

EDUCATION PLAN 2019

William D. Cuts Junior High School



St. Albert
PUBLIC SCHOOLS



WILLIAM D. CUTS
JUNIOR HIGH SCHOOL

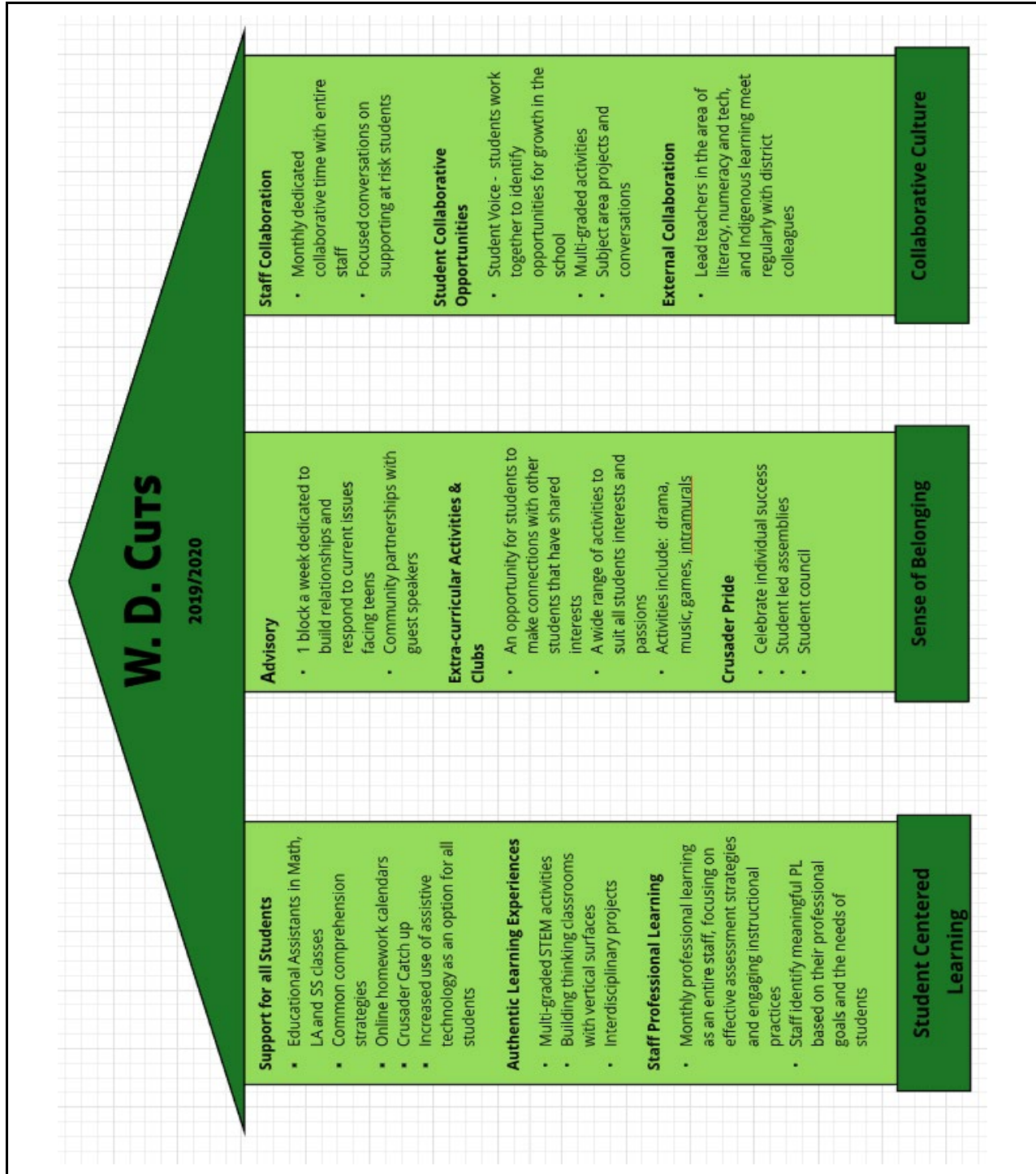
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St. Albert Public Schools' Mission, Mandate and Beliefs

<p>Mission</p> <p>Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.</p>	<p>Mandate</p> <p>The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the Education Act and the Education Act Regulations.</p> <p>The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.</p>
<p>Beliefs</p> <p>In our commitment to public education, we believe that:</p> <ul style="list-style-type: none"> ● Our students' learning is central to everything we do; ● It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance; ● By setting high expectations, students are challenged to achieve to their full potential. Schools must be safe and caring environments where students, staff and parents feel connected, valued and respected; ● Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all; ● The classroom is central to student learning, and ● Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment. 	

William D. Cuts Vision, Mission, Beliefs



William D. Cuts Profile

		2018-2019 as of September 30, 2018		2019-2020 as of September 30, 2019	
Certificated Staff			Certificated Staff		
Teaching	17.96	FTE	18.38	FTE	
Administration	1.49	FTE	1.77	FTE	
Counselling	0.64	FTE	0.71	FTE	
Total	20.09	FTE	20.87	FTE	
Support Staff			Support Staff		
Clerical	2.0	FTE	2.57	FTE	
Teacher Aides	6.59	FTE	7.2	FTE	
Library Technicians	0.85	FTE	0.85	FTE	
Technical Support	0.40	FTE	0.1	FTE	
Total	9.84	FTE	10.72	FTE	
Students			Students		
English	406		English	433	
Special Needs	(40)		Special Needs	(35)	
Total	406		Total	433	

Classroom Configuration	2018-2019	Classroom Configuration	2019-2020
Grade	English	Grade	English
Grade 7	147	Grade 7	147
Grade 8	138	Grade 8	145
Grade 9	121	Grade 9	141
Total	406	Total	433

William D. Cuts Profile

Named after Dr. William Cuts, much-loved doctor and founding member of the St. Albert School Division, William D. Cuts Junior High School (W.D. Cuts) is located in Lacombe Park and serves the communities of Lacombe Park, Deer Ridge, Mission, Northridge and Erin Ridge North.

W. D. Cuts serves approximately 435 students in Grades 7 to 9. As a staff, we believe that relationships are the foundation of our work. We have high expectations for all students and work to ensure that students have the support they need to meet those expectations. We work to cultivate learning environments that celebrate the strengths of individual students.

W. D. Cuts is the only junior high in St. Albert to offer all core subjects in the morning with the afternoon devoted to students exploring their passions and interests through option classes such as cheerleading, baseball, yoga, industrial arts, foods, and many more. Option afternoons allow for more field trip opportunities, easier access to community facilities and weekly advisory class that are focused on healthy living, learning strategies, and study skills. The Hockey Academy and Recreation Academy provide opportunities for our students to develop their skills and interests in specific areas.

Issues and Trends

Growth and Space Utilization Needs

W.D. Cuts is growing steadily from year to year. We have increased by thirty students this year. Having option courses only in the afternoons means that there is a limit to the number of students that can take each of the options in a semester. For example, the Industrial Design Arts (IDA) room sits empty the entire morning while students are taking their core classes. The current schedule leaves space for a maximum of three groups of students to take options that require specialized classrooms or materials. This means that only 96 Grade 7 and 8 and only 48 Grade 9 students can take an IDA or Foods class in any given year. Many students that request these two options do not have an opportunity to take the courses. This is something that we will take into consideration when we look at our schedule moving into the 2020-2021 school year.

Bell Schedule

The current bell schedule at W. D. Cuts leaves only two minutes between each period and allows for one five minute break in the morning. Students and staff have identified that this does not provide enough time for locker stops and nutrition breaks. Many students are unable to make it from one end of the building to the other in the time provided. Therefore, students end up being late for their classes which cuts into learning time. We will be considering how we can create a schedule that ensures that students have time to refocus and have a morning snack, without missing class time.

Division Priorities and Outcomes

Division Priority Areas

St. Albert Public School Division has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through our enhancing instructional practice approach.

Outcomes 2019-2022

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
Outcome 2: The diverse needs of our students are met in inclusive learning environments.
Outcome 3: Students demonstrate growth in literacy and numeracy skills.
Outcome 4: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
Outcome 5: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
Outcome 6: Division growth is supported and managed by governance, public engagement, and partnerships.

School Objectives 2019-2020

- Objective 1: Student-Centered Learning
Objective 2: Sense of Belonging
Objective 3: Collaborative Culture

Comments:

“If we create a culture where everyone is a learner and we all work to continuously improve, not because we aren’t good enough but because we can be even better, there is no limit to what we can achieve together” -- Katie Martin

At W. D. Cuts, we are all learners. Students are provided with ongoing opportunities to reflect on their learning and to take ownership of their learning. Teachers work collaboratively to consider the most effective teaching strategies for supporting all students. We are constantly considering how we can better ensure that all students feel that they belong in our building and contribute to a positive culture. When students and staff feel safe and valued for who they are, they are more likely to express vulnerabilities that can help them learn more.

William D. Cuts Objectives

Objective 1: We will work towards enhancing “real” student-learning.

Reporting our Progress (2018-2019)

Highlights

Teachers continued to work collaboratively to find ways to engage students in authentic learning experiences. This was achieved by building relationships with students, identifying their passions and interests, and collaborating to find opportunities to offer a variety of learning experiences.

The counsellor and assistant principal from W.D. Cuts had transition meetings with teachers and administration from both Ronald Harvey Elementary School and Muriel Martin Elementary Schools in May and June of 2018 to learn about individual students so that we could build effective homerooms for the following year. The teacher’s proposed class rosters which acknowledged friendship groups and academic histories so that the best mix was achieved for the student’s first year in junior high school.

Teachers collected baseline information about student’s strengths and challenges in September. This allowed us to determine which classes would most benefit from educational assistants (EAs) in their classroom. This way, we target the needs of our students by getting a baseline and seeing how they progress throughout the year, adapting strategies as teachers see fit.

Enhanced “real” student learning involved teachers working together to design cross-curricular projects. For example, the language arts and social studies teachers considered common learning targets within their curriculums and created an activity where students could explore how these two subject areas are related. As well, students were provided with real world experiences to supplement classroom work. For example, we brought in a cartoonist for social studies to help students with the outcome connected to understanding political cartoons. In math, students had the opportunity to explore the concept of surface area by designing robots and determining how much tin foil they would need to cover them. Within the Advisory classes, a police officer presented to students and explained the issues surrounding substance abuse with specific references to the dangers of vaping.

Students also had opportunities to explore “real” student learning through options such as Foods, Industrial Arts, Band, Drama, Leadership, Fashion, and many more.

Challenges

On the division survey, only 54% of students indicated that they find their school work interesting. This is a concern for us. We are responsible for ensuring students have the skills, knowledge and competencies that they need to be productive citizens. As the world consistently changes, we are doing our best to identify the needs of society in the future. As teachers, we need to reflect on our current strategies and consider whether we are meeting the needs of all students.

Currently, our definition of success is determined by student results on a Provincial Achievement Tests (PATs). As we consider how to better meet the needs of all learners we will need to expand our definition of success.

Progress toward Meeting Outcome 1: Based on a conversation as a staff, we have changed this objective to reflect our commitment to consider how to focus on student centered learning as much as possible.

Key Strategies for 2019-2020:

- Use of vertical whiteboards in the math classrooms in order to build ‘thinking classrooms’
- Teacher professional learning in the areas of innovative instructional strategies and student ownership in assessment practices
- Teachers involved in action research around assessment and feedback in the language arts classroom
- Explore methods to support the learning of all students through collaborative work
- Additional counsellor time to support growing emotional needs.
- Consider and implement opportunities for student voice
- Increase student leadership opportunities
- Exploring opportunities for STEAM (Science, Technology, Engineering, Arts, and Math) activities at all grade levels

Objective 2: We will work towards creating a sense of belonging for all students.

Reporting our Progress (2018-2019)

Highlights

This year we worked more collaboratively than ever before when we created the homerooms in Grades 8 and 9. Names were printed and colour coded so they could be put on large chart paper, so that staff could move names around to create a more balanced homeroom that acknowledged friendship groups with the best learning environment that took into consideration the diverse needs of our students.

All students belong to a homeroom and where possible, we try to have that homeroom teacher teach one of their core classes, as well as Advisory, so that belonging is heightened. We continued with our Advisory class and centralized the content creation, with the initiative of our counsellor and one lead teacher who together created its coherence and progression and then shared it with the whole staff who then use it to teach every Wednesday right after lunch. It is meant to be dynamic so that it responds to current issues and trends that confront teenagers today. Moving this class from Friday afternoons to Wednesday afternoons meant that attendance improved.

Crusader full school events and challenges further this bond. Students participated in events such as: Terry Fox Run; Turkey-Trot; Thanksgiving Crusader Challenge; Hallowe’en Relay Race; Christmas Talent Show; Winter Carnival including tug-of-war between homerooms -Mr. Babiuk’s homeroom always wins, don’t you know. As well, students participated in the Christmas Marketplace, the Charity Fundraiser where homerooms compete to raise money for a cause like *Heart and Stroke* or *Make A Wish Foundation*; and finally at the end of the year, there’s the Track and Field Day where all the educational assistance help Mr. Babiuk tally the

fastest, highest, more incredible Homeroom ever. These are all events design to make a home away from home where students can learn to socialize and build an inclusive culture. One indicator of growth in this area is the abolishment of the 'Grade 9 hill'. The hill beside W.D. Cuts has been 'property of' the Grade 9 students for over 30 years. In the 2018-2019 school year, this shifted and now all students are welcome to be on the hill.

We celebrated our students whenever we got the chance: Unsung heroes were brought for one lunch where we highlighted their achievements; others were brought in for our Spirit Lunch, celebrating those mavericks where there is something that needs recognition.

Challenges

As our school becomes larger, it becomes even more important that adults intentionally build relationships with each and every student. Despite our best efforts, students are still feeling that they do not have a sense of belonging. We will work to improve on this.

We found that students use of personal devices in schools also interferes with a student's sense of belonging. As a society, we expect that devices will create more connections for us, but instead, it often leads to isolation as we forget to communicate with the people that are near us every day.

We have also identified that we are not providing enough opportunities for students to make connections with students in other grades. While some options have a blend of students, there are very few other opportunities for students to learn together.

The sheer number of students in the hallway, with minimal time between classes, also perpetuates the sense that students do not have connections with others. Moving forward, we will re-examine the timetable and provide more transition time between classes so that students are not pushed in the hallways and so that they have time to communicate with peers between classes.

Progress toward Meeting Outcome 2: Ongoing.

Key Strategies for 2019-2020:

- Co-creating expectations for behaviour in the hallways
- Consider hosting a 'welcome to junior high' orientation day in August of 2020 for the next school year
- Expand extra-curricular activity options to appeal to a wide range of students
- Create opportunities for cross-graded activities
- Student led assemblies
- Intentional opportunities for students to share their thoughts about the school and their suggestions for improvement
- Create a design team of teachers to re-envision school culture to promote belonging
- Use our surveys to address key problems by consulting parent council for suggestions
- Create a personal device policy with input from staff and parents.
- Communication and connection with parents

Objective 3: We will build and improve upon the collaborative culture within our building.

Reporting our Progress (2018-2019)

Highlights

“True collaboration causes a kind of synergy that multiplies the talents, ideas, and understandings of individuals.” -- David Geurin, Future Driven

A collaborative culture is important in all relationships at W. D. Cuts. Students are provided with opportunities to collaborate with both their peers and their teachers and staff collaborate with each other on an ongoing basis.

This year we found collaborative time on staff meeting days by transferring the agenda items to weekly, Monday morning staff meetings where the pragmatic, day to day procedural issues were explained and discussed if necessary. This gave time to the first Wednesday of the month to meet with our subject-area teams and share information about pacing, documentaries, films, tests, how certain students learned best, and also shared our best teacher-practices. This provided new teachers more support and concrete materials from which to draw.

Lead teachers from our school continue to meet to collaborate with teachers from other skills around literacy, numeracy, technology, and Indigenous education.

Challenges

Collaboration once a month is limited since so much time goes by between moments of collaboration. In the past, we had time once a week as part of our work-week but that had to be changed in order to accommodate the necessary minutes of instruction. We also found it difficult when certain teachers were on more than one subject team because they taught more than one subject.

Progress toward Meeting Outcome 3: Ongoing

Key Strategies for 2019-2020:

- All operational information will be shared in the form of a weekly bulletin so that Wednesday half-days are used only for professional learning and collaboration
- Staff will develop skills around effective collaboration
- Students will be explicitly taught skills of collaboration
- Students will have opportunities to work with others in their grade group and in multi-grade groups on a regular basis (through activities such as STEAM)
- Continue to engage in meaningful collaboration with parents
- Moving from cooperation to collaboration

Financial Performance 2018-2019

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$141, 831

We end the year with a fiscally responsible and modest surplus that equates to roughly 4% of our total budget, or the equivalent cost of one full time teacher. We always aim to carry a surplus of that amount, which gives us the flexibility to hire a new teacher in the fall should we have a few late enrollments that create large class sizes at one grade level.

Financial Planning 2019-2020

The new fiscal scrutiny and reporting procedures resulting from Bill 1 have added an incredible amount of accounting work, and significantly increased costs borne by the school. We are hopeful that we are 'over the hump' on these new accounting demands and will settle into our new normal this year. A special thanks to Michael Brenneis, Lee Ann Legace, and their team for taking our many, many phone calls this fall.

RESOURCE AND DISTRIBUTION WILLIAM D CUTS SCHOOL

REVENUES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Basic Program Allocation	\$ 2,605,431	\$ 2,490,660	\$ 2,586,196
2. Other Revenues			
2.1 Fees	\$ 270,155	\$ 333,655	\$ 246,585
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 20,700	\$ 20,700	\$ 700
2.5 Other Revenues	\$ 46,780	\$ 49,780	\$ 39,680
3. Surplus / Deficit Allocation (S/D)	\$ 206,831	\$ 100,000	\$ 109,601
TOTAL REVENUES	\$ 3,149,897	\$ 2,994,795	\$ 2,982,762

EXPENDITURES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Certificated Staff	\$ 2,223,758	\$ 2,126,746	\$ 2,091,406
2. Support Staff	\$ 367,565	\$ 347,947	\$ 323,713
3. Services	\$ 267,485	\$ 306,405	\$ 229,585
4. Supplies	\$ 195,089	\$ 178,380	\$ 151,730
5. Furniture, Equipment & Capital	\$ 42,000	\$ 10,000	\$ 10,000
6. Technology	\$ 24,000	\$ 14,000	\$ 13,000
7. Future Emergent Initiatives	\$ 30,000	\$ 11,317	\$ 163,328
TOTAL EXPENDITURES	\$ 3,149,897	\$ 2,994,795	\$ 2,982,762

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
FTE Enrolment (ECS @ .5)	433.00	405.00	406.00

STAFFING PERCENTAGES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
Certificated Staff FTE	20.87	20.06	20.10
Support Staff FTE	7.31	6.98	6.78
Certificated Staff Percentage	79.1%	82.1%	77.6%
Support Staff Percentage	13.1%	13.4%	12.0%
TOTAL STAFFING PERCENTAGE (with S/D)	92.1%	95.5%	89.6%
TOTAL STAFFING PERCENTAGE (without S/D)	99.5%	99.4%	93.4%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.

Fees include instructional, activities, clubs & sports, extracurricular, and required items e.g. agendas, musical supplies, and mandatory clothing. Other Revenue includes adult and international student fees.

Appendix 1 – Student Performance and Achievement

Provincial Achievement Test Results - Summary Analysis

The Provincial Achievement Tests (PATs) results at W. D. Cuts continue to be excellent. They are well above the provincial average in all subject areas. That being said, as a staff, we are constantly challenging ourselves to support students in doing even better from year to year. The PAT results in both English language arts and science are relatively consistent from year to year. In these subject areas, the cohort of students seems to make little difference to the overall achievement of students. A large portion of students achieve at the standard of excellence in science. The results in math and social studies have varied slightly over the last five years, so we are working to gain an understanding of which of our actions and strategies yield the greatest result for students.

We are concerned with the number of students that were not successful on the math PAT. Currently, our students are divided into ability groupings in math. We are looking into the effectiveness of this model of instructional delivery over the upcoming year.

Five Year Trends

The following tables provide the school's results on provincial achievement tests.

Grade 9 English Language Arts

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	96.8	85.5	100.0	88.8	100.0	88.8	97.0	88.9	99.2	88.5
	Results Based on Number Enrolled									
Acceptable Standard	91.5	75.6	95.1	77.0	91.5	76.8	86.5	76.1	91.0	75.0
Standard of Excellence	16.0	14.4	22.2	15.2	23.1	14.9	18.8	14.7	24.6	14.7
	Results Based on Number Writing									
Acceptable Standard	94.5	85.5	95.1	86.7	91.5	86.4	89.1	85.6	91.7	84.9
Standard of Excellence	16.5	16.3	22.2	17.1	23.1	16.8	19.4	16.5	24.8	16.7

Grade 9 Mathematics

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	96.8	88.8	100.0	88.9	98.3	88.5	96.2	88.2	98.4	88.4
	Results Based on Number Enrolled									
Acceptable Standard	72.3	64.0	90.1	66.7	83.8	66.2	70.7	58.0	79.5	58.7
Standard of Excellence	13.8	17.5	14.8	17.2	22.2	18.7	12.0	14.5	28.7	18.4
	Results Based on Number Writing									
Acceptable Standard	74.7	72.0	90.1	75.0	85.2	74.8	73.4	65.8	80.8	66.5
Standard of Excellence	14.3	19.7	14.8	19.3	22.6	21.1	12.5	16.4	29.2	20.8

Grade 9 Science

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.9	89.4	100.0	89.3	99.1	88.8	96.2	89.1	99.2	89.0
	Results Based on Number Enrolled									
Acceptable Standard	88.3	73.3	88.9	73.5	87.2	73.2	88.0	75.0	88.5	75.2
Standard of Excellence	22.3	22.8	35.8	22.5	23.1	21.3	37.6	24.4	41.0	26.4
	Results Based on Number Writing									
Acceptable Standard	90.2	82.0	88.9	82.3	87.9	82.4	91.4	84.1	89.3	84.5
Standard of Excellence	22.8	25.5	35.8	25.2	23.3	24.0	39.1	27.4	41.3	29.6

Grade 9 Social Studies

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	91.5	88.1	100.0	88.4	100.0	88.8	97.0	88.9	99.2	89.1
	Results Based on Number Enrolled									
Acceptable Standard	70.2	64.4	82.7	64.0	86.3	66.3	78.2	66.0	82.8	68.7
Standard of Excellence	14.9	20.0	21.0	18.3	31.6	20.2	28.6	21.6	29.5	20.6
	Results Based on Number Writing									
Acceptable Standard	76.7	73.1	82.7	72.3	86.3	74.7	80.6	74.2	83.5	77.0
Standard of Excellence	16.3	22.7	21.0	20.7	31.6	22.7	29.5	24.3	29.8	23.1

Appendix 2 - Survey Results

There is much to celebrate in our survey results. However, there is also information that we used as baseline information in considering our work in the 2019-2020 school year.

Student Survey

Students indicated that we have a high quality of teaching at our school. They also indicated that they have opportunities to participate in art, music, and physical education at school. In general, students feel encouraged to do their best.

However, there are areas of the student survey that are a concern to us. First, just over half of our students agree that their school work is interesting. Only 60% feel that their teachers make their learning interesting and only 59% say that they like being at school. As one of our goals was to enhance “real” student learning, we will need to consider how we might create more engaging opportunities for students to shift their perspective of their school work.

Another area of concern is the fact that only 43% of students indicate that most students follow the rules and only 51% believe that most students respect each other. This is counter to student survey results where 92% of students say that they respect and follow school rules. Clearly, there is a disconnect between these two responses and we will need to spend more time understanding why this discrepancy exists.

Parent Survey

We are pleased with the number of parents that took the time to complete the parent survey. However, the percentage of parents satisfied decreased in almost every question. Perhaps this is due to the fact that for many questions, parents indicated that they ‘don’t know’ about the particular question. For example, 24% parents don’t know if the school provides students with activities that promote volunteerism and community contribution. On another question, 56% respondents don’t know if School Council plays a meaningful advisory role in the school. This is an indication that there is an opportunity for us to communicate more effectively with parents and the community about the things that are happening at W.D.Cuts.

Staff Survey

In general, the staff survey results indicate that staff have confidence in the work we do to support students at W.D. Cuts and believe that the school is a positive, welcoming place. Responses related to the supports and resources for meeting diverse learning needs indicate that we need to keep working to build staff capacity for supporting all learners. As well, many staff indicated that they would like additional opportunities to collaborate with their colleagues. This feedback has impacted our use of early Wednesdays.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 7, 8 and 9)

Accountability Pillar Survey Questions_	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
That the quality of teaching at your school.	85	91	87	90	90
That the overall education received at school.	89	96	96	95	93
That the opportunities to learn about art at school.	82	87	91	90	91
That the opportunities to learn about computers at school?	64	76	81	82	78
That the opportunities to learn about drama at school.	81	85	88	87	87
That the opportunities to learn about health at school.	64	76	79	73	79
That the opportunities to learn about music at school.	70	82	89	87	88
That the opportunities to learn another language at school.	58	69	72	77	84
That the opportunities to participate in Physical Education at school.	94	95	98	96	96
That the variety of courses available at school.	77	84	91	93	94
That it is clear what I am expected to learn at school.	78	88	84	87	83
That my school work is challenging.	77	75	73	73	72
That my school work is interesting.	57	61	61	58	54
That the core subjects (Math, Language Arts, Social Studies, Science) I am learning at school are useful to me.	81	86	83	81	80
That at school, I am encouraged to get involved in activities that help people in my community.	68	71	73	70	69
That at school, I am encouraged to try my best.	85	88	93	91	89
That at school, most students follow the rules	55	56	56	50	43
That at school, most students help each other.	67	68	67	67	62
That at school, most students respect each other	62	61	57	57	51
That I am proud of my school.	68	74	75	76	72
That I would recommend my school to a friend.	67	70	72	74	71
That I am treated fairly by adults at my school.	77	80	76	77	73

Accountability Pillar Survey Questions	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agree
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
I feel safe at school.	84	81	83	82	78
That I feel safe on the way to and from school.	86	93	88	89	86
That my teachers care about me.	74	79	77	77	73
That other students treat me well.	75	78	73	74	70

	School Year				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Student Respondents	165	196	330	355	341

Additional Questions (based on local survey)	% of students who agree
	2018-2019
That they respect and follow school rules.	92
That they follow classroom routines and expectations.	93
That they have chances to be a leader at school.	88
That they work hard to do their best at school.	88
That their teachers make the topics they learn about interesting.	60
That their teachers and school staff show they care about their success.	80
That their teachers and school staff provide a variety of ways for them to learn.	78
That their teachers provide feedback that helps them learn.	89
That their school provides them with opportunities to be creative.	86
That they have friends at school.	94
That they like being at school.	59
That their school is a place where they feel like they belong.	70
That at school they feel accepted for who they are.	77
That they feel safe when they are online at school.	89
That they are kind to others at school.	96
That students at school are kind to them.	80
That <i>all</i> students are welcome to participate in school activities (e.g. clubs, teams).	91
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	85
That when they make a mistake, they try again.	88
That they know at least one adult in my school who they could go to for help.	87
That their school has helped them develop resiliency (not giving up).	69
That in their school, they can get the support they need for their mental health.	81
That in their school, they can get the support they need for their physical health.	84
That their school encourages them to be physically active.	90
That their school encourages them to make healthy food choices.	60

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that my child is receiving.	2016-17	0	2	5	49	44	93
	2017-18	0	3	3	50	44	94
	2018-19	1	9	5	43	42	85
With the choice of courses and programs available in your school.	2016-17	0	0	12	42	46	88
	2017-18	0	0	5	47	48	95
	2018-19	0	1	7	42	50	92
With the support and resources available to meet the diverse needs of students.	2016-17	17	3	7	46	27	73
	2017-18	3	0	13	48	36	84
	2018-19	8	9	12	38	33	71
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	3	5	2	40	50	90
	2017-18	0	3	8	47	42	89
	2018-19	1	9	13	35	42	77
That my child's learning needs are being met.	2016-17	0	7	5	53	35	88
	2017-18	0	3	6	52	39	91
	2018-19	3	7	15	39	36	75
With the extra help available, if my child requires it.	2016-17	20	2	8	37	33	70
	2017-18	8	2	5	51	34	85
	2018-19	12	9	12	35	32	67
That teachers help my child to achieve learner outcomes.	2016-17	5	5	7	49	34	83
	2017-18	5	3	11	45	36	81
	2018-19	5	10	9	38	38	76
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	0	5	15	46	34	80
	2017-18	2	2	14	50	32	82
	2018-19	4	9	17	38	32	70
That the school helps my child become a good, caring citizen.	2016-17	7	3	2	51	37	88
	2017-18	3	2	6	50	39	89
	2018-19	9	7	14	38	32	70
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	20	2	5	46	27	73
	2017-18	18	0	8	52	22	74
	2018-19	24	2	20	37	17	54
That my child enjoys going to school.	2016-17	0	3	15	37	45	82
	2017-18	0	3	7	46	44	90
	2018-19	1	5	16	42	36	78
That the school provides students opportunities to assume leadership roles.	2016-17	15	5	2	49	29	78
	2017-18	13	0	6	58	23	81
	2018-19	22	3	12	43	20	63
That my child's progress is reported in an ongoing and timely manner.	2016-17	0	5	7	44	44	88
	2017-18	0	1	10	34	55	89
	2018-19	1	12	7	36	44	80

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
That the school is safe.	2016-17	2	0	3	46	49	95
	2017-18	2	1	5	42	50	92
	2018-19	2	1	7	54	36	90
That my child's school is a positive, caring, and welcoming place.	2016-17	2	5	0	54	39	93
	2017-18	3	2	8	35	52	87
	2018-19	4	7	12	37	40	77
That expectations for student behaviour are clear and well-communicated.	2016-17	5	5	2	45	43	88
	2017-18	5	2	8	45	40	85
	2018-19	5	4	13	39	39	78
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	24	5	3	46	22	68
	2017-18	15	3	3	56	23	79
	2018-19	22	10	18	25	25	50
With the image of the school in the community.	2016-17	7	0	5	51	37	88
	2017-18	6	0	2	53	39	92
	2018-19	4	0	12	48	36	84
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	0	2	10	59	29	88
	2017-18	2	0	8	47	43	90
	2018-19	3	9	12	43	33	76
That the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	2016-17	61	0	2	17	20	37
	2017-18	39	2	5	40	14	54
	2018-19	41	4	10	27	18	45
That my input is considered, respected, and valued by my school.	2016-17	12	3	2	54	29	83
	2017-18	13	5	1	47	34	81
	2018-19	17	13	8	34	28	62
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	10	5	0	44	41	85
	2017-18	8	2	3	48	39	87
	2018-19	10	14	7	35	34	69
That the School Council plays a meaningful advisory role in my school.	2016-17	49	2	0	32	17	49
	2017-18	37	0	5	42	16	58
	2018-19	56	1	8	25	10	35
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	15	2	0	65	18	83
	2017-18	8	3	7	54	28	82
	2018-19	13	8	14	43	22	65
That leadership at division level effectively supports and facilitates teaching and learning.	2016-17	32	5	7	34	22	56
	2017-18	19	0	5	53	23	76
	2018-19	42	4	5	30	19	49
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	37	2	5	39	17	56
	2017-18	18	0	6	52	24	76
	2018-19	35	3	10	33	19	52
With the St. Albert Public School Board's policies and processes.	2016-17	27	5	5	41	22	63
	2017-18	29	2	8	47	14	61
	2018-19	25	2	4	51	18	69

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	32	3	7	46	12	58
	2017-18	31	3	5	48	13	61
	2018-19	35	3	11	35	16	51

	Year	Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	10%	90%
	2017-18	16%	84%
	2018-19	13%	87%
If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	2016-17	88%	12%
	2017-18	44%	56%
	2018-19	48%	52%

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Parent Respondents	41	62	102

Staff Survey Results

(Based on an annual online survey available for all staff)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that students are receiving in this school.	2016-17	0	5	0	15	80	95
	2017-18	0	0	0	10	90	100
	2018-19	0	0	0	35	65	100
With the choice of courses and programs available for students in the school division.	2016-17	0	5	0	15	80	95
	2017-18	0	0	0	7	93	100
	2018-19	0	0	0	17	83	100
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	0	5	20	45	30	75
	2017-18	0	0	3	47	50	97
	2018-19	0	4	22	30	44	74
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	0	5	0	40	55	95
	2017-18	0	0	0	13	87	100
	2018-19	0	0	0	43	57	100
With professional learning opportunities that are supported by the division.	2016-17	0	5	5	45	45	90
	2017-18	3	0	7	30	60	90
	2018-19	0	0	5	59	36	95
With the technology support and training that is supported by the division.	2016-17	5	0	10	50	35	85
	2017-18	0	0	3	45	52	97
	2018-19	0	0	22	43	35	78
With opportunities to learn about First Nations, Métis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	3	0	0	37	60	97
	2018-19	0	0	0	27	73	100
With the opportunities to collaborate with colleagues.	2016-17	0	5	0	45	50	95
	2017-18	0	0	3	37	60	97
	2018-19	0	4	22	26	48	74
That the professional growth plan process helps me improve my skills.	2016-17	0	5	0	70	25	95
	2017-18	0	0	10	37	53	90
	2018-19	0	4	18	52	26	78
That students are developing the skills and attitudes to become lifelong learners.	2016-17	0	6	0	33	61	94
	2017-18	0	0	0	47	53	100
	2018-19	0	0	9	48	43	91
That the school helps students become good, caring citizens.	2016-17	0	5	0	32	63	95
	2017-18	0	0	0	30	70	100
	2018-19	0	0	4	52	44	96
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	5	0	32	63	95
	2017-18	4	0	3	30	63	93
	2018-19	0	0	22	26	52	78
That the school provides opportunities for students to develop leadership roles.	2016-17	0	5	0	30	65	95
	2017-18	0	0	0	27	73	100
	2018-19	0	0	0	43	57	100

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the opportunities that I have to assume leadership roles.	2016-17	0	5	0	45	50	95
	2017-18	0	0	0	27	73	100
	2018-19	0	0	4	39	57	96
That my input is considered, respected, and valued by my school.	2016-17	0	5	0	45	50	95
	2017-18	0	0	0	20	80	100
	2018-19	0	8	9	35	48	83
With the support necessary to be effective and successful in my job.	2016-17	0	5	5	35	55	90
	2017-18	0	0	0	33	37	100
	2018-19	0	5	14	36	45	81
That the expectations of my assignment are clearly defined.	2016-17	0	6	5	17	72	89
	2017-18	0	0	0	30	70	100
	2018-19	0	9	4	35	52	87
That my work or teaching assignment matches my knowledge and skills.	2016-17	0	5	0	45	50	95
	2017-18	0	0	0	17	83	100
	2018-19	0	0	9	30	61	91
That I feel safe in the school.	2016-17	0	5	0	10	85	95
	2017-18	0	0	0	17	83	100
	2018-19	0	0	0	26	74	100
That the school is a positive, caring, and welcoming place.	2016-17	0	5	0	10	85	95
	2017-18	0	0	0	7	93	100
	2018-19	0	0	0	17	83	100
That the facilities are well maintained.	2016-17	0	5	0	5	90	95
	2017-18	0	0	0	17	83	100
	2018-19	0	0	0	35	65	100
That the image of the school in the community is positive.	2016-17	0	5	0	10	85	95
	2017-18	0	0	0	13	87	100
	2018-19	0	0	0	35	65	100
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	0	5	0	35	60	95
	2017-18	0	0	0	23	77	100
	2018-19	0	0	18	18	64	82
That leadership at division level effectively supports and facilitates teaching and learning.	2016-17	5	5	0	40	50	90
	2017-18	7	0	0	27	66	93
	2018-19	4	0	9	22	65	87
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	5	5	0	50	40	90
	2017-18	13	0	0	27	60	87
	2018-19	13	0	4	39	44	83
With the St. Albert Public School Board's policies and processes.	2016-17	5	5	0	45	45	90
	2017-18	4	0	0	43	53	96
	2018-19	13	0	0	35	52	87
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	10	5	0	40	45	85
	2017-18	7	0	0	36	57	93
	2018-19	13	0	9	35	43	78

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Staff Respondents	20	30	23

Appendix 3 - Other Indicators of Student Performance

As a staff, we are considering what evidence beyond PAT results, will allow us to determine whether the work we are doing with students is effective. There are many curricular outcomes, skills and competencies that cannot be measured on a multiple-choice test. Therefore, we are challenging ourselves to expand the ways that we assess students. That way, we will have clear evidence from observations and conversations to indicate how students are doing.

We will also be engaging our student body in a Student Voice day where they will have an opportunity to provide us with qualitative feedback about how they view the school. We will also continue to engage our parent population in conversations about what they see as evidence of student success.