**Raymond Jr. High**

**STRATEGIC PLANNING**

**COMBINED AERR/THREE YEAR**

**EDUCATION PLAN**

**2014 – 2017**



**ACCOUNTABILITY STATEMENT**

The 2014 Education Plan for the three years commencing August 26, 2014 prepared under the direction of the Raymond Jr. High in accordance with the School Act, The Government Accountability Act, the Policy on School Authority Education Plans and the provincial government’s accounting policies.

The priorities outlined in the Education Plan were developed in the context of the Provincial Government’s business and fiscal plans. The School is committed to achieving the planned results laid out in this Plan.

Cory Bevans Lisa Smith

Principal President

Raymond Jr. High School Council

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| **VISION STATEMENT**  |

“Empowering Potential” Working together to achieve the potential in each learner”

**MISSION STATEMENT**

Raymond Junior High School enables partners to build a world class, lifelong learning community; one that ensures learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and productive society.

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| **PRINCIPLES AND BELIEFS** |

Raymond Jr. High School believes:

In principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

Students are the primary focus and consideration in all educational decisions.

Learning occurs best in an environment that is safe and secure, motivating and encouraging, and responsive to the needs and concerns of all partners.

All students have gifts, talents, and needs that must be addressed.

Administrators are responsible for the development and administration of educational policies.

Teachers are responsible to be knowledgeable and competent in regard to curriculum delivery and classroom management.

Students, with their parents/guardians, will take responsibility for their education by: showing diligence in their studies, attending regularly and punctually, complying with the rules of their school and conducting themselves in a co-operative, respectful manner.

Values of respect, integrity, trust, openness, and caring must be fostered.

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| **PROFILE** |

The community of Raymond is a rural, agriculturally based community, 20 miles south of Lethbridge. It is often referred to as a “bedroom community”, consisting mostly of single dwelling homes. The population is approximately 3600, mostly Caucasian and European background which is reflected in the school population.

Raymond Jr. High was created in 1978 consisting of grades six, seven and eight. It was housed adjacent to the Raymond High School and they shared a number of facilities, namely: the library, band room and parts of the home economics and industrial education areas. The schools, however, operate independently of each other. In 1986 the Jr. High facility was renovated extensively. At this time grades seven and eight moved in with the Raymond Elementary School, while grade six moved in with the Northside Elementary School. In 1988, with renovations completed, the Raymond Jr. High consisted of grades seven through nine.

In June of 2007 the RJHS moved to the NES (which had been consolidated with RES). The Jr. & Sr. High were renovated over the next two years, at which time the Sr. High moved to the new portion of the building and the Jr. High took the former Sr. High end which has been spruced up.

Raymond Jr. High has an enrollment of @ 223 students, not counting those in home-based schooling. There is a very low staff turnover, there is also very little student turn over, year to year.

Raymond Jr. High offers strong academic and athletic programs in which the staff are heavily involved. In addition to the mandatory core courses the following are/may offered: home economics, industrial education, business education, computer studies, art, drama, Seminary, band, one-on-one reading, and others. Students may also be involved in some or all of the following sports, which include: football, x-country, volleyball, basketball, badminton, and track & field. A very active students’ union sponsors and organizes a number of events during the year that appeal to a wide variety of students. A yearbook committee works throughout the year to produce a much waited for annual yearbook.

Raymond Jr. High’s special education program is designed to assist a variety of students with a vast spectrum of needs. Where possible students are involved in a “push-in” program to integrate the students as fully as possible into the school culture and programs. When deemed advisable students may be pulled out if that will work for the best for their education plan.

Raymond Jr. High is lucky to have at its disposal a school liaison officer. This individual is Mr. Darwin Skretting. Darwin has proven to be an invaluable resource in our school.

The division also has in place a staff of computer technicians. These individuals are also a great resource in our school and help with the installation and servicing of our school’s computers and network.

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| **ENROLLMENTS** |

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| **2014-2017 School Year** |
| **Grade 7** | **84** |
| **Grade 8** | **68** |
| **Grade 9** | **71** |
| TOTAL | **223** |

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| **STAFFING** |
| **Teaching Staff** | **12** |
| **Non-Teaching Staff** | **8** |
| TOTAL | **20** |

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| **SPECIAL PROGRAMS** |

**ALTERNATE SCHOOL**

Raymond Jr. High believes that not all students learn in the same manner and fashion and that an alternate form of education may greatly benefit some students. These educational opportunities have met with success in the alternate school.

**INDUSTRIAL EDUCATION**

Raymond Jr. High provides a comprehensive industrial education program to students in grades seven through nine. Students are taught safety with the power tools and are given a number of projects to complete. These differ in the various grades.

**HOME ECONOMICS**

Raymond Jr. High believes that students can benefit greatly with an opportunity to develop domestic and home-related skills. As such home economics classes are offered to students in grades seven through nine.

**COUNSELING**

Raymond Jr. High believes that the counseling that is available is among the finest to be had. We find an ever-increasing number of students for whom this service is essential. Our family liaison officer is called upon to provide academic, career and personal counseling.

**SPECIAL EDUCATION**

Our special education program plays a vital role in our school. We find an ever increasing number of students who come to us already coded and needing supervision. Our special education teacher goes to great lengths to match educational assistants to those who are coded and in need of extra help.

**EXTRA-CURRICULAR PROGRAMS**

Raymond Jr. High runs a full complement of extra-curricular programs. The school is involved in a full range of sporting events, the Students’ Union also organizes and sponsors a wide variety of activities. All of these activities are designed to give the students a broader education and a wider variety of experiences than what they might otherwise find offered to them.

**TECHNOLOGY PLAN**

The effective and efficient use of technology to assist learners in acquiring communication, collaboration, problem-solving, and information literacy skills is a high priority in Raymond Jr. High School.

The successful integration of technology requires it be infused into the teaching, learning and school management processes. Successful infusion requires vision and planning from central and school-based administrative teams, recognizing the need for changes in pedagogy, curriculum delivery, and assessment. Professional development for administrators and teachers is a key component for successful integration.

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|  **ISSUES**  |

* **Enrollment**

This year we have again seen stability in enrolment and with the building currently going on in town we anticipate that we will see an increase in enrollment. We have struggled to maintain the programs we are able to deliver to the students. We recently lost a part-time teacher and three EA’s.

* **Variety in Cultures**

There are distinct cultures represented within Raymond Jr. High School. Staff must be sensitive to the needs of each group, as well as remain focused on the primary objective of the best education for each student.

* **Level of Service to Special Needs Students**

Parental expectations, coupled with awareness and identification of special needs students, have created increased demands.

* **Proliferation of Program Choices**

Parent choice of schooling options, while positive in some aspects, has created transportation difficulties as well as staffing and enrollment concerns.

* **Student and Parental Responsibility**

Failure by students and parents to comply with their responsibilities outlined in the School Act, has created an added demand on the system.

* **Sustainability of Technology**

Technology ever-greening and maintenance are demanding an increasing share of the educational dollar.

* **Funding**

The inadequacy of funding is compounded by a historic declining enrollment.

* **Enrollment Concerns**

Programming and staffing is affected by the past declining enrollments. This trend is beginning to reverse and we are seeing gradual, steady increases in student population.

**TRENDS**

Declining enrollment makes it difficult to maintain effective programs and management of staff.

Increasing emphasis on achievement tests makes test results the main method of ranking schools, and/or defining success or failure.

Our facilities are becoming older and are in need of modernization beyond the ongoing upgrades permitted through the Infrastructure Maintenance Program (I.M.P.).

An increasing number of students require special needs and alternate programming.

Technology ever-greening and maintenance are demanding an increasing share of the educational dollar.

**PRIORITY AREAS FOR IMPROVEMENT**

In addition to the seven provincial priority areas for improvement, Raymond Jr. High School will be focusing on the following priorities:

Reading and reading intervention, looking at programs to assist our students.

Provide resources, support and professional development for the formation and development of Professional Learning Communities (PLC).

We are focusing our time and resources to set up a character education program (Love and Logic) for our Jr. High.

Study skills, note giving and taking, the structure of notes.

Continuing development and implementation of the School Division Facilities

Combined **2014** Accountability Pillar Overall Summary

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| --- | --- | --- | --- | --- | --- |
| **Measure Category** | **Measure Category Evaluation** | **Measure** | **Raymond Junior High 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 | Acceptable | Safe and Caring | **86.5** | 90.3 | 90.4 | **89.1** | 89.0 | 88.6 | High | Declined | Acceptable |
| Student Learning Opportunities | n/a | Program of Studies | **76.0** | 79.2 | 81.4 | **81.3** | 81.5 | 81.1 | Intermediate | Declined | Issue |
| Education Quality | **89.2** | 92.7 | 91.8 | **89.2** | 89.8 | 89.5 | High | Maintained | Good |
| Drop Out Rate | **0.0** | 0.0 | 0.0 | **3.3** | 3.5 | 3.6 | Very High | Maintained | Excellent |
| High School Completion Rate (3 yr) | **n/a** | n/a | n/a | **74.9** | 74.8 | 73.8 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Good | PAT: Acceptable | **74.6** | 68.2 | 77.1 | **74.0** | 75.3 | 75.5 | Intermediate | Maintained | Acceptable |
| PAT: Excellence | **20.6** | 15.2 | 13.4 | **19.0** | 19.1 | 19.6 | High | Improved | Good |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | **n/a** | n/a | n/a | **85.4** | 84.2 | 83.4 | n/a | n/a | n/a |
| Diploma: Excellence | **n/a** | n/a | n/a | **21.0** | 19.5 | 19.1 | n/a | n/a | n/a |
| Diploma Exam Participation Rate (4+ Exams) | **n/a** | n/a | n/a | **50.5** | 56.6 | 55.9 | n/a | n/a | n/a |
| Rutherford Scholarship Eligibility Rate (Revised) | **n/a** | n/a | n/a | **60.9** | 61.3 | 60.8 | 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 | **59.2** | 59.5 | 59.1 | n/a | n/a | n/a |
| Work Preparation | **85.7** | 92.7 | 90.5 | **81.2** | 80.3 | 80.0 | High | Maintained | Good |
| Citizenship | **75.9** | 84.4 | 82.8 | **83.4** | 83.4 | 82.6 | Intermediate | Declined | Issue |
| Parental Involvement | Acceptable | Parental Involvement | **78.4** | 81.6 | 81.1 | **80.6** | 80.3 | 80.0 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | Excellent | School Improvement | **86.4** | 87.9 | 86.2 | **79.8** | 80.6 | 80.2 | Very High | Maintained | 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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| 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.

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| **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 - 66.22 | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence | 0.00 - 10.93 | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable | 0.00 - 72.08 | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence | 0.00 - 7.77 | 7.77 - 11.90 | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 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 (Revised) | 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.

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| **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.

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|  | **Achievement** |
| **Improvement** | **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) |

#### Goal One: An excellent start to learning

*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

* There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

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| **Comment on Results***n/a* |
| **Strategies**n/a |

#### Goal Two: Success for Every Student

*Outcome: Students demonstrate proficiency in literacy and numeracy.*

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| **Performance Measure** | **Results (in percentages)**  | **Target** | **Evaluation** | **Targets** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 86.2 | 79.7 | 83.3 | 68.2 | 74.6 |  | Intermediate | Maintained | Acceptable |  |  |  |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 17.1 | 12.1 | 12.9 | 15.2 | 20.6 |  | High | Improved | Good |  |  |  |

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| **Comment on Results***(an assessment of progress toward achieving the target)* |
| **Strategies*** Improve student achievement through the appropriate and timely application of formative assessment strategies and high yield teaching strategies.
* Teachers continue to receive training in developing strategies regarding assessment for/of learning – partnership with Alberta Assessment Consortium.
* Teachers meaningfully participate in divisional PLC cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
* Teachers will be more strategic, coherent and purposeful in their focus on professional learning community work – cycle of improvement (clarify learning outcomes, identify high-yield teaching strategies, stronger linkage of assessment to curriculum, intervention strategies, addressing emerging PD needs)
* School administrators will work with teachers in the analysis and understanding of test results.
* Enhanced administrative supervision of teaching and learning – partnership with University of Lethbridge to build leadership capacity for ALL school based administrators (Townsend & Adams).
* Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school principals.
* Learning opportunities will be provided through regular education programming, Action on Inclusion, Transformation Agenda, special needs programming and the Westwind Alternate School.
* Facilitate teacher participation in the marking of Diploma Exams and Field Testing
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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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.

**Provincial Achievement Test Results – Measure Details**

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| PAT Course by Course Results by Number Enrolled. |
|  | **Results (in percentages)**  |  **Target** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 9 | School | 91.4 | 15.7 | 90.9 | 14.3 | 90.3 | 11.3 | 75.8 | 16.7 | 76.2 | 14.3 |  |  |
| Authority | 79.4 | 16.7 | 82.7 | 16.4 | 82.7 | 17.7 | 75.8 | 15.8 | 72.9 | 14.0 |  |  |
| Province | 79.3 | 15.0 | 79.1 | 16.3 | 77.4 | 16.4 | 76.7 | 14.8 | 76.3 | 15.1 |  |  |
| Mathematics 9 | School | n/a | n/a | 66.2 | 5.2 | 71.0 | 6.5 | 57.6 | 10.6 | 64.3 | 21.4 |  |  |
| Authority | n/a | n/a | 59.8 | 12.7 | 66.8 | 16.0 | 66.2 | 21.2 | 68.3 | 23.5 |  |  |
| Province | n/a | n/a | 66.1 | 17.3 | 66.5 | 17.8 | 66.9 | 18.3 | 67.1 | 17.3 |  |  |
| Science 9 | School | 84.3 | 12.9 | 72.7 | 2.6 | 80.6 | 12.9 | 66.7 | 12.1 | 78.6 | 21.4 |  |  |
| Authority | 70.5 | 13.2 | 64.1 | 10.0 | 71.1 | 15.9 | 70.4 | 17.3 | 72.8 | 19.2 |  |  |
| Province | 73.6 | 17.7 | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 |  |  |
| Social Studies 9 | School | 82.9 | 22.9 | 75.3 | 19.5 | 79.0 | 14.5 | 62.1 | 16.7 | 69.0 | 26.2 |  |  |
| Authority | 68.4 | 17.7 | 61.4 | 14.0 | 69.1 | 17.1 | 62.4 | 16.9 | 69.4 | 21.1 |  |  |
| Province | 68.9 | 18.8 | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 |  |  |

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

 “A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

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| Graph of Overall Provincial Achievement Test Results |

Note: 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.

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| Graph of Provincial Achievement Test Results by Course |
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Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

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| Graph of Provincial Achievement Test Results by Course |
|  |  |

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| Graph of Provincial Achievement Test Results by Course |

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

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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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| --- | --- | --- | --- |
|  |  | **Raymond Junior High School** | **Alberta** |
|  |  | **Achievement** | **Improvement** | **Overall** | **2014** | **Prev 3 Yr Avg** | **2014** | **Prev 3 Yr Avg** |
| **Course** | **Measure** |  |  |  | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| English Language Arts 9 | Acceptable Standard | Intermediate | Declined | Issue | 84 | 76.2 | 68 | 85.7 | 43,760 | 76.3 | 37,776 | 77.8 |
| Standard of Excellence | Intermediate | Maintained | Acceptable | 84 | 14.3 | 68 | 14.1 | 43,760 | 15.1 | 37,776 | 15.8 |
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| --- | --- | --- | --- |
|  |  | **Raymond Junior High School** | **Alberta** |
|  |  | **Achievement** | **Improvement** | **Overall** | **2014** | **Prev 3 Yr Avg** | **2014** | **Prev 3 Yr Avg** |
| **Course** | **Measure** |  |  |  | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| Mathematics 9 | Acceptable Standard | Intermediate | Maintained | Acceptable | 84 | 64.3 | 68 | 64.9 | 43,279 | 67.1 | 37,487 | 66.5 |
| Standard of Excellence | High | Improved Significantly | Good | 84 | 21.4 | 68 | 7.4 | 43,279 | 17.3 | 37,487 | 17.8 |
| Science 9 | Acceptable Standard | Very High | Maintained | Excellent | 84 | 78.6 | 68 | 73.3 | 43,769 | 73.2 | 37,974 | 74.0 |
| Standard of Excellence | Very High | Improved Significantly | Excellent | 84 | 21.4 | 68 | 9.2 | 43,769 | 22.1 | 37,974 | 21.1 |
| Social Studies 9 | Acceptable Standard | Intermediate | Maintained | Acceptable | 84 | 69.0 | 68 | 72.2 | 43,773 | 65.5 | 38,159 | 67.2 |
| Standard of Excellence | Very High | Improved | Excellent | 84 | 26.2 | 68 | 16.9 | 43,773 | 19.9 | 38,159 | 19.0 |

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

*Outcome: Students demonstrate citizenship and entrepreneurship.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | **Target** | **Evaluation** | **Targets** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 77.7 | 80.5 | 83.7 | 84.4 | 75.9 |  | Intermediate | Declined | Issue |  |  |  |
| 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. | 83.3 | 89.2 | 89.4 | 92.7 | 85.7 |  | High | Maintained | Good |  |  |  |

|  |
| --- |
| **Comment on Results***(an assessment of progress toward achieving the target)*With programs such as Love and Logic and other Character Education programs the RJHS will continue to work with students to accomplish these goals. |
| **Strategies*** **Continue to provide a Junior High Leadership seminar for all Jr. High Student Council leaders.**
* Promote social projects such as: service projects, youth reclamation programs, Citizenship Education, Love and Logic, and Safe and Caring schools.
* Provide ongoing collaborative learning opportunities for Family School Liaison Counselors to work as a unit to meet the needs of a diverse student population.
* Promote effective student government opportunities and extra-curricular activities such as: The Seven Habits of Highly Effective Teens Program.
* Promote cooperation and understanding between different cultural groups, i.e.: cultural awareness events/assemblies, and foreign student exchange programs, and intra-divisional activities, guest speakers and presentations.
* Character Education is integrated into school programs through the implementation of “Love & Logic.” This includes – anti-bullying efforts.
* Westwind students are provided with opportunities for service in their communities through character education initiatives in various schools including visiting senior citizens’ homes, town clean ups, food drives, soup kitchens, and international humanitarian projects.
* **Equine Therapy** programs assist students develop meaningful and healthy relationships with peers and adult mentors.
* Provide opportunities for Take Your Kids to Work, Career Cupboard, Planning for Post Secondary studies grade 6, 9, an 12 parent and student guide, Westwind Rodeo Academy, **Locally Developed Courses**, such as LDS Seminary, Rodeo Academy, and Skills Canada Competition.
* Teachers working collaboratively will identify areas where students will have opportunities to engage in meaningful, authentic learning and develop attitudes and skills to be critical thinkers, collaborative problem solvers and ethical citizens.
* Westwind SD provides resources and opportunities for students to prepare for post secondary studies and employment
 |

##### 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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

##### **Citizenship – Measure Details**

|  |
| --- |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |
|  | **School** | **Authority** | **Province** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 77.7 | 80.5 | 83.7 | 84.4 | 75.9 | 80.8 | 82.4 | 83.0 | 84.8 | 82.5 | 81.4 | 81.9 | 82.5 | 83.4 | 83.4 |
| Teacher | 98.3 | 98.3 | 100.0 | 100.0 | 95.3 | 95.3 | 94.2 | 95.8 | 95.0 | 96.1 | 93.0 | 92.7 | 93.1 | 93.6 | 93.8 |
| Parent | 59.1 | 71.3 | 73.7 | 77.9 | 69.6 | 74.7 | 77.9 | 77.3 | 83.1 | 75.9 | 78.5 | 78.6 | 79.4 | 80.3 | 81.9 |
| Student | 75.5 | 71.8 | 77.2 | 75.4 | 62.8 | 72.2 | 75.1 | 75.9 | 76.2 | 75.5 | 72.7 | 74.5 | 75.0 | 76.2 | 74.5 |

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| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase 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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 83.3 | 89.2 | 89.4 | 92.7 | 85.7 | 80.1 | 84.5 | 86.2 | 85.6 | 82.0 | 79.9 | 80.1 | 79.7 | 80.3 | 81.2 |
| Teacher | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 95.4 | 93.9 | 95.7 | 92.4 | 93.3 | 90.0 | 89.6 | 89.5 | 89.4 | 89.3 |
| Parent | 66.7 | 78.4 | 78.9 | 85.4 | 71.4 | 64.9 | 75.1 | 76.8 | 78.7 | 70.8 | 69.8 | 70.6 | 69.9 | 71.1 | 73.1 |

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| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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

*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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Target** | **Evaluation** | **Targets** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | \* | \* | \* | \* | \* |  | \* | \* | \* |  |  |  |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a |  | n/a | n/a | n/a |  |  |  |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | n/a | n/a | n/a |  | n/a | n/a | n/a |  |  |  |

|  |
| --- |
| **Comment on Results***n/a* |
| **Strategies**n/a |

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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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.
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 (\*).

#### Goal Three: Quality teaching and school leadership

*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** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| 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. | 81.9 | 80.2 | 84.7 | 79.2 | 76.0 |  | Intermediate | Declined | Issue |  |  |  |

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| **Comment on Results**This year we will again administer the Tell Them From Me survey to try and determine, more fully, areas of concern and set plans to address the concerns. |
| **Strategies*** Improve initial instruction that students receive from teachers by helping teachers improve their understanding and gain proficiency in using “high yield” teaching strategies.
* Increase understanding and use of a variety of student assessment strategies and develop school intervention plans to meet the needs of students who “do not learn” essential learning outcomes.
* Continue to improve administrative capacity to supervise teaching and learning in their schools – partnership with University of Lethbridge to build leadership capacity for ALL school based administrators (Townsend & Adams).
* Principals will ensure that teachers continue to receive training and have opportunities to develop understanding and expertise in using a variety of teaching and assessment strategies – deepening understanding of the work of Anne Davis, Dylan Wiliam, Richard Dufour, Mike Mattos, John Hattie and Robert Marzano.
* School administrators will continue to work with teachers in deepening their understanding and increasing their capacity to perform in-depth analysis of data so they can better plan for the success of all students.
* Students who struggle with reading and comprehension will be provided with assess to assistive technology resources such as Imagine Learning, Lexia Reading, and an emerging battery of applications using tablet technology, etc. – We believe that literacy is KEY to all student learning and success.
* Teachers continue to receive training in developing strategies regarding assessment for/of learning – partnership with Alberta Assessment Consortium.
* Principals will ensure that teachers participate meaningfully in divisional PLC cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
* School administrators will ensure that teachers become more strategic, coherent and purposeful in their focus on professional learning community work – cycle of improvement (clarify learning outcomes, identify high-yield teaching strategies, stronger linkage of assessment to curriculum, intervention strategies, addressing emerging PD needs)
* School administrators will work with teachers in the analysis and understanding of test results.
* Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school principals.
 |

##### 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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

##### **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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 81.9 | 80.2 | 84.7 | 79.2 | 76.0 | 75.5 | 78.9 | 78.6 | 79.0 | 78.0 | 80.5 | 80.9 | 80.7 | 81.5 | 81.3 |
| Teacher | 88.4 | 87.5 | 93.3 | 89.3 | 88.3 | 84.2 | 84.3 | 83.2 | 84.4 | 85.8 | 87.7 | 87.6 | 87.3 | 87.9 | 87.5 |
| Parent | 79.2 | 75.1 | 80.0 | 74.8 | 75.3 | 70.4 | 75.5 | 76.4 | 75.7 | 75.9 | 78.0 | 78.3 | 78.1 | 78.9 | 79.9 |
| Student | 78.1 | 78.1 | 80.8 | 73.6 | 64.3 | 71.9 | 76.9 | 76.3 | 76.8 | 72.2 | 75.9 | 76.9 | 76.9 | 77.8 | 76.6 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

#### Goal Four: Engaged and effective governance

*Outcome: The education system demonstrates collaboration and engagement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | **Target** | **Evaluation** | **Targets** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 71.1 | 80.9 | 80.8 | 81.6 | 78.4 |  | Intermediate | Maintained | Acceptable |  |  |  |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 88.7 | 90.5 | 92.1 | 92.7 | 89.2 |  | High | Maintained | Good |  |  |  |

|  |
| --- |
| **Comment on Results** |
| **Strategies****Strategies for “Parent Involvement”*** Maintain and improve communication among all school partners, through the use of: PowerSchool (student marks, attendance and daily bulletin), Family School Liaison Counselors, School Council, divisional and school websites, and school newsletters. A major focus is being placed on making school websites more user friendly, and improving them to provide meaningful information to parents and students, and to promote involvement in the school community.
* Engage in collaborative creation of school and divisional websites to increase the ability of parents, teachers, administration and students to share and access information.
* **Encourage parents to become more involved with their schools** through back-to-school nights, grade six orientation, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children’s education by collaborating with/serving on school councils.
* **Strengthen relationships** with private businesses and social agencies such as: Student Health Initiative, Alberta Health Services, Southern Alberta Child & Family Services, and REACH.
* Promote **joint initiatives** that contribute to the social and economic well-being of the family.
* **Parents and community members are encouraged to provide feedback on divisional initiatives through personal focus group meetings and social media.**
* Power School provides parents with real time information concerning student progress. (Requires home access to Internet—local research indicates that about 20% of homes still do not have access)**.**
* Increase communication with parents e.g. emails/group emails, phone calls and enhanced school websites.
* **Principals** will **work collaboratively** with staff and school council to establish annual School Improvement Plans. These plans will be shared with district senior level administrators and trustees. Prior to the end of the school year, principals will submit a report on the accomplishment of the goals.
* **School Councils** are encouraged to become active in school activities, and to attend the annual ASCA meeting.

**Strategies for “Satisfaction with Overall Quality of Basic Education”*** Promotion of and effective use of **electives courses** for students -- band, home economics, industrial arts, drama, art, computers & multi-media courses.
* Enhanced learning opportunities via the SuperNet will be provided, such as: on-line learning, ADLC, use of Alberta Education on-line curricular resources, and video conferencing.
* Provide Threat Assessment, Academic and Career Counseling Programs, Career Cruising, Alberta Learning Information Services (ALIS) website, **Family School Liaison Counselors**.
* **Providing resources and staff to keep libraries current. (provide upgraded L4U, Divisional Library Inservice).**
* Learning opportunities will be provided through regular education programming, special needs programming and the Westwind Alternate School.
* Promote **safe and caring initiatives** such as: Love & Logic (Character & Citizen Education), Drug Awareness presentations, and locally developed courses.
* Maintain, regularly review/update, and monitor compliance with policies such as: Harassment/Bullying, Safe & Caring Schools, Internet Safety, and Threat Assessment.
* Maintain a robust system-wide Internet filtering system. Promote responsible digital citizenship for all users of Westwind technology.
* Commitment to provide a robust wireless infrastructure to facilitate **high quality learning for all through technology** of choice.
* **Improve communication** between schools and families through the improved website links, i.e. Power School (SIS) and DreamStalk. A partnership has been developed to improve and enhance the Divisional and school websites.
* Student protection initiatives to increase security, such as: security cameras, notices posted throughout the school that “all visitors should report to the office”.
 |

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 an increase 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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 71.1 | 80.9 | 80.8 | 81.6 | 78.4 | 78.2 | 78.7 | 77.9 | 80.9 | 77.7 | 80.0 | 79.9 | 79.7 | 80.3 | 80.6 |
| Teacher | 100.0 | 98.3 | 96.9 | 93.8 | 95.3 | 94.5 | 91.1 | 91.7 | 89.5 | 92.8 | 88.6 | 88.1 | 88.0 | 88.5 | 88.0 |
| Parent | 42.2 | 63.5 | 64.8 | 69.3 | 61.4 | 62.0 | 66.3 | 64.1 | 72.3 | 62.5 | 71.3 | 71.7 | 71.4 | 72.2 | 73.1 |

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| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase 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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 88.7 | 90.5 | 92.1 | 92.7 | 89.2 | 88.7 | 90.5 | 91.3 | 91.8 | 90.3 | 89.2 | 89.4 | 89.4 | 89.8 | 89.2 |
| Teacher | 100.0 | 98.6 | 100.0 | 100.0 | 100.0 | 95.9 | 96.2 | 97.2 | 97.9 | 97.2 | 95.6 | 95.5 | 95.4 | 95.7 | 95.5 |
| Parent | 81.1 | 86.2 | 86.2 | 92.5 | 87.5 | 81.9 | 85.1 | 86.3 | 87.9 | 84.5 | 83.9 | 84.2 | 84.2 | 84.9 | 84.7 |
| Student | 85.1 | 86.6 | 90.3 | 85.5 | 80.2 | 88.3 | 90.3 | 90.4 | 89.5 | 89.2 | 88.2 | 88.5 | 88.6 | 88.7 | 87.3 |

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| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Measure** | **Results (in percentages)** | **Target** | **Evaluation** | **Targets** |
| **2010** | **2011** | **2012** | **2013** | **2014** | **2014** | **Achievement** | **Improvement** | **Overall** | **2015** | **2016** | **2017** |
| 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. | 87.7 | 90.5 | 90.4 | 90.3 | 86.5 |  | High | Declined | Acceptable |  |  |  |
| 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. | 76.0 | 89.3 | 81.5 | 87.9 | 86.4 |  | Very High | Maintained | Excellent |  |  |  |

|  |
| --- |
| **Comment on Results***(an assessment of progress toward achieving the target)* |
| **Strategies*** Coordinate services through **partnerships** with the business community and social agencies such as: Student Health Initiative, Chinook Health Region, Southern Alberta Child & Family Services.
* Provide Threat Assessment, Academic and Career Counseling Programs, Alberta Learning Information Services (ALIS) website, **Family School Liaison Counselors**.
* Increase in Family School Liaison and Career Counselor support.
* Involve **School Council** with agencies to identify student health issues and promote wellness.
* Promote **safe and caring initiatives** such as: Love & Logic (Character & Citizen Education), Drug Awareness presentations, and locally developed courses.
* Maintain, regularly review/update, and monitor compliance with policies such as: Harassment/Bullying, Safe & Caring Schools, Internet Safety, and Threat Assessment.
* Maintain a robust system-wide Internet filtering system. Promote responsible digital citizenship for all users of Westwind technology.
* **Improve communication** between schools and families through the improved website links, i.e. Power School (SIS) and DreamStalk. A partnership has been developed to improve and enhance the Divisional and school websites.
* Student protection initiatives to increase security, such as: security cameras, notices posted throughout the school that “all visitors should report to the office”.
* Regular inspections and initiatives to ensure all playground facilities meet safety codes.

**Strategies – “Improvement”*** Maintain and improve communication among all school partners, through the use of: PowerSchool (student marks, attendance and daily bulletin), Family School Liaison Counselors, School Council, divisional and school websites, and school newsletters. A major focus is being placed on making school websites more user friendly, and improving them to provide meaningful information to parents and students, and to promote involvement in the school community.
* The collaborative creation of school and divisional websites will increase the ability of parents, teachers, administration and students to share and access information.
* **Encourage parents to become more involved with their schools** through back-to-school nights, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children’s education by collaborating with/serving on school councils.
* Celebrate the diversity of culture within the Division and work with all groups to meet the learning needs of all students.
* **Strengthen relationships** with private businesses and social agencies such as: Student Health Initiative, Alberta Health Services, Southern Alberta Child & Family Services.
* Promote **joint initiatives** that contribute to the social and economic well-being of the family.
* Continue to develop and implement the **School Division Facilities Plan**.
* **Provide resources and support in the formation and development of professional learning communities that will help build capacity and collaboration among all stakeholders.**
* **Parents and community members are encouraged to provide feedback on divisional initiatives through personal focus group meetings and social media.**
* Work closely with the University of Lethbridge and Lethbridge College to provide professional development opportunities for staff. (**Dr. David Townsend – working with school administrators**)
* Power School provides parents with real time information concerning student progress. (Requires home access to Internet—local research indicates that about 20% of homes still do not have access)
	+ Several schools have established goals to increase communication with parents e.g. emails/group emails, phone calls and enhanced school websites.
* Administrators and teachers are given the opportunity to **develop leadership skills** through: Conferences, Divisional PD Days, Growth Plan Interviews, Principal supervision of Teachers, Principal Mentorship in Start Right, First Year Teacher Mentorship Program, SAPDC/ATA Workshops, Cohort Master’s Program through the University of Lethbridge and Programs and extensive and ongoing Administrative and school staff book studies.
* Staff members are to continue as active members of the school and Division Professional Learning Community. Time has been embedded into the school calendar schedule for regular PLC meetings for 2013/14.
* Staff members are encouraged to participate in **PD activities** and utilize resources to improve student learning.
* Supporting school administration teams in effective data collection for student learning and development of improvement plans to provide quality educational leadership in our schools.
* **Principals** will **work collaboratively** with staff and school council to establish annual School Improvement Plans. These plans will be shared with district senior level administrators and trustees. Prior to the end of the school year, principals will submit a report on the accomplishment of the goals.
* **School Councils** are encouraged to become active in school activities, and to attend the annual ASCA meeting.
 |

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 an increase 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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 87.7 | 90.5 | 90.4 | 90.3 | 86.5 | 88.9 | 89.8 | 89.7 | 91.1 | 89.2 | 87.6 | 88.1 | 88.6 | 89.0 | 89.1 |
| Teacher | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 97.6 | 97.7 | 97.2 | 97.5 | 97.8 | 94.4 | 94.5 | 94.8 | 95.0 | 95.3 |
| Parent | 75.6 | 83.8 | 85.0 | 89.0 | 83.7 | 85.3 | 87.1 | 86.6 | 91.2 | 86.7 | 86.1 | 86.6 | 87.4 | 87.8 | 88.9 |
| Student | 87.4 | 87.8 | 86.2 | 82.0 | 75.8 | 83.9 | 84.7 | 85.3 | 84.6 | 83.1 | 82.2 | 83.3 | 83.7 | 84.2 | 83.1 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase 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** |
|  | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** | **2010** | **2011** | **2012** | **2013** | **2014** |
| Overall | 76.0 | 89.3 | 81.5 | 87.9 | 86.4 | 82.0 | 85.4 | 86.5 | 86.1 | 85.9 | 79.9 | 80.1 | 80.0 | 80.6 | 79.8 |
| Teacher | 81.8 | 100.0 | 69.2 | 100.0 | 92.3 | 88.7 | 90.3 | 89.2 | 92.6 | 89.2 | 80.8 | 80.1 | 81.1 | 80.9 | 81.3 |
| Parent | 66.7 | 84.3 | 90.4 | 79.2 | 88.5 | 74.2 | 81.4 | 86.6 | 83.5 | 86.2 | 77.0 | 77.3 | 76.2 | 77.9 | 77.0 |
| Student | 79.5 | 83.6 | 84.8 | 84.6 | 78.4 | 83.2 | 84.4 | 83.7 | 82.3 | 82.2 | 81.8 | 82.9 | 82.7 | 82.9 | 81.2 |

|  |  |
| --- | --- |
| Graph of Overall School Results | Graph of Detailed School Results |

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 an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014