**Annual Education Results 2019-2020**

**3 Year Education Plan 2020-2023**

**Red Earth Creek School (RECS)**

 



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**Summary of Accomplishments**

2019-2020

* Red Earth Creek School created a Sensory Room to provide more opportunities for students to improve their self regulation skills while in school.
* A full-time Kindergarten program was started in the 2019-2020 academic year.
* Red Earth Creek School continued to offer the IXL math program to provide more differentiated math opportunities for students.
* Red Earth Creek School continued to adopt Collaborative Response practices as an important way to help ensure appropriate intervention supports for “at risk” students.
* Red Earth Creek School continued to build a collaborative school culture that fosters positive relationships amongst staff and students.
* Red Earth Creek School staff continued to work on building community, parent, student and staff relationships to provide a safe and caring school environment.

   

 Staff in Community Egg Toss Activity Cupcake Grade 3 student

 Christmas Parade for School Assembly Decorating reading her book to ECS

   

 Building Snowmen Student and Parent Pie Toss Pink Shirt Day

 At Recess Pancake Breakfast School Assembly

   

Skiing Field Trip Sledding Field Trip Telus World of Science Terry Fox Walk

**Accountability Statement**

This report is a summary of Red Earth Creek School’s achievements for the 2019-2020 school year and a Three Year Education Plan for 2020-2023 beginning in the 2020 school year. It serves as a tool to continue monitoring improvement in the school and provides accountability to stakeholders. The school has used the results reported in the May 2020 Accountability Pillars Results which are incorporated into this document to develop the Education Plan, and we are committed to implementing the strategies contained within it to improve student learning and results.

**School Mission Statement**

Respect, Encourage, Collaborate. Succeed together!

**Our Vision**

Red Earth Creek School fosters a positive and respectful learning environment which embraces diversity, collaboration, and inspires students to flourish as lifelong learners.

**Values Statement**

Respect: Promote the appreciation of ourselves, others and our environment.

Achieve: foster critical thinking, creativity and lifelong learning.

Participate: encourage opportunities to take risks, collaborate and build confidence.

Thrive: inspire yourself and others.

Open-minded: appreacite others’ views and ideas.

Responsible: advocate for students to become responsible citizens.

Success: we believe im success for all!

Combined ***May 2020*** Accountability Pillar Overall Summary

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure Category** | **Measure** | **Red Earth Creek School** | **Alberta** |
| **Current Result** | **Prev Year Result** | **Prev 3 Year Average** | **Current Result** | **Prev Year Result** | **Prev 3 Year Average** |
| Safe and Caring Schools | Safe and Caring | **93.4** | 74.4 | 79.4 | **89.4** | 89.0 | 89.2 |
| Student Learning Opportunities | Program of Studies | **78.8** | 71.4 | 66.0 | **82.4** | 82.2 | 82.0 |
| Education Quality | **93.2** | 92.3 | 82.2 | **90.3** | 90.2 | 90.1 |
| Drop Out Rate | **10.3** | 10.0 | 5.0 | **2.7** | 2.6 | 2.7 |
| High School Completion Rate (3 yr.) | **48.1** | 0.0 | 0.0 | **79.7** | 79.1 | 78.4 |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | **n/a** | 29.5 | 43.2 | **n/a** | 73.8 | 73.6 |
| PAT: Excellence | **n/a** | 2.3 | 5.2 | **n/a** | 20.6 | 20.0 |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | **n/a** | 14.3 | 14.3 | **n/a** | 83.6 | 83.4 |
| Diploma: Excellence | **n/a** | 0.0 | 0.0 | **n/a** | 24.0 | 23.5 |
| Diploma Exam Participation Rate (4+ Exams) | **19.3** | 0.0 | 0.0 | **56.4** | 56.3 | 55.6 |
| Rutherford Scholarship Eligibility Rate | **87.5** | \* | 33.3 | **66.6** | 64.8 | 63.5 |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr.) | **\*** | 16.9 | 16.9 | **60.1** | 59.0 | 58.5 |
| Work Preparation | **n/a** | n/a | 66.7 | **84.1** | 83.0 | 82.7 |
| Citizenship | **92.2** | 67.9 | 76.7 | **83.3** | 82.9 | 83.2 |
| Parental Involvement | Parental Involvement | **n/a** | n/a | 70.0 | **81.8** | 81.3 | 81.2 |
| Continuous Improvement | School Improvement | **95.0** | 69.4 | 71.5 | **81.5** | 81.0 | 80.9 |

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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

# Outcome One: Alberta’s students are successful

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 44.1 | 50.0 | 50.0 | 44.1 | N/A | 80 | 80 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 0.0 | 11.5 | 1.7 | 2.3 | N/A | 20 | 20 |

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| **Comment on Results**Due to Covid-19 restrictions, the spring 2020 Provincial Achievement Tests were cancelled. |
| **Strategies** Red Earth Creek School * Continue to utilize standardized learner profiles and make available to divisional levels
* Use data to guide instruction and intervention-based strategies through CRM and PLC

Divisional* Maintain division Scope and Sequence for reading assessment in grades 1-8.
* Maintain a numeracy committee with a focus on curriculum, assessment and instruction and subsequently develop a numeracy assessment framework.
* Analyze data from Diplomas/PATs, Student Information System and local marking to inform future decisions.
* Provide all students and staff with various technologies that support ongoing student and staff learning.

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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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Outcome One: Alberta’s students are successful (continued)

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| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | n/a | n/a | \* | 14.3 | n/a | 85 | 85 |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | n/a | n/a | \* | 0.0 | n/a | 20 | 20 |

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| **Comment on Results**Due to Covid-19 restrictions, the June 2020 Provincial Achievement Tests were cancelled. |
| **Strategies**Red Earth Creek School:* Using Collaborative Response Model to start gathering data on individual students with MIPI and other assessments
* Gain access to IXL math program and look for ways to incorporate math interventions through our CRM model
* Utilize RTI and CRM to ensure opportunities for success for all students.
* Analyze data from Diploma/Pats, Student Information and local marking to inform future decisions
* Work with divisional math lead to do PD with teachers, focus on four basic math skills, and demarcate the skills needed based on the grade level. Focus on what needs to be learned in each grade to prepare for success in future grades

Divisional:* Develop and implement standardized learner profiles that are accessible at a divisional level to identify student needs as a part of our Collaborative Response Model (CRM).
* Use division-wide Professional Learning Communities (PLCs) as well as school-based PLCs to focus on the development of best practices in instruction and assessment.
 |

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 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | \* | 0.0 | 0.0 | 0.0 | 48.1 | 82 | 82 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | \* | 0.0 | 0.0 | 19.3 | 0.0 | 50 | 50 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 0.0 | 10.0 | 2 | 10.0 | 10.3 | 2 | 2 |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | \* | \* | 16.9 | \* | \* | 68 | 68 |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | \* | 33.3 | \* | 87.5 | \* | 50 | 50 |

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| **Comment on Results** The 2019-2020 results suggest that students in the school continue to struggle to complete their high school program within 3 years. Related to this, the schools drop-out rate is much higher than the provincial and division average. These areas will remain a priority for our collective work. |
| **Strategies**Red Earth Creek * Promote and make post-secondary information available and visible to high school students
* Continue to have communication and ensure students are aware and understand their choices and options

Division* Increase high school student access to post-secondary information that facilitates their transition to post-secondary education.
* Continue to collaborate with Alberta Health Services and Human Services to continue developing and expanding the Regional Collaborative Services Delivery (RCSD) Model that focuses on providing wrap-around services for students.
* Continue to offer Diploma Exam Prep Courses and where required, provide courses using technology as an alternate delivery model.
* Senior Executive staff will continue to engage with families residing in the PRSD catchment area who choose to access education outside of the division. This may include homeschoolers as well as those students choosing not to register with PRSD.
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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. 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. 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.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 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 (continued)

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 88.8 | 75.5 | 92.1 | 67.9 | 92.2 | 88 | 88 |

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| **Comment on Results**The percentage of students, parents and teachers who are satisfied that students model the characteristics of active and ethical citizenship has increased 24.3% from the previous school year and exceeded the school’s target. |
| **Strategies****Strategies**Red Earth Creek School* Continue to engage students in citizenship activities and projects including but not limited to: Terry Fox Run, parent volunteers, and spring clean-up initiatives.
* Allow opportunities for students to do morning announcements, host functions at school, and work to help make the school events function smoother
* Utilize reading buddies for K to 6 to allow students to help other students in reading tasks
* Continually educate students on responsible digital citizenship. Always take opportunities to educate students in appropriate communication on social media.

Divisional* Continue to develop and provide support in maintaining learning commons.
* Peace River School Division will continue to support schools in their efforts to foster literacy and numeracy through a broad range of initiatives.
* Continue to support schools in their efforts to recognize and communicate citizenship initiatives.
* Continue to support schools in using digital citizenship resources to education students about responsible use of technology.
 |

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 Our SCHOOL/TTFM (Tell Them From Me) survey tool.

# Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

**(Results and evaluations for First Nations, Métis and Inuit** **measures are required for Public/Separate/Francophone schools only)**

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 14.3 | \* | 33.3 | 14.3 | N/A | 80 | 80 |
| 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). | 0.0 | \* | 0.0 | 0.0 | N/A | 20 | 20 |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results). | 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 | \* | \* |

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| --- |
| **Comment on Results**PATs ResultsDue to Covid-19 restrictions, the spring 2020 Provincial Achievement Tests were cancelled.Diploma Exam ResultsDue to Covid-19 restrictions, the June and August 2020 Diploma Exams were cancelled. |
| **Strategies****Strategies**Red Earth Creek School* Work with PRSD Divisional Indigenous lead to create strategies for individual students to have greater opportunities for academic success in school
* Work with Divisional Math lead to create strategies for Tier 1 instructional interventions to provide greater opportunities for Indigenous students to succeed in math at school.
* Work with Divisional Literacy Lead to continue a strong focus on literacy intervention and focus with PM benchmark intervention and purchase PM benchmark aligned leveled readers for at home reading practice opportunities.
* Align Professional Development (PD) opportunities for the school to enhance student learning and specifically to support the whole student socially, mentally and academically.

Divisional* Continue to provide wrap-around supports for FNMI students incorporating indigenous world -view by increasing and strengthening partnerships with organizations, agencies, and bands that support FNMI student success. Encourage students to participate in FNMI career fairs and leadership conferences.
* Ensure all schools are able to access expertise from FNMI cultures and explore opportunities through Truth & Reconciliation resources, Alberta Education, and The Alberta Teachers’ Association.
* Continue to focus on literacy skill development, incorporating the Indigenous perspective, to enhance the literacy skills of FNMI Students.
* Promote available literature and resources for classroom/school libraries that represent local FNMI cultures and promote the availability of these resources through the Instructional Materials Center (IMC) that may include IMC visiting schools to showcase resources.
* Begin work on new Leadership Quality Standard 5: Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit.
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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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2021** | **2022** |
| High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | \* | \* | \* | \* | \* | \* | \* |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10. | \* | \* | \* | \* | \* | \* | \* |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18 | 10.4 | 6.7 | 0.0 | 17.1 | 28.2 | 2 | 2 |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10. | \* | \* | \* | \* | \* | \* | \* |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship. | \* | \* | 33.3 | \* | \* | 48 | 48 |

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| **Comment on Results**Four out of the five performance measures for RECS were suppressed due to the number of respondents being fewer than six students. The Dropout Rate for Indigenous students at RECS rose from 17.1 % to 28.2 % in 2020. The divisional dropout rate for indigenous students in 2019 was 5.2%. RECS have a dropout rate for Indigenous students that is 23% higher than the division and 22.7% higher than the province. This concerning data will result in a conformed focus on strategies to better engage our Indigenous learners. It is difficult to comment on the other measures because there is no data at this point due to the data suppression based on too few students. |
| **Strategies****Strategies**Red Earth Creek School* Start promoting Grade 12 Indigenous student participation in the Eagle Feather Graduation ceremony during the Annual Pow Wow to showcase Indigenous student achievement.
* Continue to promote student participation in the divisional Hand Games Tournament.
* Continue to attempt to get Elder volunteers and promote local Indigenous language learning if possible
* Continue to bring in groups like Magoo Crew, and Elders whenever possible to promote Indigenous culture
* Create a culture of acceptance and promote high school upgrading for Indigenous students that require more time in school to graduate.

Divisional* Continue to promote Grade 12 FNMI Student participation in the Eagle Feather Graduation ceremony during the Annual Pow Wow to showcase Indigenous student achievement.
* Continue to promote student participation in the divisional Hand Games Tournament.
* Develop and update a new PRSD brochure highlighting a variety of programs available to FNMI students, and with student involvement, redesign the FNMI section of the divisional website to ensure it remains current and relevant.
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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. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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 Three: Alberta has excellent teachers, school leaders, and school authority leaders

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| 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. | 79.1 | 50.5 | 76.1 | 71.4 | 78.8 | 83.0 | 83.0 |

|  |
| --- |
| **Comment on Results**The percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad range of program of studies including fine arts, career, technology and health and physical education continues to be lower than our targets. However, RECS percentage rose from 71.4% to 78.8 % from 2019 to 2020. The divisional percentage for this measure continues to be high.  |
| **Strategies** **Strategies**Red Earth Creek School* Attempt to seek community partnerships beyond work experience opportunities and continue to promote the RAP program for students that are interested in gaining work experience prior to graduating
* Attempt to create more community partnerships and visits to the school from various workers from different professions to educate students on different career possibilities and educational routes to achieve access into those professions.
* Maintain the focus on core courses but promote ADLC distance learning courses for options and ensure high school students and all know the various available courses offered at ALDC.
* Continue to support and get involved with Divisional supported training and support.
* Create Professional Development opportunities for staff at RECS that is focused on our individual student needs and our teachers desires for professional growth wherever possible
* Build a leadership team at RECS and create Professional Learning Communities that empower all staff to grow and build their professional skills to better support our students’ diverse social, emotional and learning needs.

Divisional* Continue to provide a broad range of learner-centered programming and supports that best meet learning needs.
* Continue to offer a broad range of professional development opportunities that will reflect Peace River School Division initiatives and the implementation of Teacher Quality Standards Document (TQS) and Leadership Quality Standards (LQS) documents.
* Create/promote learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and 0engineering.
* Communication Coordinator will continue to meet with each administrator to develop a Communication Plan focused on building communication capacity with school staff leading to improved school results.
* Continue to provide collaborative supports for staff such as: Literacy Program Coordinator; Numeracy Program Coordinator; FNMI Program Coordinator; Divisional Intervention Coordinators; School Based I-Coaches; and Learning Services Teams.
* Provide mentorship for school-based administrators as needed.
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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 Our SCHOOL/TTFM (Tell Them From Me) survey tool.

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

|  |  |  |
| --- | --- | --- |
| **Performance Measure** | **Results (in percentages)**  | **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| 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. | 92.9 | 67.5 | 96.3 | 74.4 | 93.4 | 92 | 92 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 92.5 | 68.5 | 85.8 | 92.3 | 93.2 | 92 | 92 |
| 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. | n/a | 41.7 | 91.7 | n/a | n/a | 88 | 88 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | n/a | 46.7 | 93.3 | n/a | n/a | 93 | 93 |
| 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. | 94.7 | 57.6 | 87.5 | 69.4 | 95.0 | 85 | 85 |

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| **Comment on Results**Two of the results for 2019 to 2020 are n/a due to too few respondents, and the other three results show a large degree of variability from prior years. At RECS, teachers, parents and students rated students are safe at school, and are learning the importance of caring and respecting others from 74.4% to 93.4% in the 2019/2020 academic years and this is an increase of 19%. The percentage of teachers, parents and students that are happy with the overall basic quality of education rose from 92.3% to 93.2%.The students, parents and teachers at RECS that believe the schools in their jurisdiction have improved rose from 69.4% to 95% from 2019 to 2020, and this is an increase of 25.6%.  |
| **Strategies**Red Earth Creek School* RECS will support and follow divisional strategies whenever possible and the aim is to get our measures to be more in alignment with divisional measures in this and all other areas.
* RECS will continue to have events that promote a safe and caring school and provide more opportunities for students to show care and concern for other students.
* RECS will create a more aggressive communication plan and ensure all parents either have access to internet or know about the communication plan: Monthly Newsletter, Webpage, Facebook with monthly calendar and monthly highlights
* RECS will continue to evaluate, communicate, and respond to stakeholder satisfaction in the Safe and Caring schools measure and connect the messages back to the accountability pillar survey

Division* Advocate for equitable access and adequate, predictable and sustainable funding for programs that support safe and caring schools including collaborative wrap around services with our community partners.
* Schools will continue to evaluate, communicate, and respond to stakeholder satisfaction in the Safe and Caring schools measure and connect the messages back to the Accountability Pillar.
* Promote wellness and enhance opportunities to improve wellness of students and staff.
* Continue to implement Violence Threat Risk Assessment training and resulting processes and communicate progress.
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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 Our SCHOOL/TTFM (Tell Them From Me) survey tool.

# Local Outcome Five: Positive safety attitudes

# Communicate and celebrate the importance of safety to all stakeholders

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| **Performance Measure** | **Results (in percentages)** |  **Targets** |
| **2016** | **2017** | **2018** | **2019** | **2020** | **2021** | **2022** |
| **Key Safety Messages**Red Earth Creek School will communicate (and report to PRSD) monthly key safety messages to stakeholders through a variety of means and media. | n/a |  |  |  |  | 100 | 100 |
| **Safety Education/Activities** Red Earth Creek School will provide (and report to PRSD) monthly safety education/activities to staff andstudents. | n/a |  |  |  |  | 100 | 100 |
| **Required Emergency Drills** Red Earth Creek School will conduct (and report to PRSD) the requirednumber of fire drills and lockdown drills. | n/a |  |  |  |  | 100 | 100 |

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| **Comment on Results**Divisional safety messages were read at monthly school assemblies as well as included in our monthly newsletter. Red Earth Creek School completed multiple fire drills prior to March 2020, in which students began at home learning due to Covid-19. As well RECS completed one lock down practice and discussed the process with students at the classroom level.  |
| **Strategies**Red Earth Creek School* A site-based Emergency Management Plan is developed annually.
* A site-based Safety Plan is developed annually, with primary focus on safety education and activities for stakeholders.
* Key safety messages and safety education/activities are developed by PRSD and are communicated to stakeholders through a variety of means, including morning announcements, school assemblies, hallway digital signage, weekly memos, weekly communication emails and Facebook posts, and the school website.
* All staff complete training annually through Public School Works.

Divisional* The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Joint Worksite Health and Safety Committee and maintained annually.
* Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division.
* Communicate the use of Public School Works (PSW) as a tool for Health and Safety.
* Monthly safety messages from September through June will be divisionally developed for sites. Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&S compliance
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