA Safety Patrol.
 - Continue cross graded activities such as classroom partners and reading buddies.

Preparation for Post-Secondary, Work and Life:



Indicators:

1. Students demonstrate effective work habits
2. Students demonstrate an awareness of a variety of career options/paths
 - Students understand the requirements for graduation from high school
 - Students understand academic requirements for their chosen career path
3. Students are provided with a variety of life experiences

Strategies:

1. Student work habits are monitored and reported to parents through the report card
2. Schools effectively use 'Career Corners' established in each junior/senior high school
3. Secondary schools ensure all students are regularly provided with information with respect to the requirements for graduation from high school and various career paths
4. Teachers assist students to understand the practical applications of the curriculum
5. Teachers extend, where relevant, the program of studies into the larger community

Measures:

- Every school uses the new report card to report to parents
- Principal end of year report



Preparation for Post-Secondary, Work and Life:

Indicators:

1. Students demonstrate effective work habits
2. Students demonstrate an awareness of a variety of career options/paths
 - Students understand the requirements for graduation from high school
 - Students understand academic requirements for their chosen career path
3. Students are provided with a variety of life experiences

Strategies:

1. **Student work habits are monitored and reported to parents through the report card**
 - Enhancement of communication through Power School, agendas, and teacher web pages.

2. **Schools effectively use 'Career Corners' established in each junior/senior high school**
 - NA

3. **Secondary schools ensure all students are regularly provided with information with respect to the requirements for graduation from high school and various career paths**
 - NA

4. **Teachers assist students to understand the practical applications of the curriculum**
 - Through the use of guest speakers and special activities (art, bridge building, waste in our world, buoyancy units) continue to connect curriculum to real world.

5. **Teachers extend, where relevant, the program of studies into the larger community**
 - See Safe and Caring Number 3.
 - Comprehensive Counselling Guidance Topics "Making the Link" includes student instructions and provides parent suggestions to link to real life.

Personal Health and Wellness:

Indicators:

1. Students develop an understanding of life-long benefits of healthy lifestyles, fitness and nutrition
2. Students engage in physical activity on a daily basis



Strategies:

- 1a. Schools identify practices which promote healthy nutrition
- 1b. Schools will work with parents, community members, organizations and government to foster habits that improve the health and well-being of students
2. All K-9 students will engage in thirty minutes of physical activity during each school day

Measures:

- Community support will be evident through monetary donations for our Nutrition Program
- The school will offer 3 whole school meal opportunities to students

Accountability Pillar Connections:

- Goal 1 Goal 1 High Quality Learning Opportunities for All
 - The education system meets the needs of all K-12 students, society, and the economy
- Goal 2 Excellence in Student Learning Outcomes
 - Students are well-prepared for lifelong learning
 - Students are well-prepared for employment

Personal Health and Wellness:

Indicators:

1. Students develop an understanding of life-long benefits of healthy lifestyles, fitness and nutrition
2. Students engage in physical activity on a daily basis

Strategies:

1a. Schools identify practices which promote healthy nutrition

- LT Nutrition Program presentation to Admin Council and Council of School Councils
- Pilot project & review: Reversed Lunch

1b. Schools will work with parents, community members, organizations and government to foster habits that improve the health and well-being of students

- Continue to explore/participate in available Grant opportunities
- Promote Nutrition as school focus within communities and seek/encourage community/individual sponsorship & SC/PIA support and involvement.
- Continue to work with Town of Gibbons by sponsoring STEP students.

2. All K-9 students will engage in thirty minutes of physical activity during each school day

- Continue to support use of DPA bins within classroom settings

3. Landing Trail School will continue to support staff wellness activities as a key component of supporting staff wellness and healthy living.

- Whole School Committee focusing on healthy living and staff wellness.
- Staff participation in ASEBP Healthy Staff initiative (voluntary).



Partnership with Home:

Parents and teachers work collaboratively to the benefit of students

Indicators:

1. Parents and teachers communicate regularly
2. Teachers and parents work together to ensure their child's success in school
3. Parent and staff input is actively sought



Strategies:

1. Activate and promote the use of the Student Information System **parent portal**
2. Schools define “regularly”

Measures:

AISI parent/teacher surveys
ACOL parent/teacher surveys

Accountability Pillar Connections:

- Goal 4 Highly Responsive and Responsible Jurisdiction
 - The education system at all levels demonstrates effective working relationships

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Parents and teachers work collaboratively to the benefit of students

Indicators:

1. Parents and teachers communicate regularly
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Strategies:

1a. Activate and promote the use of the Student Information System parent portal

- Parent Workshops on Parent Portal (Oct 21, Nov 9 & 10, Feb 16/17)
- School wide Home Reading "Read Principal to Roof" Program

1b. Schools define "regularly"

- Discussion at staff meeting

Five Keys to Quality Assessments

- **Key 1: Clear Purpose**
 - What is the purpose? Who will use the results? What will they use the results to do?
- **Key 2: Clear Targets**
 - What are the learning targets? Are they clear? Are they appropriate?
- **Key 3: What method?**
 - Quality Questions? Sampled how? Avoid bias how?
- **Key 4: Effective Communication**
 - How to manage information? How to report? To whom?

Key 5: Student Involvement

Students are users too!

Students can track progress and communicate too!

Students need to understand targets too!

Students can assess too!

Seven Strategies for Assessment for Learning

Strategy 1: Provide a clear and understandable vision of the learning target

- Helping students answer the question, “What’s the learning?”

Strategy 2: Use examples and models of strong and weak work

- Helping students answer the questions, “What does quality work look like?”

Strategy 3: Offer regular descriptive feedback

- Helping students answer the question, “What are my strengths in this subject or unit of study? What do I still need to work on? Where did I go wrong and what can I do about it?”

Strategy 4: Teach students to self assess and set goals

- Anything the students do to identify where they are with respect to mastery of the desired learning and to set goals for improvement.

Strategy 5: Design lessons to focus on one aspect of quality at a time

- Narrowing the focus to help students master a specific knowledge, reasoning, skill, or product target, or to address specific misconceptions or problems.

Strategy 6: Teach students focused revision

- Helping students revise their initial work with a focus on a manageable number of aspects of quality, problems, or learning targets.

Strategy 7: Engage students in self-reflection and let them keep track of and share their learning

Additional Resources

Assessment Training Institute

<http://www.assessmentinst.com/resources/ati-resources/>

Chappuis, S., Stiggins, R., Arter, J, Chappuis, J (2004)
Assessment for Learning An Action Guide for School Leaders.
Portland:Assessment Training Institute

O’Connor, K. (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades.* Educational Testing Service

Redefining Literacy Skills

David Warlick

- **Exposing What is True**
 - “Exposing meaning and value from the information students gather from a new and dynamic (changing) landscape” (Warlick, 2009)
 - Accessing, decoding, evaluating, making meaning from and organizing information
- **Employing the Information**
 - “Mathematics and refined skills of working the full range of content through the ones and zeros embedded in almost all information today (Warlick 2009)
 - Working with (gathering/manipulating) the data
- **Expressing Ideas Compellingly**
 - “Expressing ideas fluently and compellingly with text, images, sound, video and animation” (Warlick 2009)
 - Communicating through words, pictures, and sound
- **Ethical Use of Technology**
 - “There is a corridor of responsible behavior with regard to information, along with margins of inappropriate, wasteful, and dangerous behaviours.” (Warlick 2009)
 - Ensuring proper use of technology and respect for the creative property of others

Additional Resources

Bibliography

McCain, T. (2005). *Teaching for Tomorrow Teaching Content and Problem Solving Skills*. Thousand Oaks: Corwin Press.

Warlick, D. (2009). *Redefining Literacy 2.0*. Columbus: Linworth Books.

Intellectual Standards of Reasoning

Clarity: Understandable

- *Can you go into more detail?*
- *Have you provided an example?*
- *Have you demonstrated what you mean?*

Accuracy: Free from errors and distortions

- *How could we verify that?*
- *How could we confirm it is true?*
- *How could we prove or test that?*

Precision: The quality or state of being exact

- *Could you be more precise?*
- *Have you provided enough details?*
- *Could you be more to the point?*

Relevance: Relating to the matter at hand

- *Does it relate to the problem?*
- *Does it have any bearing on the question?*
- *Does it assist us with the issue?*

Depth: The state of being complete or thorough

- *What makes the problem difficult?*
- *Are the complexities of the question identified?*
- *What difficulties do we need to deal with?*

Breadth: All parts or points of view

- *Have we looked at it from other perspectives?*
- *Does another point of view need to be considered?*
- *Are there other ways in which we need to look at it from?*

Logic: One fact or idea leads or supports other facts or ideas

- *Does everything make sense together?*
- *Do the first and last paragraphs relate to each other?*
- *Does your evidence support what you say?*

Significance: The quality of being important and not trivial

- *Are we considering the most important problem?*
- *Are we focusing on the central idea?*
- *Which are our most important facts?*

Fairness: Treating all sides in the same manner

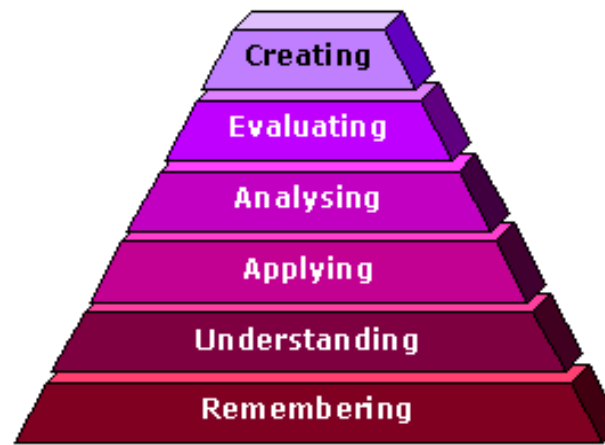
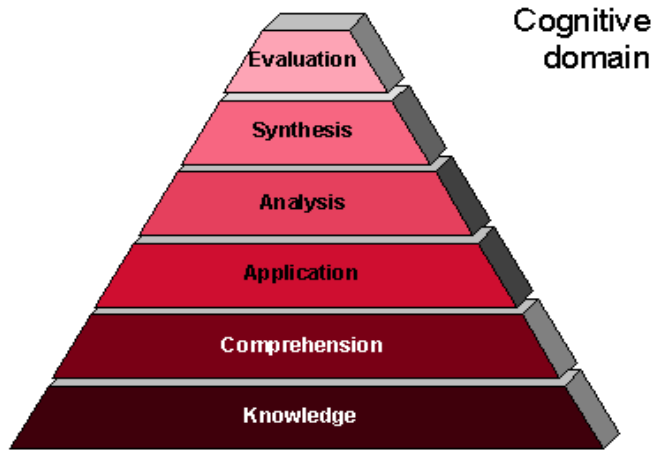
- *Do you have personal interest in the issue?*
- *Are you considering the thinking of others?*
- *Are there any prejudices evident in my thinking?*

Additional Resources

Foundation for Critical Thinking <http://www.criticalthinking.org/>

Bloom's Taxonomy <http://www.learningandteaching.info/learning/bloomtax.htm>

Revised
[Anderson and Krathwohl \(2001\)](#)



October 2010 Accountability Pillar Overall Summary (OPTIONAL)

| Goal | Measure Category | Measure Category Evaluation | Measure | Landing Trail School | | | Alberta | | | Measure Evaluation | | |
|------------------------------------------------------------|---------------------------------------------------------------|-----------------------------|---------------------------------------------------|----------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|------------------------|------------|
| | | | | Current Result | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement | Improvement | Overall |
| Goal 1: High-quality learning opportunities | Safe and Caring Schools | Excellent | Safe and Caring | 95.1 | 88.4 | 87.7 | 87.6 | 86.9 | 85.4 | Very High | Improved | Excellent |
| | Student Learning Opportunities | n/a | Program of Studies | 92.0 | 88.4 | 85.7 | 80.5 | 80.3 | 79.4 | Very High | Maintained | Excellent |
| | | | Education Quality | 92.1 | 94.4 | 93.9 | 89.2 | 89.3 | 88.4 | Very High | Maintained | Excellent |
| | | | Drop Out Rate | n/a | n/a | n/a | 4.3 | 4.8 | 4.8 | n/a | n/a | n/a |
| | | | High School Completion Rate (3 yr) | n/a | n/a | n/a | 71.5 | 70.8 | 70.9 | n/a | n/a | n/a |
| Goal 2: Excellence in student learning outcomes | Student Learning Achievement (Grades K-9) | Acceptable | PAT: Acceptable | 81.4 | 87.5 | 84.7 | 79.1 | 78.3 | 77.2 | Intermediate | Maintained | Acceptable |
| | | | PAT: Excellence | 15.7 | 16.1 | 13.5 | 19.4 | 18.3 | 18.2 | Intermediate | Maintained | Acceptable |
| | Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 83.4 | 84.3 | 84.3 | n/a | n/a | n/a |
| | | | Diploma: Excellence | n/a | n/a | n/a | 19.0 | 18.5 | 19.2 | n/a | n/a | n/a |
| | | | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 53.5 | 53.3 | 53.6 | n/a | n/a | n/a |
| | | | Rutherford Scholarship Eligibility Rate (Revised) | n/a | n/a | n/a | 56.9 | 57.3 | 56.7 | 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 | 58.7 | n/a | n/a | n/a |
| | | | Work Preparation | 83.3 | 80.5 | 77.8 | 79.9 | 79.6 | 78.9 | High | Maintained | Good |
| | | | Citizenship | 92.8 | 85.6 | 81.4 | 81.4 | 80.3 | 78.3 | Very High | Improved Significantly | Excellent |
| Goal 4: Highly responsive and responsible education system | Parental Involvement | Excellent | Parental Involvement | 84.2 | 93.0 | 83.9 | 80.0 | 80.1 | 78.6 | Very High | Maintained | Excellent |
| | Continuous Improvement | Excellent | School Improvement | 97.1 | 88.9 | 84.5 | 79.9 | 79.4 | 77.6 | Very High | Improved Significantly | Excellent |

Goal One: High Quality Learning Opportunities

Outcome: School environments are safe and caring.

| Performance Measure | | | Results (in percentages) | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|------|------|------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| 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. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 85.3 | 85.6 | 89.2 | 88.4 | 95.1 |
| | | Authority (optional) | 84.5 | 84.8 | 84.4 | 84.4 | 86.8 |
| | | Province (optional) | 84.4 | 84.2 | 85.1 | 86.9 | 87.6 |
| | Teacher | School | 90.0 | 91.3 | 97.6 | 99.0 | 99.1 |
| | | Authority (optional) | 94.4 | 93.6 | 93.4 | 93.2 | 94.2 |
| | Parent | School | 90.4 | 83.7 | 81.3 | 82.4 | 98.3 |
| | | Authority (optional) | 82.3 | 82.1 | 81.7 | 80.8 | 83.1 |
| | Student | School | 75.3 | 81.8 | 88.8 | 83.8 | 88.1 |
| | | Authority (optional) | 76.8 | 78.8 | 78.1 | 79.1 | 83.2 |

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

| Performance Measure | | | Results (in percentages) | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|------|------|------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| 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. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 87.6 | 81.3 | 87.4 | 88.4 | 92.0 |
| | | Authority (optional) | 80.0 | 78.2 | 78.4 | 78.7 | 79.2 |
| | | Province (optional) | 78.1 | 78.5 | 79.4 | 80.3 | 80.5 |
| | Teacher | School | 91.1 | 85.2 | 97.1 | 91.7 | 96.6 |
| | | Authority (optional) | 89.5 | 89.5 | 90.0 | 87.7 | 90.1 |
| | | Province (optional) | 85.2 | 85.7 | 86.4 | 86.8 | 87.7 |
| | Parent | School | 84.1 | 77.4 | 77.7 | 85.1 | 87.4 |
| | | Authority (optional) | 76.9 | 74.3 | 75.5 | 77.5 | 74.0 |
| | | Province (optional) | 76.6 | 76.9 | 77.6 | 78.7 | 78.0 |
| | Student | Authority (optional) | 73.5 | 70.9 | 69.8 | 71.0 | 73.4 |
| | | Province (optional) | 72.6 | 72.9 | 74.1 | 75.3 | 75.9 |

Outcome: The education system meets the needs of all K-12 students and supports our society and the economy. (continued)

| Performance Measure | | | Results (in percentages) | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|-------|------|-------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 92.0 | 91.9 | 95.3 | 94.4 | 92.1 |
| | | Authority (optional) | 88.2 | 87.9 | 87.7 | 86.8 | 87.9 |
| | | Province (optional) | 87.7 | 87.6 | 88.2 | 89.3 | 89.2 |
| | Teacher | School | 98.8 | 97.9 | 100.0 | 99.2 | 100.0 |
| | | Authority (optional) | 96.6 | 96.0 | 95.9 | 95.4 | 96.4 |
| | | Province (optional) | 94.8 | 94.7 | 94.9 | 95.3 | 95.6 |
| | Parent | School | 86.8 | 83.1 | 88.3 | 88.2 | 80.0 |
| | | Authority (optional) | 82.2 | 80.8 | 82.2 | 79.8 | 79.6 |
| | | Province (optional) | 81.6 | 81.8 | 83.0 | 84.4 | 83.9 |
| | Student | School | 90.3 | 94.8 | 97.7 | 95.9 | 96.2 |
| | | Authority (optional) | 85.8 | 87.0 | 84.9 | 85.4 | 87.8 |
| | | Province (optional) | 86.6 | 86.4 | 86.6 | 88.3 | 88.2 |

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

| Performance Measure: PAT Results by Number Enrolled - Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the standard of excellence on Provincial Achievement Tests (overall cohort results). | | Results (in percentages)** | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|------|------|------|------|------|------|------|------|------|
| | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
| | | A | E | A | E | A | E | A | E | A | E |
| Overall*** | School | 86.1 | 13.9 | 82.0 | 13.1 | 84.5 | 11.3 | 87.5 | 16.1 | 81.4 | 15.7 |
| | Authority (optional) | 80.4 | 17.5 | 84.0 | 21.2 | 87.3 | 22.8 | 85.8 | 18.4 | 87.1 | 21.7 |
| | Province (optional) | 76.7 | 16.8 | 76.8 | 18.6 | 76.6 | 17.7 | 78.3 | 18.3 | 79.1 | 19.4 |

| PAT Course by Course Results by Number Enrolled. <i>(reporting of authority and province results are optional)</i> | | | Results (in percentages) | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------|-------------------------|-----------|--------------------------|------|------|------|------|------|------|------|------|------|
| | | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
| | | | A | E | A | E | A | E | A | E | A | E |
| Grade 3 | English Language Arts 3 | School | 86.1 | 13.9 | 82.0 | 13.1 | 84.5 | 11.3 | 87.5 | 16.1 | 81.4 | 15.7 |
| | | Authority | 89.8 | 14.3 | 89.2 | 18.7 | 91.1 | 19.2 | 88.0 | 16.1 | 90.7 | 17.9 |
| | | Province | 81.3 | 14.1 | 80.3 | 17.7 | 80.1 | 16.1 | 81.3 | 18.2 | 81.6 | 19.5 |
| | Mathematics 3 | School | 86.1 | 26.4 | 82.0 | 26.2 | 91.5 | 23.9 | 85.7 | 33.9 | 85.7 | 18.6 |
| | | Authority | 90.4 | 27.3 | 84.8 | 23.7 | 89.5 | 29.7 | 86.1 | 34.3 | 89.3 | 29.2 |
| | | Province | 82.0 | 26.9 | 79.9 | 23.5 | 78.7 | 23.9 | 79.7 | 26.8 | 76.4 | 24.8 |

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

| Course | Measure | Landing Trail School | | | | | | | Alberta | | | |
|-------------------------|------------------------|----------------------|-------------|------------|------|------|---------------|------|---------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2010 | | Prev 3 Yr Avg | | 2010 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 3 | Acceptable Standard | Intermediate | Maintained | Acceptable | 70 | 81.4 | 63 | 84.7 | 42,061 | 81.6 | 42,181 | 80.6 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 70 | 15.7 | 63 | 13.5 | 42,061 | 19.5 | 42,181 | 17.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 43,372 | 17.7 | 44,075 | 14.5 |

Outcome: Students demonstrate high standards in learner outcomes. (continued)

| Performance Measure Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9. <i>(reporting of authority and province results are optional)</i> | | | Results (in percentages) | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------|--------------------------|------|------|------|------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Grade 3 | English Language Arts 3 | School | 95.8 | 95.1 | 97.2 | 96.4 | 94.3 |
| | | Authority | 98.0 | 95.3 | 96.2 | 93.1 | 96.6 |
| | | Province | 90.6 | 90.1 | 89.8 | 90.6 | 91.1 |
| | Mathematics 3 | School | 98.6 | 90.2 | 97.2 | 96.4 | 95.7 |
| | | Authority | 99.0 | 93.7 | 96.2 | 93.4 | 96.9 |
| | | Province | 90.8 | 90.5 | 90.5 | 91.2 | 88.3 |

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

Outcome: Students are well prepared for employment.

| Performance Measure | | | Results (in percentages) | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|-------|------|-------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 65.1 | 72.2 | 80.8 | 80.5 | 83.3 |
| | | Authority (optional) | 77.7 | 78.3 | 77.5 | 75.6 | 76.0 |
| | | Province (optional) | 77.0 | 77.1 | 80.1 | 79.6 | 79.9 |
| | Teacher | School | 85.7 | 86.7 | 100.0 | 90.5 | 100.0 |
| | | Authority (optional) | 93.1 | 91.7 | 88.1 | 90.9 | 90.4 |
| | | Province (optional) | 89.4 | 89.2 | 89.3 | 88.9 | 90.0 |
| | Parent | School | 44.4 | 57.7 | 61.5 | 70.6 | 66.7 |
| | | Authority (optional) | 62.4 | 64.9 | 66.8 | 60.2 | 61.5 |
| | | Province (optional) | 64.6 | 65.1 | 70.9 | 70.2 | 69.8 |

Outcome: Students model the characteristics of active citizenship.

| Performance Measure | | | Results (in percentages) | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|------|------|------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 74.0 | 75.2 | 83.5 | 85.6 | 92.8 |
| | | Authority (optional) | 74.6 | 75.5 | 75.6 | 75.6 | 77.1 |
| | | Province (optional) | 76.8 | 76.6 | 77.9 | 80.3 | 81.4 |
| | Teacher | School | 81.4 | 90.0 | 95.2 | 99.0 | 99.1 |
| | | Authority (optional) | 91.7 | 90.9 | 91.0 | 89.9 | 90.9 |
| | | Province (optional) | 90.3 | 89.9 | 90.6 | 91.8 | 93.0 |
| | Parent | School | 73.7 | 68.4 | 72.3 | 81.2 | 94.9 |
| | | Authority (optional) | 67.9 | 70.5 | 69.5 | 70.6 | 70.3 |
| | | Province (optional) | 72.4 | 72.6 | 74.7 | 77.4 | 78.5 |
| | Student | School | 66.9 | 67.0 | 83.0 | 76.5 | 84.5 |
| | | Authority (optional) | 64.2 | 65.2 | 66.2 | 66.4 | 69.9 |
| | | Province (optional) | 67.5 | 67.1 | 68.5 | 71.8 | 72.7 |

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

| Performance Measure | | | Results (in percentages) | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|------|------|-------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 82.1 | 76.5 | 82.1 | 93.0 | 84.2 |
| | | Authority (optional) | 81.5 | 81.4 | 79.6 | 78.5 | 77.1 |
| | | Province (optional) | 77.9 | 77.5 | 78.2 | 80.1 | 80.0 |
| | Teacher | School | 97.1 | 90.0 | 96.4 | 98.1 | 100.0 |
| | | Authority (optional) | 92.8 | 93.7 | 91.2 | 88.6 | 90.8 |
| | | Province (optional) | 87.6 | 87.1 | 87.5 | 88.0 | 88.6 |
| | Parent | School | 67.0 | 63.0 | 67.7 | 88.0 | 68.3 |
| | | Authority (optional) | 70.2 | 69.1 | 68.1 | 68.4 | 63.3 |
| | | Province (optional) | 68.1 | 67.9 | 69.0 | 72.2 | 71.3 |

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

| Performance Measure | | | Results (in percentages) | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------|--------------------------|------|------|------|-------|
| | | | 2006 | 2007 | 2008 | 2009 | 2010 |
| Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. <i>(Schools may report overall survey results aggregated across respondent groups or results for each respondent group, whichever they prefer).</i> | Overall | School | 78.8 | 77.2 | 87.3 | 88.9 | 97.1 |
| | | Authority (optional) | 75.9 | 77.7 | 79.6 | 77.3 | 78.4 |
| | | Province (optional) | 76.8 | 76.3 | 77.0 | 79.4 | 79.9 |
| | Teacher | School | 76.9 | 62.5 | 94.1 | 85.0 | 95.2 |
| | | Authority (optional) | 78.9 | 76.4 | 84.8 | 83.1 | 78.7 |
| | | Province (optional) | 75.5 | 74.5 | 75.6 | 78.2 | 80.8 |
| | Parent | School | 78.9 | 81.5 | 76.9 | 88.2 | 100.0 |
| | | Authority (optional) | 73.4 | 76.4 | 75.6 | 70.8 | 74.4 |
| | | Province (optional) | 75.4 | 75.1 | 75.9 | 78.1 | 77.0 |
| | Student | School | 80.6 | 87.7 | 90.9 | 93.4 | 96.2 |
| | | Authority (optional) | 75.6 | 80.3 | 78.4 | 78.0 | 82.1 |
| | | Province (optional) | 79.4 | 79.3 | 79.5 | 81.8 | 81.8 |

