



Landing Trail School

THREE YEAR ACTION PLAN REPORT

2018-2021

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Student achievement and success are foundational to Sturgeon Public School Division. We embrace the diversity of our learners and build engaging learning environments aimed to meet the learning needs of all of our students. Quality teaching practices align curricular outcomes with quality assessments and accurate reporting that result in excellent educational experiences for all of our students. Our learning environments are engaging, inclusive, supportive and focused on success for every student.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Continue a culture of inquiry and a targeted professional growth plan, focused on the Division's Three Year Education Plan priorities as it relates to instructional and assessment practices.



The School will:



The Division will:

Strategies:

1. Facilitate and support for Beginning Teachers' Cohort, Reggio- Inspired Cohort, Call to Action Cohort, Music Cohort, and Fine Arts Cohort.
2. Facilitate and support workshops and sessions in Assessment For/Of Learning, Power Teacher Pro, Guided Reading, French Immersion, Differentiated Instruction, Inquiry/Project-based Learning.
3. Continue to communicate to teachers research informed practices to support teaching and learning.
4. Facilitate the introduction and examination of the new Teaching Quality Standard and the new Leadership Quality Standard (implementation September 2019).

Strategies:

1. Participate in Beginning teachers' cohort (1 teacher attending this year), Call to Action Cohort, Music and Fine Arts Cohorts
2. Conduct PD around Power Teacher Pro
3. Focus on Differentiation in all areas
4. Continue to develop our integration of steam and project based learning into our teaching
5. Work as a staff to increase our understanding of the new Teaching Quality Standard

GOAL 1:
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Priority:

Continue to support, program and fund effective early learning programs and interventions for students enrolled in our Early Childhood Education (ECE) programs.



The Division will:

Strategies:

1. Facilitate summer and parent programs.
2. Fund and support Pre-school Enrichment Program (PEP), Kindergarten Enrichment Program (KEP), and Headstart programs.
3. Division-wide implementation of the Early Childhood Education Strategies for Teaching Based on Autism Research (ECE STAR) program to support students diagnosed with autism or social communication difficulties.



The School will:

Strategies:

1. Participate in STAR Training
2. Implement STAR practices in the classrooms
3. All Kindergarten students will be assessed using the Early Years Evaluation (EYE)
4. Junior Headstart families will participate in FOP's groups on Fridays.
5. Facilitate harp therapy for targeted students.

GOAL 1:
**High Quality Teaching and Learning
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Priority:

Continue to research, support and monitor high quality instructional strategies that improve students' literacy and numeracy skills across the Division.



The Division will:

Strategies:

1. Review and align instructional minutes assigned to Math in Grades 1 – 9.
2. Develop and report a literacy and numeracy plan in each school.
3. The division will develop a two year numeracy and literacy plan to support professional learning.



The School will:

Strategies:

1. Complete Literacy and numeracy plans
 - a. Goal of one year's growth for each student
 - b. Use Fountas and Pinnell in all classes
 - c. Guided Reading
 - d. Guided Math
 - e. Use MIPI in grades 2 – 4
 - f. Mathletics used in grade 4

GOAL 1:
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Priority:

Continue to research, support and monitor the most effective use of technology to support students and staff with their learning.



The Division will:

Strategies:

1. Develop and plan for technology infrastructure for all schools through the Centralized Technology Services department.
2. Facilitate the Education Technology Teacher Advisory Cohort to explore and advise on teacher practice pertaining to technology in education.
3. Through Education Services, coordinate and collaborate with schools on the most appropriate assistive technologies for students who require supports.
4. Expand the role of a Coordinator of Instructional Technology and Innovation to assist teachers with applying technologies effectively for instruction and learning.

The School will:

Strategies:

1. Continue to use Tech Coach to assist teachers in infusing technology into their pedagogy
2. Continue to develop STEAM lab, and train staff and students in best practice
3. Provide assistive tech where appropriate
4. Access Coordinator of Instructional Tech and Innovation to assist where necessary.

GOAL 1:
**High Quality Teaching and Learning
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Priority:

Continue to strive for improvement on provincial assessment measures; ie. Annual Education Results Report (AERR), Provincial Achievement Tests (PAT), and Diploma Exams (DIP).



The Division will:

Strategies:

1. Analysis of 5 year trends and implications of achievement.
2. Analysis and response to the Division's AERR, including student achievement on the PAT's and DIP's.
3. School will address areas of concern through collaborative meetings, follow up and professional development with administrators and teachers and report to the Associate Superintendent, Education Services.
4. Implementation of evidence based decision making in all schools to guide programming in key and critical areas.
5. Develop and implement Year One of professional learning for administrators concentrated on building school leadership and utilizing school based teams to ensure cohesion between division and school goals and priorities.

The School will:

Strategies:

1. Work with LS/Gibbons teachers to analyze PAT results and use the analysis to inform our practice
2. Complete AERR analysis and work with school leadership team to implement necessary changes.
3. Work with all staff on our overall goal of "Student Achievement through Differentiation"
4. PLC's focused on student achievement.

GOAL 1:
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Priority:

Communicate effectively with parents about their child's achievement.



The Division will:

Strategies:

1. Implement Power Teacher Pro.
2. Require scheduled Parent-Teacher conferences twice a year at all of our schools.
3. Monitor and support the use of the Power School Parent Portal as per Administrative Practice Education Services 21.

The School will:

Strategies:

1. Implement Power Teacher Pro
2. Parent Teacher Conferences in November and March
3. Ensure Power School Is updated and maintained by teachers as per Admin Practice Ed Services 21

Division Measures:

- 'Our School Survey' (formerly *Tell Them From Me Survey*)
- Provincial Achievement Test Results
- Diploma Exam Results
- Accountability Pillar Measures

Highlighted Targets:

2018/19
 P.A.T Excellence: 19%
 Diploma Excellence: 12%

School Measures:

- 'Our School Survey' (formerly *Tell Them From Me Survey*)
- Provincial Achievement Test Results
- Diploma Exam Results
- Accountability Pillar Measures
-

Highlighted Targets:

One year's growth in Fountas and Pinnell scores grade 1-4
85% of students
 One year's growth in MIPI scores grade 2-4 **85% of students**

GOAL 1:
**High Quality Teaching and Learning
for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system supports First Nations, Métis and Inuit students' success.
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's education system is well governed and managed.

Priority:

Provide our staff with professional development opportunities that promote an awareness and understanding of First Nations, Métis and Inuit culture.



The Division will:

Strategies:

1. Facilitate teacher and principal professional development relative to the new Teaching Quality Standard and the new Leadership Quality Standard (Competency 5).
2. Develop and coordinate a division wide strategy to ensure all students experience blanket exercises at grades 2, 5, 7 and 10.
3. Work with Human Resources to develop a strategy to ensure all staff new to the division are provided with the opportunity to participate in a Blanket Exercise.

The School will:

Strategies:

1. Make Teachers aware of the new Teaching Quality Standard and investigate PD around the standards
2. Provide new staff with opportunity to attend a Blanket Exercise

GOAL 1:
**High Quality Teaching and Learning
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Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Collaborate with our First Nations, Métis and Inuit families and community for the benefit of our students and staff.



The Division will:

Strategies:

1. Explore the formation of a consultative group of Elders and school leaders to twice yearly provide feedback on division and school initiatives.
2. Invite elders and other members of the First Nations, Métis and Inuit community to share cultural understandings with students and staff.



The School will:

Strategies:

1. Continue to recognize our Treaty Territory at special events.

GOAL 1:
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 for All Students**

Priorities and Strategies specific to our First Nations, Métis and Inuit students' achievement:

Priority:

Have schools identify a “most responsible person” (MRP) to monitor First Nations, Métis and Inuit student academic achievement.



The Division will:

Strategies:

1. All schools use data to identify two practices to determine effectiveness relative to success for students.

The School will:

Strategies:

1. Orange shirt day for the whole school.
2. Grade one students to continue with Project of Heart.
3. Continue with Call to Action lead.

<p><u>Division Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u>Highlighted Targets:</u> 2018/19 P.A.T. Acceptable: 79% Diploma Acceptable: 80%</p>
<p><u>School Measures specific to our First Nations, Métis and Inuit students:</u></p> <ul style="list-style-type: none"> • Provincial Achievement Test Results • Diploma Exam Results • High School Completion • Diploma Participation Rate 	<p><u>Highlighted Targets:</u> 1 Years growth in Numeracy and Literacy for our identified Indigenous Students. 85% of Indigenous students</p>

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Sturgeon Public School Division is an inclusive organization where every person is valued, accepted and belongs. Every student has a valuable contribution to make to our schools. Our learning environments are collaborative and respectful, where the physical environment promotes a variety of learning styles and approaches. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it. Every student, no matter their ability, language, cultural background, gender, or sexual orientation makes a meaningful contribution to our communities.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.
- Alberta has excellent teachers, school leaders, and school authority leaders.

Priority:

Continue to support all students as they build understanding and come to respect diversity and develop cultural knowledge so there is a strong sense of identity and belonging for all.



The Division will:

Strategies:

1. Encourage and support activities at each school, such as themed assemblies, and special events recognizing the diversity of cultures and groups.
2. Support the creation and promotion of clubs and groups, as identified by students and staff.
3. Support the development of Queer Straight Alliance/Gay Straight Alliance clubs in schools.
4. Schools will review materials and resources yearly to ensure that school, community and provincial diversity is represented.

The School will:

Strategies:

1. Orange Shirt Day
2. Celebrate Pride Week in our school
3. Continue to monitor library resources, and search out new resources to supplement our existing resources.
4. Pink Shirt Day
5. Blue Shirt Day
6. Hats on for Mental Health
7. Career Fair (Bi- Yearly)
8. Identity Day (Bi- Yearly)
9. Leadership club for Grade 4's
10. Choir for Grade 2 – 4.

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Explore, share and support best practices for the inclusion of all students.



The Division will:

Strategies:

1. Support instructional practices related to universal supports.
2. Continue with a Learning Support Lead (LSL) in each school who supports and coordinates individualized programming and collaboration focused on diverse student needs.
3. Through a multi-disciplinary team, ensure inclusive education is a collaborative and responsive process involving staff, parents/guardians and, where appropriate, students.



The School will:

Strategies:

1. Provide time for our LSL to support and coordinates the individualized programming in the school.
2. Work with ILT to collaboratively plan and implement programming for all students.
3. Focus on differentiated instruction.
4. Support the use of sensory spaces.
5. Success in Schools meetings.
6. Case conferences

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Communicate and consistently reinforce clear expectations of conduct.



The Division will:

Strategies:

1. Research and communicate effective teaching and learning resources pertaining to digital citizenship.
2. School Board Policies and Administrative Practices clearly outline expectations of conduct.
3. Ensure each school has an aligned policy and practice for student conduct posted on school and division websites and communicated yearly with students, staff and parents.

The School will:

Strategies:

1. Utilize Saffron Centre for Internet Safety for all our grade 4s
2. All students sign a tech agreement form before being allowed access online technology.
3. Conduct policy posted in student agenda and on website.
4. Bus safety presentations for ECS
5. Farm Safety for the whole school

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:

Collaborate with regional service providers to foster respect, inclusion, fairness and equity for the benefit of our students.



The Division will:

Strategies:

1. Continue to partner and provide leadership to the Regional Collaborative Service Delivery (RCSD) approach that coordinates services to improve access for families.
2. Continue with a common approach to Family Support for Children with Disabilities (FSCD) service provision, which streamlines services for parents and ensures consistency of program support for families.

The School will:

Strategies:

1. Collaborate with FSW to support families in need.
2. Collaborate with Children's Services to support families and kids in care.

GOAL 2:
Safe, Caring, and Inclusive Learning Environments

Priority:
 Training and support of the Violent Threat Risk Assessment (VTRA) protocol.



The Division will:

Strategies:

1. At a minimum, all principals, vice principals and counsellors are trained in Level 1 VTRA.
2. Level 2 training for identified key staff who will be involved with stage two of the VTRA process.

The School will:

Strategies:

1. Principal and Vice Principal trained in Level 1 VTRA
2. Vice Principal to be trained in Level 2 VTRA

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p style="text-align: center;"><u>Highlighted Targets:</u> 2018/19 Safe and Caring Schools: 87%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p style="text-align: center;"><u>Highlighted Targets:</u> Our School Survey – Positive Sense of belonging – We will meet the Canadian Average of 88%</p>

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Sturgeon Public School Division believes in the development of the whole child and is highly committed to our students' wellness. We recognize that a child's development depends on a community approach where there is opportunity for students to connect with peers, adults and community organizations that will promote their well-being and development as contributing citizens. We believe that student success is closely linked to student well-being and the development of mental, emotional, social and physical assets that build resiliency.

Correlating Alberta Education Outcomes:

- Alberta's students are successful.
- Alberta's education system respects diversity and promotes inclusion.
- Alberta's education system is well governed and managed.

Priority:

Implement teaching approaches that **improve** students' mental and emotional wellness within a 'Response to Intervention Model'.



The Division will:

Strategies:

1. Further develop a divisional training program for Educational Assistants relative to behaviour supports for students.
2. Organize and facilitate a Divisional Behaviour Cohort with lead teachers from each school who will support staff with the implementation of:
 - a. Neurosequential Model in Education (NME).
 - b. Positive Behavior Supports (PBS).
 - c. Collaborative Problem Solving (CPS).
 - d. Webs of Support: Creating Resilient Youth.

The School will:

Strategies:

1. Participate in Divisional Cohorts for EAs and Professional Staff
 - a. Behaviour Supports
 - b. Behaviour Cohort

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Priority:

Continue to improve and promote a Comprehensive School Health approach to supporting all students in each school.



The Division will:

Strategies:

1. Staff will participate in experiential professional development opportunities focused on understanding the powerful role of experiences on early brain development. (The Brain Architecture Game)
2. Maintain dedicated counselling time at each of our schools.
3. Update School Counselling and Wellness Plans (CWP) at each school.
4. Provide input into the review of the Administrative Practice for counselling.
5. Coordinate and facilitate monthly counsellor meetings that includes targeted professional learning.
6. Support and address family needs related to critical mental health issues with a Family Support Worker and Addictions Counselling.

The School will:

Strategies:

1. Continue with dedicated counseling time
2. Annually update the school counseling plan and post on school website
3. Participate in monthly counselor meetings
4. Work with FSW and access services as needed.
5. Whole school meals provided by the PIA
6. Nutrition month healthy snack.
7. Awareness days – pink, blue, orange, and hat day.

GOAL 3:
**A Culture of Mental, Emotional,
Social and Physical Wellness**

Priority:

Promote a Comprehensive School Health (CSH) approach to supporting our staff and students' wellness.



The Division will:

Strategies:

1. Coordinate and facilitate a Health Champion in every school. Continue to support staff professional learning to develop their knowledge and skill in their role as a Health Champion.
2. Support schools with resources to promote healthy living and learning.
3. Through the Organizational Wellness Committee, support staff with resources for healthy living.
4. Encourage schools to include students as leaders in promoting healthy, active lifestyles.



The School will:

Strategies:

1. Dedicated Health Champion with time provided at staff meetings
 - a. Winter walk day
 - b. Don't Walk in the Halls
2. Participate in Jump Rope for Heart
3. Participation in Outdoor classroom

GOAL 3:
**A Culture of Mental, Emotional,
 Social and Physical Wellness**

Priority:
 Partner with community and provincial organizations to address resiliency, positive relationship building and physical wellness.



The Division will:

- Strategies:
1. Ensure an adequate level of leadership necessary to expand the outdoor classroom partnership with the Pioneer Trails North Foundation.
 2. Partnerships with organizations such as Be Fit for Life, Ever Active Schools, and Alberta Health Services.
 3. Supporting and celebrating Sturgeon's Interschool Sports Council (ISC) for Junior High.
 4. Continue our involvement with Alberta Schools' Athletic Association for High Schools.

The School will:

- Strategies:
1. Teacher to work with Nature based learning cohort
 2. Participation in the Outdoor classroom and Nature Based Teacher lead

<p><u>Division Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u> 2018/19 Students are interested and motivated in their learning: Grades 4 – 6: 84% Grades 7 – 12: 55%</p>
<p><u>School Measures:</u></p> <ul style="list-style-type: none"> • 'Our School Survey' • Accountability Pillar Measures 	<p><u>Highlighted Targets:</u> 2018/19 90% of students participating in Awareness Days.</p>

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Landing Trail 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	Safe and Caring	87.4	88.1	90.8	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	88.5	84.4	87.5	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	91.8	91.3	93.7	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	76.8	69.3	74.7	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	82.0	85.2	83.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.6	78.6	78.9	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	85.0	93.8	90.9	80.3	81.4	80.7	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.1	81.5	85.0	85.2	82.0		Very High	Maintained	Excellent	90	90	90
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.	67.0	70.6	84.4	69.3	76.8		Intermediate	Maintained	Acceptable	80	85	85

Comment on Results

Results in both categories are high, but in the first one, they are not heading in the right direction. We look at the way we teach and model citizenship with our students all the time.

Strategies

1. Recognize students who show leadership at every assembly from every class
2. Counselor's message in school newsletter
- 3.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

Comment on Results

Strategies

1. Recognition of treaty territory
2. Continued attention to resources used in classrooms and in the learning commons to ensure that they accurately represent our Indigenous students and a diversity of students

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)				Target		Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	93.1	90.3	94.0	88.1	87.4		High	Maintained	Good	90	90	90

Comment on Results

Results have not changed much over the years.

Strategies

1. Continue to discuss and recognize good leaders at assemblies
2. Safety Presentations to classes and in assemblies
3. Presence of School Liaison officer
- 4.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.0	88.1	90.1	84.4	88.5		Very High	Maintained	Excellent	89	90	90

Comment on Results

Great results.

Strategies

1. Continue to offer a variety of extracurricular options - choir, Ukulele Club, Art Club, Running Club
2. *STEAM LAB*
3. *Maker Space*
4. *Learning Commons*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	96.4	82.7	96.2	93.8	85.0		Very High	Declined	Good	90	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.8	74.7	83.5	78.6	80.6		High	Maintained	Good	85	85	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.4	93.6	96.3	91.3	91.8		Very High	Maintained	Excellent	93	94	95

Comment on Results

Results are good in these areas. The 9 point decline in category 1 is concerning. We need to get the message out there, in a clear manner, about the great things we are doing, and the impact it is having on students

Strategies

- 1) **Parent Night – November 8**
*Increase parent participation in parent portal –
 Increase parent understanding of STEAM lab and Robotics*
- 2) **Set up meetings with Grade 4 teachers from LT and Grade 5 Teachers from Gibbons School to better transition our students between schools.**

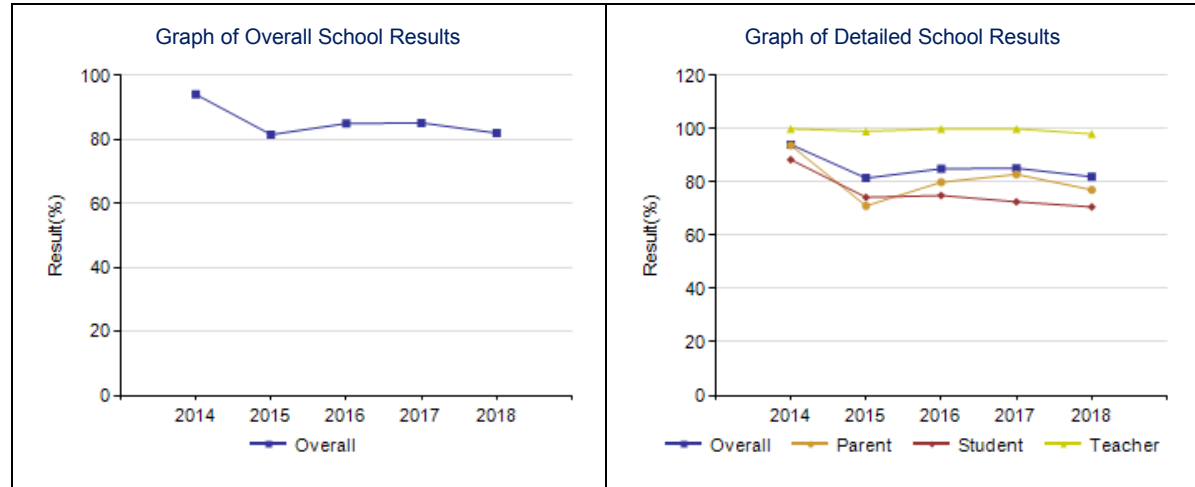
Notes:

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Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.1	81.5	85.0	85.2	82.0	83.3	79.7	79.5	77.2	77.6	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	99.1	100.0	100.0	98.1	94.2	92.8	92.2	91.2	93.6	93.8	94.2	94.5	94.0	93.4
Parent	93.8	71.1	80.0	82.9	77.1	79.1	71.9	75.7	73.3	68.8	81.9	82.1	82.9	82.7	81.7
Student	88.4	74.3	75.0	72.6	70.7	76.6	74.5	70.5	67.1	70.3	74.5	74.2	74.5	74.4	73.9

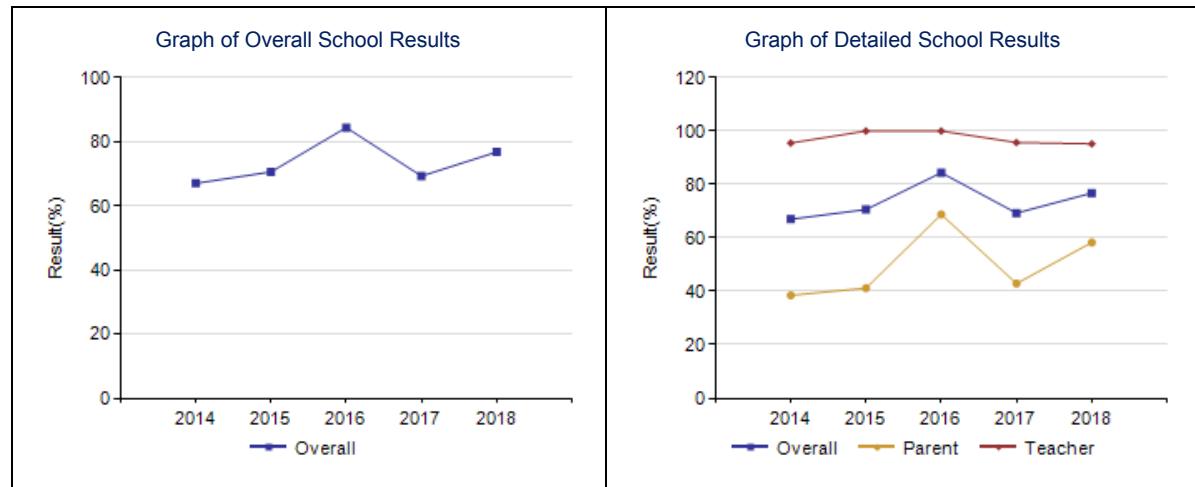


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Work Preparation – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	67.0	70.6	84.4	69.3	76.8	76.3	75.9	80.3	80.5	80.2	81.2	82.0	82.6	82.7	82.4
Teacher	95.5	100.0	100.0	95.7	95.2	91.0	91.5	92.5	90.2	94.1	89.3	89.7	90.5	90.4	90.3
Parent	38.5	41.2	68.8	42.9	58.3	61.6	60.4	68.1	70.7	66.3	73.1	74.2	74.8	75.1	74.6

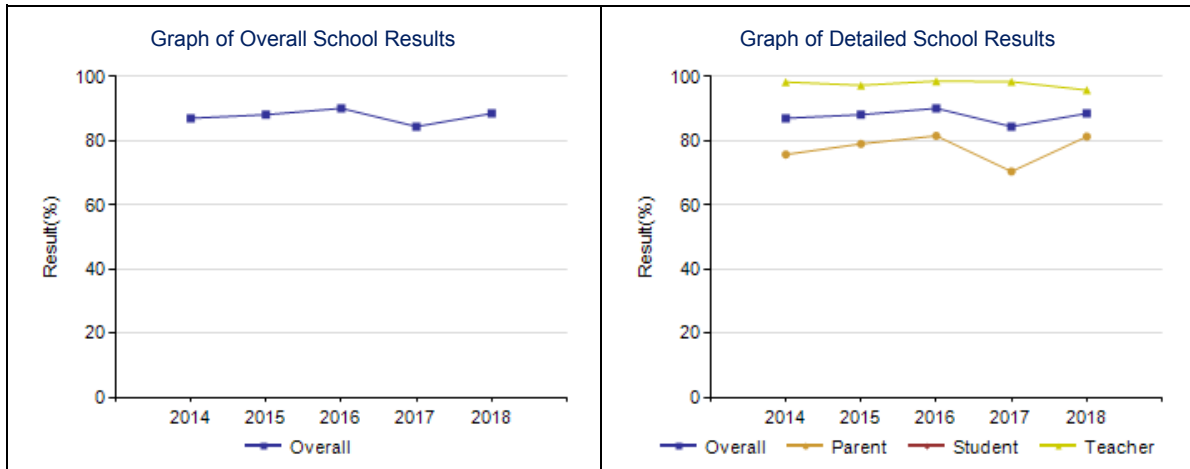


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Program of Studies – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.0	88.1	90.1	84.4	88.5	82.7	81.4	81.0	79.4	81.3	81.3	81.3	81.9	81.9	81.8
Teacher	98.3	97.3	98.6	98.4	95.8	88.0	88.5	87.0	87.0	90.1	87.5	87.2	88.1	88.0	88.4
Parent	75.7	79.0	81.5	70.4	81.3	79.0	76.3	77.7	76.2	74.5	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	81.1	79.3	78.5	75.0	79.3	76.6	76.9	77.5	77.7	77.2



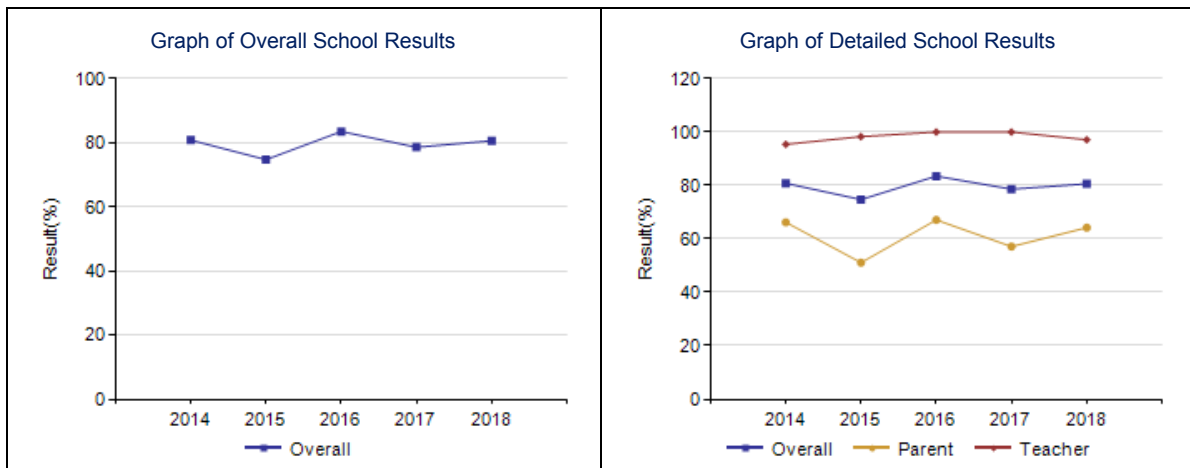
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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.8	74.7	83.5	78.6	80.6	81.9	81.2	77.7	80.1	77.0	80.6	80.7	80.9	81.2	81.2
Teacher	95.4	98.3	100.0	100.0	97.1	92.5	90.8	92.3	90.9	94.2	88.0	88.1	88.4	88.5	88.9
Parent	66.2	51.1	67.1	57.1	64.2	71.2	71.6	63.0	69.3	59.7	73.1	73.4	73.5	73.9	73.4



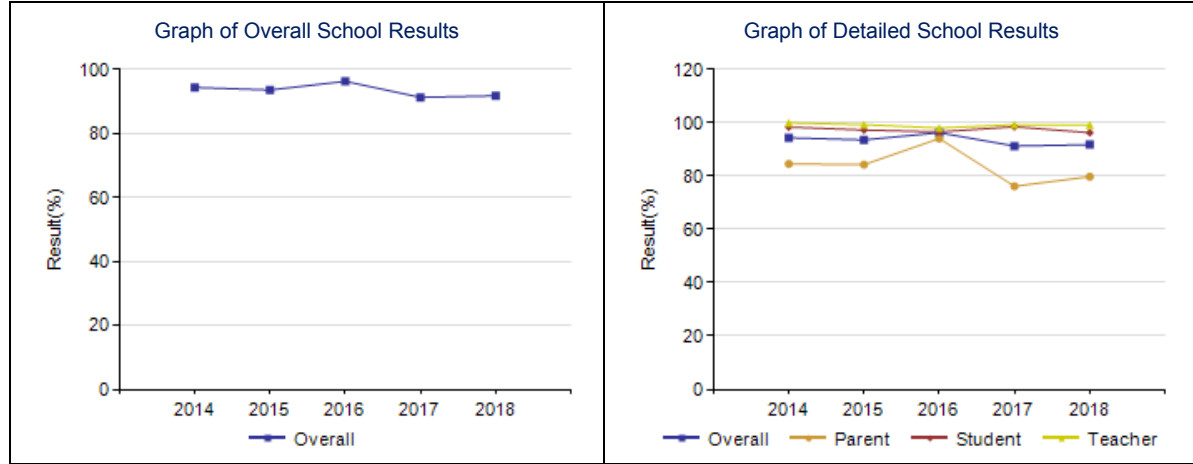
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.4	93.6	96.3	91.3	91.8	90.1	88.7	88.4	88.8	87.0	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	99.3	98.1	99.3	99.2	97.2	97.2	95.9	96.6	97.0	95.5	95.9	96.0	95.9	95.8
Parent	84.6	84.3	94.1	76.2	79.8	83.2	80.6	82.8	84.5	77.0	84.7	85.4	86.1	86.4	86.0
Student	98.4	97.3	96.6	98.5	96.3	90.0	88.3	86.6	85.4	86.9	87.3	87.4	88.0	88.1	88.2

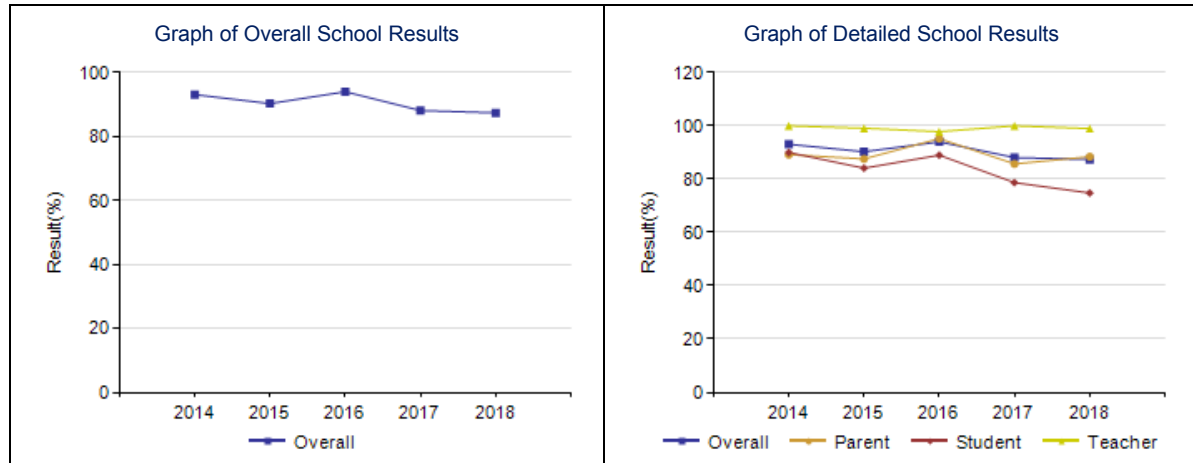


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Safe and Caring – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.1	90.3	94.0	88.1	87.4	89.3	88.1	88.1	86.3	86.1	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	99.1	97.8	100.0	99.0	97.2	96.2	95.5	94.1	95.2	95.3	95.4	95.4	95.3	95.0
Parent	89.2	87.6	95.2	85.7	88.4	84.8	84.9	85.0	85.0	83.1	88.9	89.3	89.8	89.9	89.4
Student	90.0	84.1	89.0	78.7	74.8	86.1	83.3	83.8	79.9	79.9	83.1	83.0	83.4	83.3	82.5

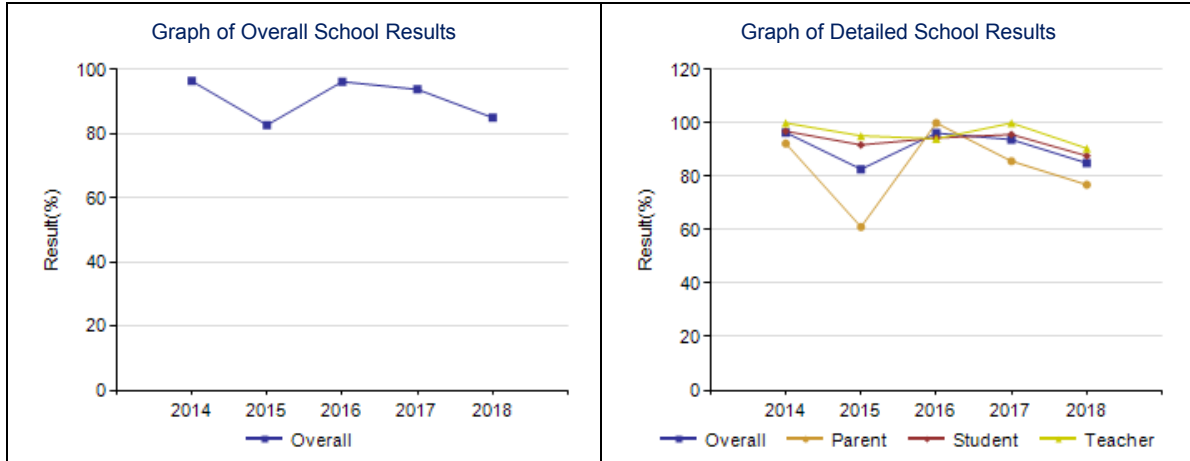


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School Improvement – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.4	82.7	96.2	93.8	85.0	80.7	81.1	82.3	77.5	79.2	79.8	79.6	81.2	81.4	80.3
Teacher	100.0	95.2	94.1	100.0	90.5	85.2	83.8	85.2	81.7	87.9	81.3	79.8	82.3	82.2	81.5
Parent	92.3	61.1	100.0	85.7	76.9	69.5	73.7	81.7	78.3	69.9	77.0	78.5	79.7	80.8	79.3
Student	96.9	91.8	94.4	95.7	87.7	87.3	85.7	79.9	72.5	79.9	81.2	80.7	81.5	81.1	80.2



Notes:

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