



School Education Plan/Results Report Reporting Tool – 2015/16

School: <b style="text-align: center;">Aspen Heights	Prepared by: Braden Kilpatrick, Crystal Kjelsberg
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PLEASE NOTE:

- Use this reporting tool to support your school’s education results reporting.
- The Reporting Tool is intended for gathering local measures only. Alberta Education Accountability Pillar measures will be gathered when that data is available and when you are completing the School Education Results Report. These measures are described within the Reporting Tool for information.
- **These are the performance measures you will need to assign responsibility, processes and timing for:**
Examples: Literacy – LAT/Learning Team
Attendance – Student Record Secretary/Vice Principal
Suspension Rates – Principal/Vice Principal
- **District Survey Rubric Results will be provided once the administration and compilation of data are completed.**
- **For Throughline Outcomes, the STARS program has not been implemented so leave this section blank.**
- Plan to complete this before the end of June and update as needed when year-end results are available.
- The *Analysis and Action* section must also be completed and submitted providing insights on results and future action.
- Forward the completed version to your Senior Admin liaison as well the Associate Superintendent – System Improvement by September 15.
- A compilation of this data will support development of both the district and school Annual Education Results Reports.

Priority Area	<i>Literacy</i>
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)	
● Percentage of students who achieved the acceptable standard and the standard of excellence Provincial Achievement Tests, Student Learning Assessments and Diploma Exam.	
Analysis and Action	The grade three students did not participate in the P.A.T.S

District Performance Measure	Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.			
Measure Definition	Number of students who are more than 1.0 grade levels below through formal and informal assessment			
Source/Process	School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate			
Data	Number of students in school	Number of students who are reading/writing within one year	Percentage	Responsible
	186	153	82%	Admin
Analysis and Action	In grade 2 - 5 - 22% of the students are reading one year or more behind. We started to implement MicroCollege with a focus on reading skills. We are starting to use a team approach to			

	literacy intervention. Kindergarten to grade 3 are implementing the same assessment and program for teaching sounds and reading. The Literacy coach and an additional teacher will be providing extra support for grades 1-3 for reading.
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District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	86.67%	66.67%	100%
	Numeracy	82.22%	83.33%	100%
	Use	86.67%	83.33%	100%
Analysis and Action	The Literacy Coach and LAT will continue to work with staff to differentiate instruction to best meet the learning needs of the students. We are going to have a Read a Thon in the spring to help increase parents awareness of the importance of reading. We have increased the number of MicroCollege sessions as well as bring a literacy focus to the MicroLearning days.			

Priority Area	<i>Equity</i>			
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)				
<ul style="list-style-type: none"> Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. 88.9% 				
Analysis and Action	Students are participating in the Zones of Regulation. The students will also be learning about being a responsible citizen through MicroSociety. The FNMI committee organized three family nights throughout the year.			

District Performance Measure	Survey result scores for equity measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	97.78%	91.67%	100%
	Support	91.11%	91.67%	100%
	Well-Being	86.67%	100%	100%
	Connections	84.44%	100%	100%
Analysis and Action	The equity committee will begin to identify area of inequity in our school. As a team we will analysis the areas of inequity and develop an action plan to address these needs. We also plan to meet with Stephen Pottage to look at our technology and how we can ensure equitable resources for students.			

Priority Area	<h2>High School Completion and Transitions</h2>
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)	
<ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. High school to post-secondary transition rate of students within six years of entering Grade 10. Overall agreement that students model the characteristics of active citizenship. 86.4% Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education. 	
Analysis and Action	Microsociety provides students with real life experiences and skills. All of the grade three, four and five students have leadership responsibilities in the school. In the new school year, we will continue to implement the Zones of Regulation.

District Performance Measure	Students identified with attendance issues.	
Measure Definition	Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement. (guideline 20% absenteeism AND impacting achievement)	
Source/Process	School generated report of those students with attendance issues that is also impacting achievement	
Data	Number of students identified with attendance issues impacting their achievement.	Responsible
	19	Admin, CLW
Analysis and Action	Attendance Letters were sent home to parents whose child had a 20% absenteeism. If there was not an improvement in the next month, the principal made a phone to the parents or the principal and/or Community Liaison Worker would visit the home and make a plan with the parents to assist them getting their child to school.	

District Performance Measure	Suspension rates.					
Measure Definition	Students who have been suspended out of school for three or more days . (OSS)					
Source/Process	School records – First Class discipline					
Data	Students in school	Number of OSS for 3 or more days	Incident Rate (% of student count)	Individual students with OSS for 3 or more days	Incident Rate (% of student count)	Responsible
	220	0	0	0	0	Admin
Analysis and Action	The staff will continue to work on developing positive and meaningful relationships with the students. All classrooms will use the Zones of Regulations in their classrooms.					

District Performance Measure	Survey result scores for completion measurements by students, parents and staff. (RDP).
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric
Source/Process	Survey data – students, parents, staff

Data	Item	Students	Parents	Staff
	Competencies	93.33%	91.67%	84.21%
	Transitions	91.11%	83.33%	84.21%
	High School Completion	95.56%	91.67%	100%
	Successful Transitions (High School only)			
Analysis and Action	The staff will continue to improve MicroSociety to ensure that the students are learning skills that will help them succeed throughout their lives. We are developing common language and a common focus for K - 5 students that builds their numeracy and literacy skills.			

Priority Area	<i>Throughline Outcomes</i>
Alberta Education Performance Measures (Insert Accountability Pillar Data sourced from Extranet)	
<ul style="list-style-type: none"> Overall satisfaction with the quality of basic education. 96.9% Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. 	
Analysis and Action	The staff are to going to work through the book Mindset by Carol Dwerk and implement some of the strategies into their classroom settings.

Priority Area	<i>Success for FNMI Students</i>
Alberta Education Performance <i>Measures (Do not include this data within School Results Reports as per Alberta Education guidelines)</i>	
<ul style="list-style-type: none"> Provide comment on initiatives to support FNMI student success 	
Analysis and Action	<p>We organized three families night for the FNMI families.</p> <p>We had Brian St. Germaine in to present to the staff about Residential Schools.</p> <p>Brian St.Germaine also worked with FNMI groups throughout the year and provided lessons in the grade 4 classroom.</p> <p>Teachers tried to incorporate FNMI resources into various lessons. We are going to make connections with the FNMI families through other family nights.</p>