

**Camilla School**

**Three Year Plan and AERR**

## Goal 1 – Academics: Critical Thinking and Problem Solving Skills

### Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills on an ongoing basis
- Students use technology to support and demonstrate their learning

### Division Expectations:

- Maintain focus, throughout the Division, to support K-1 transition
- Schools support the Division focus on Literacy
  - Guided reading strategies will be implemented in all classrooms at the grade K-6 level
  - Junior and senior high teachers will implement strategies which support reading across the content areas (subjects)
- Ongoing focus to understand and maintain instructional practice to meet outcomes identified within the Ministerial Order 001/2013
- Schools create action plans specific to the ongoing improvement of student achievement
- Teachers provide instruction with respect to digital citizenship to all students
- Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills
- Introduce Career and Technology Foundation (CTF) programs at the elementary and junior high level
- Schools will have short and long term strategies to align with targets for PAT and diploma exam results

### Measures:

- Accountability Pillar results
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools

### Targets for 2015/2016

- Provincial Achievement Test Results  
Level of Excellence Target

20% for 2015/2016

Acceptable Level Target

80% for 2015/2016

82% for 2016/2017

-Literacy strategies implemented in  
all classrooms, in all subjects and at  
all grades

Target

100% for 2015/2016

### Alberta Education Accountability Pillar Connections

#### Desired Outcome 1: Every student is successful:

- Students achieve learning outcomes
- Students demonstrate a strong foundation in literacy and numeracy

## Goal 1 – Academics: Critical Thinking and Problem Solving Skills

### Indicators:

- Students meet outcomes identified within the Ministerial Order 001/2013
- Students develop grade/program appropriate language, numeracy, and communication skills on an ongoing basis
- Students use technology to support and demonstrate their learning

### School Strategies:

1. Maintain focus, throughout the Division, to support K-1 transition
  - **Transition meetings to take place between K & 1 teachers**
  - **Continue use of Jolly phonics carrying over from Kindergarten, then transition to Daily 5.**
2. Schools support the Division focus on Literacy
  - ***Guided Reading 1-3***
  - ***Home reading programs gr 1-2***
  - ***Book Clubs 4-6***
  - ***Book Love/Book trailers 7-9***
  - ***Jr. High literacy/reading strategies across the curriculum to be taught –utilizing strategies taught in previous year division cohorts and on moodle site***
  - ***Cross graded literacy activities (leadership students working with primary students)***
3. Ongoing focus to understand and maintain instructional practice to meet outcomes identified within the Ministerial Order 001/2013
  - **Review of outcomes with teachers and individually identify which practices in the classrooms meet the outcomes, target areas for improvement**
  - **Teacher collaboration on differentiated instruction strategies and project based learning.**
  - ***Engaging students in supporting the community in food drives, toy drives, charity activities (Terry Fox Run)***
  - **Explore with staff new ways to Engage, Create Ethical Citizens, and Foster an Entrepreneurial Spirit**
4. Schools create action plans specific to the ongoing improvement of student achievement
  - **PD planning to incorporate staff identified areas- Student mental health and how it relates to learning, inquiry based/pbl approaches in the classroom, enhancing the use of technology**

### Targets for 2015/2016

- **Increased readership in the library \*Circulation Analysis data to be used**
- **Increased use of technology to demonstrate and create by students (SAMR)**
- **Improve literacy levels through using literacy strategies**
- **CTF – JH - Maker Space, Science Exploration**
- **Teacher collaborations on instructional practices – pbl, differentiation**
- **Use of new student collaboration area (Feb. 2016)**

5. Teachers provide instruction with respect to digital citizenship to all students
  - ***Digital citizenship – Primary and Elementary – explicit teaching of appropriate use-following the ICT outcomes lists***
  - **Google Summit for students – set up Tech Squad**
  - ***Jr high presentation SACE – on texting, picture publishing, and appropriate use of internet***
  
6. Teachers incorporate instructional strategies which require students to demonstrate creative and critical thinking skills
  - **Center based learning (primary)-student have opportunities to demonstrate their thinking skills**
  - ***Staff workshop and time to learn, understand and work through the SAMR model-time allotted to create new lesson(s) incorporating creation and critical thinking***
  - ***Primary teachers PLC based on Discovery Education and use of lesson plans on inquiry and problem solving skills***
  - **Education week – demonstrations of learning.**
  
7. Introduce Career and Technology Foundation (CTF) programs at the elementary and junior high level
  - **Transitioning Junior high courses where applicable to the CTF model**
  - **Discussion/exploration of introducing CTF course in the following year for grade 5-6**
  
8. Schools will have short and long term strategies to align with targets for PAT and diploma exam results
  - **Each division reviews and discusses PAT results and identifies trends, areas of strength and possible areas for growth, and implement strategy to improve results**

**Measures:**

- Accountability Pillar results
- Principal end of year reports specifically addressing the monitoring of instructional practices, and the implementation of strategies which support the focus on literacy, creativity, and critical thinking skills
- Provincial Achievement Test, Diploma Examination, Student Learning Assessment and other assessment tools
- Benchmark tests in guided reading/other reading diagnostic tools
- Follow-up discussions with PLC groups on progress
- Circulation Analysis from Library (attached)

## Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

### Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellent in teaching and Learning Choices
- Students are engaged in their learning
  - Students are supported to set and achieve personal goals
  - Students work collaboratively
  - Students demonstrate their learning in a variety of ways
  - Students strive to achieve personal excellence
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

### Division Expectations:

- School professional development plans support the development of teacher excellence with a focus on division and school priorities
- Teachers support all students by embedding differentiated instructional strategies into teaching practice
  - In particular, teachers support FNMI students to ensure they complete their academic programs successfully
- Teachers incorporate inquiry based learning within instructional practice
- Schools provide a wide range of complementary and optional programs
  - Introduce CTF programming at the elementary and junior high level
- The Division and its schools support a committed focus to foster instructional leadership capacity
  - Support administrators to develop evidence based strategies to monitor overall student academic performance
- Provide a diversity of pathways to academic success and graduation
- Program Review: Knowledge and Employability Program (K and E)
- All schools will have staff members who have a working knowledge of the Neurosequential Model in Education (NME)

### Measures:

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of effective differentiated instruction into teaching practice

### Targets for 2015/2016

--Increase High School Completion  
3 Year Rate

Target

77% for 2015/2016

80% by 2016/2017

### Alberta Education Accountability Pillar Connections

#### Desired Outcome 1: Every student is successful:

- Students achieve learning outcomes

#### Desired Outcome 2: Alberta has quality teaching and school leadership

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership

#### Desired Outcome 4: First Nations, Metis and Inuit students are successful

- The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated

## Goal 2 – Embracing Uniqueness: Recognition of the Individual and Opportunities for Success

### Indicators:

- Instructional practice reflects the Sturgeon School Division Values, Excellence in teaching and Learning Choices
- Students are engaged in their learning
  - Students are supported to set and achieve personal goals
  - Students work collaboratively
  - Students demonstrate their learning in a variety of ways
  - Students strive to achieve personal excellence
- Students have access to a diversity of program and instruction
- Teachers and administrators have opportunity to develop and demonstrate their instructional leadership skills
- Students complete their high school program

### School Strategies:

1. School professional development plans support the development of teacher excellence with a focus on division and school priorities
  - **PD planning to incorporate staff identified areas- Student mental health and how it relates to learning, inquiry based/pbl approaches in the classroom, enhancing the use of technology**
  - **Planning and discussion to take place with leadership team and district personell to further develop and enhance Pro.D at Camilla**
2. Teachers support all students by embedding differentiated instructional strategies into teaching practice
  - a. **In particular, teachers support FNMI students to ensure they complete their academic programs successfully**
    - **Explore possible PD for staff or an FNMI cultural event that students could attend to celebrate heritage.**
    - **Jr. High students will attend event at Alexander First Nation school and join with students in groups to explore career options.**
    - **Teachers incorporate strategies to include FNMI perspectives in lessons**
    - **Administration maintain liason with Alexander First Nation on successes and possible issues.**
3. Teachers incorporate inquiry based learning within instructional practice
  - **Inquiry based projects or approaches to be used in gr 4-9 (Gr. 4 & 5 Social studies museum project,**
4. Schools provide a wide range of complementary and optional programs
  - **Introduction of Grade 6 Band**

### Targets for 2015/2016

- **Increased leadership of events by students**
- **Tech squad intro**
- **Minimum of 1 Project at all grade levels where collaboration is required**
- **Demonstration of learning projects by all students**
- **My Blueprint completed by grade 9 students**

- **Introducing Maker Space Course**
  - **Continue offering Food, Art, Drama, Woods, Outdoor Ed, Firearms Safety, Junior High Band, Digital Photography, Hockey, and other PE related options.**
  - **Continue variety of field trips, in house speakers(John Howard Society, Let's Do Science, Bus Safety), assemblies (Motivational Magic, Rob Nash, Special assemblies (Remembrance, Hats of for Mental Health)**
  - **Enhancing PE programming with swimming, skating, snowshoeing, broomball, gymnastics.**
5. The Division and its schools support a committed focus to foster instructional leadership capacity
- a. Support administrators to develop evidence based strategies to monitor overall student academic performance
    - ***Administration involved in Admin PLC in Differentiation***
    - **Staff offered opportunities outside the classroom – coaching, leading PLC, extra curricular, running events/concerts**
6. Provide a diversity of pathways to academic success and graduation
- **Use of my blueprint for grade 9 students**
7. Program Review: Knowledge and Employability Program (K and E)
- **Continue implementing K & E courses with current model (Gr 8/9 LA and Math, and integrated gr 8 & 9 Science and Social Studies) and await recommendation from review committee for further developments**
8. All schools will have staff members who have a working knowledge of the Neurosequential Model in Education (NME)
- **NME pilot team consisting of 4 members.**

**Measures:**

- Accountability Pillar results
- The provision of quality professional development opportunities focused on instructional excellence and leadership development
- Principal end of year reports specifically regarding the embedding of effective differentiated instruction into teaching practice

### Goal 3 – Building Relationships Between:

**Students and their peers  
students and adults,  
students and curriculum  
school and home/community**

#### Indicators:

- Schools reflect the Sturgeon School Division Values, Shared Responsibility, Mutual Respect, Belonging, and Communication
- All members of the school community, students and adults, experience positive and respectful personal interactions
  - a. Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

#### Division Expectations:

- Schools undertake activities which support “student voice”
- Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community
- The division and school professional development plans provide opportunities for teachers to collaborate
- All teachers meet or exceed division and school based requirements in their use of ‘PowerSchool’ to communicate with parents regarding student learning/achievement
- Schools ensure that all students are involved in projects which contribute to the school or community
- All schools provide ongoing support to facilitate their Comprehensive Counselling Plans
- Develop policy and practice to ensure all students have access to safe, caring, and inclusive learning environments
- All schools and departments will identify and implement practices which contribute to a safe and respectful learning and working environment
- All schools and departments will ensure that ‘Healthy Interaction’ principles provide the foundation for mutual respect and open communication

#### Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans

#### Targets for 2015/2016

Supporting Student Voice

Each school will identify activities which support building positive relationships between students

Target (Safe and Caring)

91% for 2015/2016

#### Alberta Education Accountability Pillar Connections

##### Desired Outcome 1: Every student is successful

- Students achieve learning outcomes

##### Desired Outcome 3: Alberta’s education system is governed effectively

- The education system demonstrates collaboration and engagement
- Students and communities have access to safe and healthy learning environments



- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

### Goal 3 – Building Relationships Between:

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- All members of the school community, students and adults, experience positive and respectful personal interactions
  - a. Students in particular, have a sense of being cared for and demonstrate caring for others
- Members of the school community, students and adults, contribute to their school and community
- Students are meaningfully engaged in their learning

#### School Strategies:

1. Schools undertake activities which support “student voice”
  - **Junior Leadership – students working with others on reading groups, spirit activities**
  - Cross grade activities – Halloween project, Terry Fox Run, Turkey Trot, Shrove Tuesday**
2. Schools undertake activities which enhance the building of positive relationships between students, students and adults, and school and home/community
  - **Parent volunteers in classrooms, and coaching**
  - **Connections with West Country Hearth**
  - **Communication with parents – monthly school newsletters, daily/weekly classroom emails, Remind App, agenda books, website, phone, power announcements, parent council meetings etc**
  - **Hot lunch program revival**
  - **Service learning day/ Take your kid to work day**
  - **Book Fair and Used Book sale in conjunction with parent council plant sale**
  -
3. The division and school professional development plans provide opportunities for teachers to collaborate

#### Targets for 2015/2016

- **Service learning for all ages**
- **Staff problem solving and sharing responsibilities**
- **Continue cross grade activities**
- **Build positive school climate**
- **Mental Health initiatives**

- **Majority of PD days incorporate time for collaboration, and in addition, several after school meetings have been called for specific purposes.**
4. All teachers meet or exceed division and school based requirements in their use of 'PowerSchool' to communicate with parents regarding student learning/achievement
    - **Teachers comply with board policy on assessment and reporting and are required to comment additionally in each core subject each reporting term.**
  5. Schools ensure that all students are involved in projects which contribute to the school or community
    - Involving all grade levels in community initiatives (food drives, seniors visits)
  6. All schools provide ongoing support to facilitate their Comprehensive Counselling Plans
    - Currently updating our CCP
  7. Develop policy and practice to ensure all students have access to safe, caring, and inclusive learning environments
    - **Student Mental Health PD and activities to promote healthy minds/positive behaviors**
    - **Positive Playground initiative**
  8. All schools and departments will identify and implement practices which contribute to a safe and respectful learning and working environment
    - **healthy interactions materials as a staff during staff meetings**
    - **A consistent program to deliver digital citizenship and online safety will be implemented across grades levels from grade three to grade nine.**
  9. All schools and departments will ensure that 'Healthy Interaction' principles provide the foundation for mutual respect and open communication
    - **Healthy Interaction time and activities/discussions are carried out on staff meeting agendas.**

## Measures

- Accountability Pillar Measures related to provincial goals 2,3,4
- Principal end of year reports particularly with respect to the implementation of activities which support student voice, building positive relationships, and contribution to community and school
- Division and school professional development plans
- Specific strategies schools develop to implement policy and practice relative to safe, caring and inclusive environments

## Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Camilla 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	Good	Safe and Caring	85.8	87.5	87.4	89.2	89.1	88.9	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	71.9	78.6	73.6	81.3	81.3	81.2	Low	Maintained	Issue
		Education Quality	88.3	92.2	89.8	89.5	89.2	89.5	High	Maintained	Good
		Drop Out Rate	2.1	1.1	0.4	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.2	85.1	81.7	73.0	73.1	73.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	16.3	23.8	23.0	18.8	18.4	18.9	Intermediate	Declined	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	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	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	58.8	79.5	74.3	82.0	81.2	80.4	Very Low	Declined	Concern
		Citizenship	80.1	86.9	82.4	83.5	83.4	83.1	High	Maintained	Good
Parental Involvement	Good	Parental Involvement	78.7	77.3	77.3	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	87.6	78.4	82.4	79.6	79.8	80.1	Very High	Improved	Excellent

### Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 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.
- 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 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.
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.2	0.0	0.0	1.1	2.1		Very High	Maintained	Excellent	1		

### Comment on Results

*(an assessment of progress toward achieving the target)*

**Camilla School has an excellent sense of community and students feel that they belong here and have a place to be. They are connected to adults in the school and are able to be successful.**

### Strategies

Continue monthly monitoring of attendance and reaching out to parents of those who may be at risk through administration phone calls, teacher-parent contact, letters home.

### Notes:

1. 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. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations 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.

*Specific Outcome: Students achieve student learning outcomes.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.7	78.0	82.4	86.9	80.1		High	Maintained	Good	80		
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.	64.5	72.1	71.3	79.5	58.8		Very Low	Declined	Concern	75		

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Possible reasons:** at school we often have students re-do, or turn things in late – this goes with good assessment practices, and good teaching, but may not allow students to understand that at work, there are often deadlines and expectations of the workplace.

**Strategies**

- teaching students to adhere to deadlines – assignments, bringing in forms on time, etc.
- reminding and following through with expectations at school
- providing opportunity to attend career fair to explore work/career possibilities
- teaching appropriate communication strategies to students.

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

**Specific Outcome:** *Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.2	78.0	82.0	85.1	78.2		Intermediate	Maintained	Acceptable	80%		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.7	19.6	25.5	23.8	16.3		Intermediate	Declined	Issue	20%		

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Large percentage of students in the acceptable range.**

**Strategies**

- continue to review exam expectations, and address areas of concern noted by teachers across the curriculums.
- literacy lessons for each subject (Jr H)
- Science 9/Social 9 – implementing vocabulary and literacy strategies in the content areas.
- Writing strategies to address conventions
- Literacy strategies to be used from previous literacy cohorts.

**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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	68.3	70.7	71.5	78.6	71.9		Low	Maintained	Issue	75		

### Comment on Results

*(an assessment of progress toward achieving the target)*

*Note: 17 parents responded to the survey*

### Strategies

- added in new programs for junior high students-Maker Space, Digital Photography, Drama, Science Exploration
- New Grade 6 band program
- assigning students a balanced timetable of fine arts, technology and sports

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

## Desired Outcome Three: Alberta's education system is governed effectively

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

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.9	77.3	77.3	77.3	78.7		High	Maintained	Good	79		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	84.8	92.4	92.2	88.3		High	Maintained	Good	90		

### Comment on Results

*(an assessment of progress toward achieving the target)*

We have an active and involved parent council who seek input from school staff on events, purchasing, areas requiring support  
Large number of parent volunteers in classrooms and assisting with school activities.

### Strategies

*Continue to involve parents in planning processes at SAC, as well as asking parents to be a part of the school activities.*

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	88.6	85.2	89.3	87.5	85.8		High	Maintained	Good	86		
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.	74.6	80.5	88.1	78.4	87.6		Very High	Improved	Excellent	88		

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Camilla School staff foster an environment where everyone learns the importance of being kind to one another and treating everyone with respect.

**Strategies**

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

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.4	45.5	79.2	81.0	78.8		Intermediate	Maintained	Acceptable	79		
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	2.3	18.8	15.5	12.5		Low	Maintained	Issue	15		

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	17.6	0.0	0.0	0.0	7.4		Low	Maintained	Issue	2		

### Comment on Results

*(an assessment of progress toward achieving the target)*

-% of FNMI students achieving acceptable standards in PATs is good.

### Strategies

**-Continue to support students in literacy, individual planning, and K & E programming if applicable**  
**-Continue to communicate through teacher-parent conversations, emails on academics and attendance.**

### Notes:

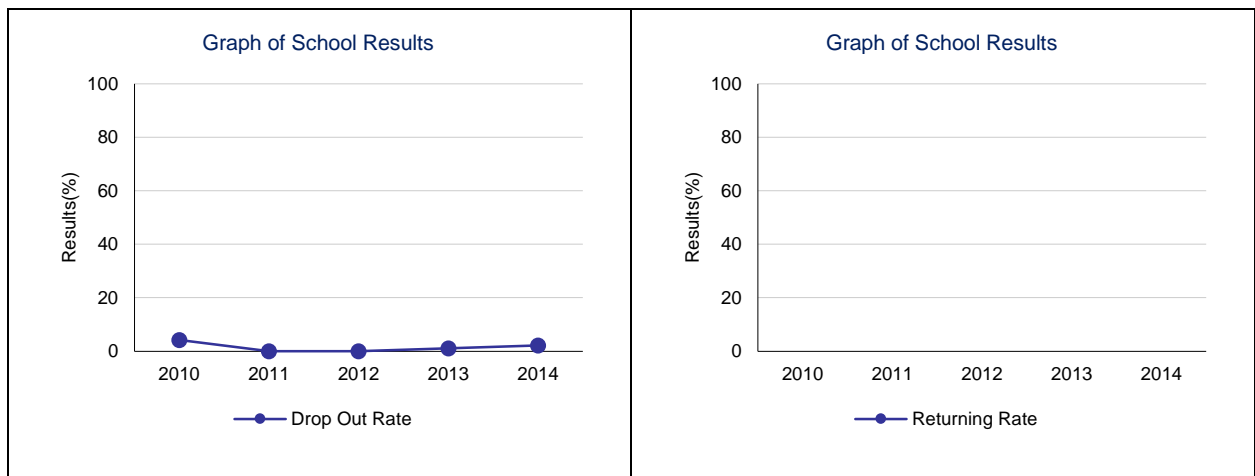
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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 (\*).

## **APPENDIX – Measure Details**

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

### Drop Out Rate – Measure Details

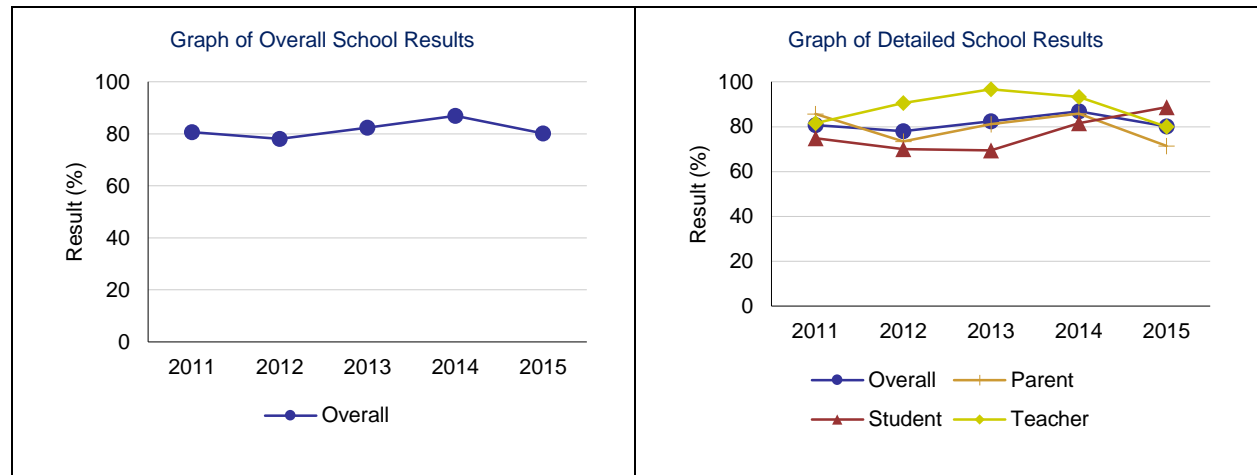
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	4.2	0.0	0.0	1.1	2.1	5.6	5.0	4.4	4.1	2.9	4.2	3.2	3.5	3.3	3.4
Returning Rate	n/a	*	n/a	n/a	*	10.8	11.4	28.2	19.7	5.8	27.9	23.4	23.0	21.1	20.3



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

### Citizenship – Measure Details

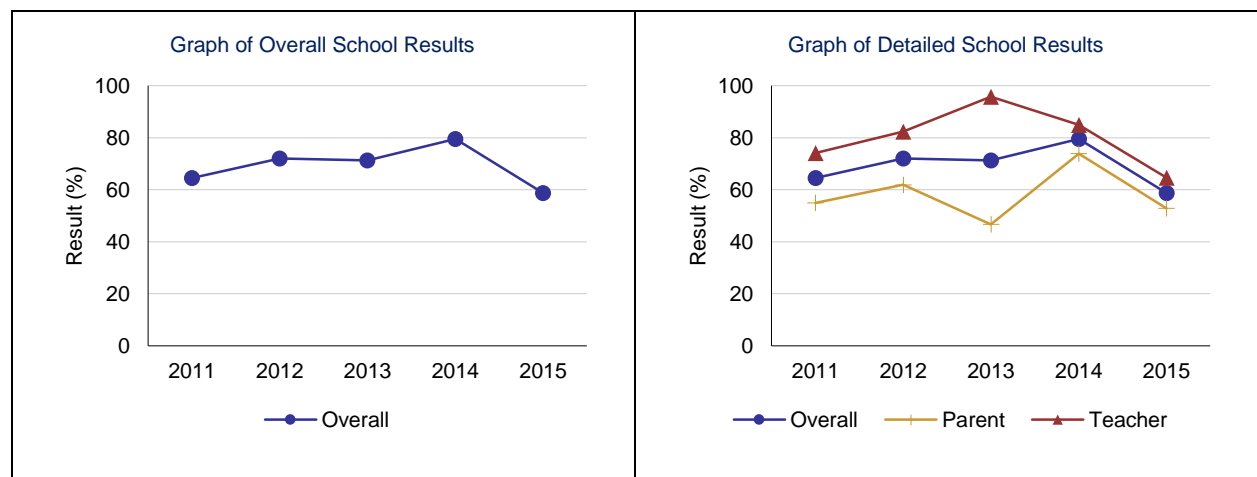
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.7	78.0	82.4	86.9	80.1	76.3	79.5	79.5	83.3	79.7	81.9	82.5	83.4	83.4	83.5
Teacher	81.5	90.6	96.7	93.3	80.0	89.2	91.2	92.7	94.2	92.8	92.7	93.1	93.6	93.8	94.2
Parent	85.7	73.4	81.1	85.8	71.4	71.2	73.4	75.0	79.1	71.9	78.6	79.4	80.3	81.9	82.1
Student	74.9	70.0	69.5	81.5	88.7	68.6	73.8	70.8	76.6	74.5	74.5	75.0	76.2	74.5	74.2



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 changes 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	64.5	72.1	71.3	79.5	58.8	71.8	80.8	77.9	76.3	75.9	80.1	79.7	80.3	81.2	82.0
Teacher	74.1	82.4	95.8	85.0	64.7	85.7	91.9	92.5	91.0	91.5	89.6	89.5	89.4	89.3	89.7
Parent	55.0	61.9	46.7	73.9	52.9	58.0	69.6	63.4	61.6	60.4	70.6	69.9	71.1	73.1	74.2



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

## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	92.3	25.6	91.8	16.3	95.1	14.6	95.7	17.0	90.2	19.6		
	Authority	87.1	19.2	82.9	11.9	85.5	13.1	88.4	16.6	86.5	16.8		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	School	74.4	17.9	71.4	20.4	92.7	24.4	85.1	10.6	78.4	13.7		
	Authority	77.5	15.2	71.7	12.6	73.9	13.6	76.5	10.6	78.5	12.4		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	76.9	33.3	81.6	28.6	100.0	41.5	93.6	40.4	86.3	19.6		
	Authority	80.4	28.6	76.8	29.2	82.5	28.2	84.8	28.8	84.8	27.3		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	79.5	33.3	81.6	20.4	95.1	39.0	93.6	23.4	84.3	17.6		
	Authority	78.1	19.2	71.3	18.2	76.8	24.6	78.1	16.2	76.4	19.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	School	86.4	15.9	71.1	10.5	76.9	11.5	81.8	24.2	79.2	14.6		
	Authority	85.0	19.2	84.6	15.4	87.6	14.2	84.4	12.7	80.2	10.7		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
Mathematics 9	School	79.1	23.3	73.0	10.8	68.6	23.5	75.8	18.2	78.3	17.4		
	Authority	69.1	13.8	72.7	16.3	73.9	15.8	74.0	14.5	69.8	18.5		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Science 9	School	84.8	30.4	74.4	25.6	72.5	27.5	68.6	20.0	70.0	12.0		
	Authority	81.8	24.4	82.5	23.8	85.6	23.5	80.5	20.9	73.9	19.2		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Social Studies 9	School	76.1	21.7	76.3	23.7	65.4	25.0	75.0	43.8	60.0	18.0		
	Authority	76.6	21.0	78.2	23.0	82.8	30.0	77.7	25.6	68.1	18.3		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		

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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Camilla School							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	51	90.2	46	94.2	47,446	82.8	44,338	82.4
	Standard of Excellence	High	Maintained	Good	51	19.6	46	16.0	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	51	78.4	46	83.1	47,377	73.3	44,292	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	51	13.7	46	18.5	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	51	86.3	46	91.7	47,379	76.4	44,273	77.1
	Standard of Excellence	Intermediate	Declined	Issue	51	19.6	46	36.8	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	51	84.3	46	90.1	47,385	69.8	44,226	72.1
	Standard of Excellence	Intermediate	Declined	Issue	51	17.6	46	27.6	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	48	79.2	41	76.6	43,532	75.6	38,021	76.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	48	14.6	41	15.4	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	46	78.3	40	72.5	43,190	65.3	37,734	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	46	17.4	40	17.5	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	4	*	6	66.7	1,966	60.7	1,858	63.9
	Standard of Excellence	*	*	*	4	*	6	0.0	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	50	70.0	43	71.8	43,653	74.1	38,253	73.4
	Standard of Excellence	High	Declined	Acceptable	50	12.0	43	24.3	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Low	Declined	Issue	50	60.0	41	72.2	43,451	65.1	38,360	66.7
	Standard of Excellence	Intermediate	Declined	Issue	50	18.0	41	30.8	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

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

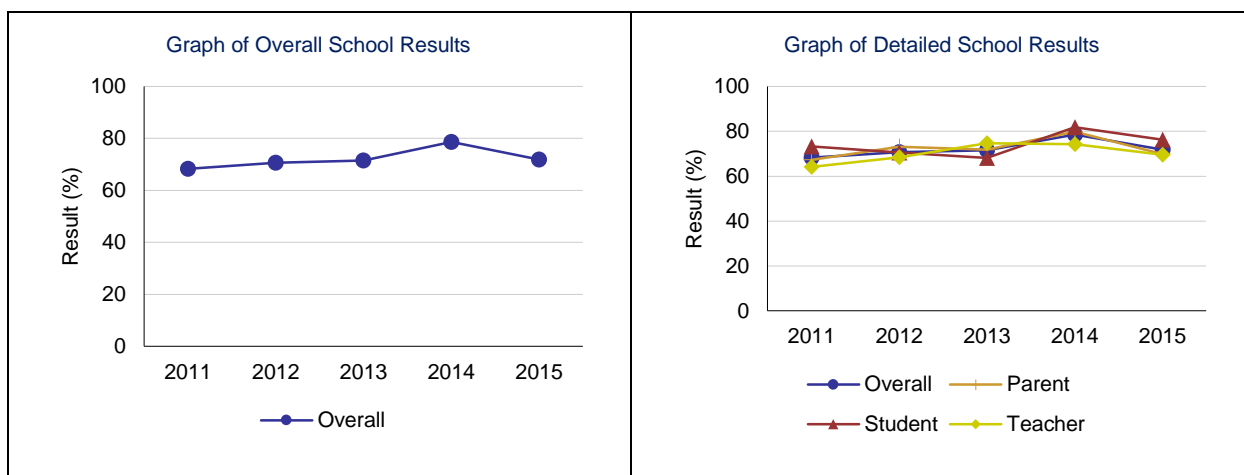
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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.

### 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	68.3	70.7	71.5	78.6	71.9	79.4	81.0	82.9	82.7	81.4	80.9	80.7	81.5	81.3	81.3
Teacher	64.2	68.4	74.7	74.3	69.6	86.7	87.2	88.1	88.0	88.5	87.6	87.3	87.9	87.5	87.2
Parent	67.3	73.1	71.8	79.8	69.9	75.9	75.9	78.6	79.0	76.3	78.3	78.1	78.9	79.9	79.9
Student	73.3	70.6	68.1	81.8	76.2	75.8	79.9	81.9	81.1	79.3	76.9	76.9	77.8	76.6	76.9

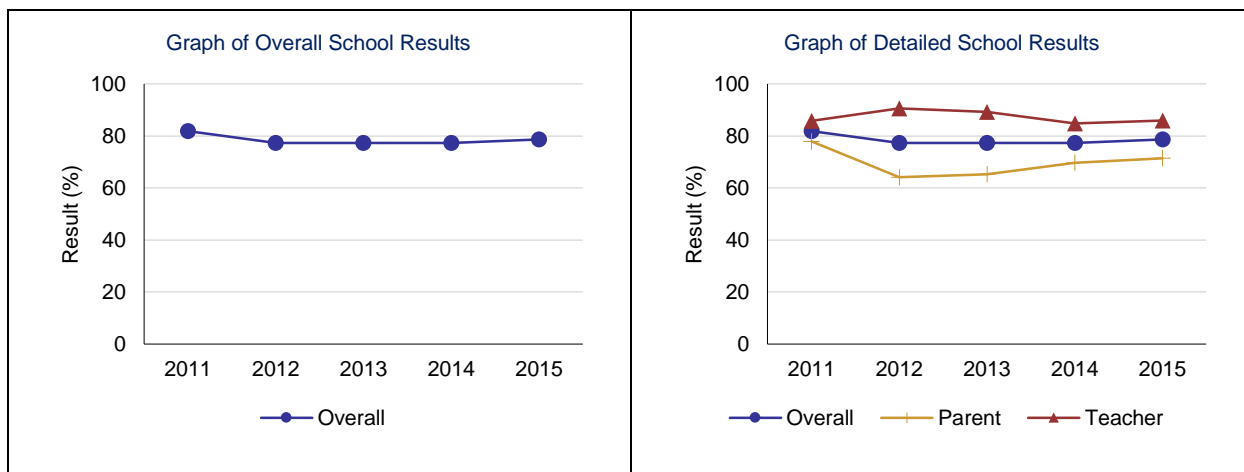


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.9	77.3	77.3	77.3	78.7	78.5	80.0	77.5	81.9	81.2	79.9	79.7	80.3	80.6	80.7
Teacher	85.8	90.6	89.2	84.8	85.9	89.7	91.4	88.6	92.5	90.8	88.1	88.0	88.5	88.0	88.1
Parent	77.9	64.1	65.3	69.7	71.4	67.3	68.6	66.5	71.2	71.6	71.7	71.4	72.2	73.1	73.4

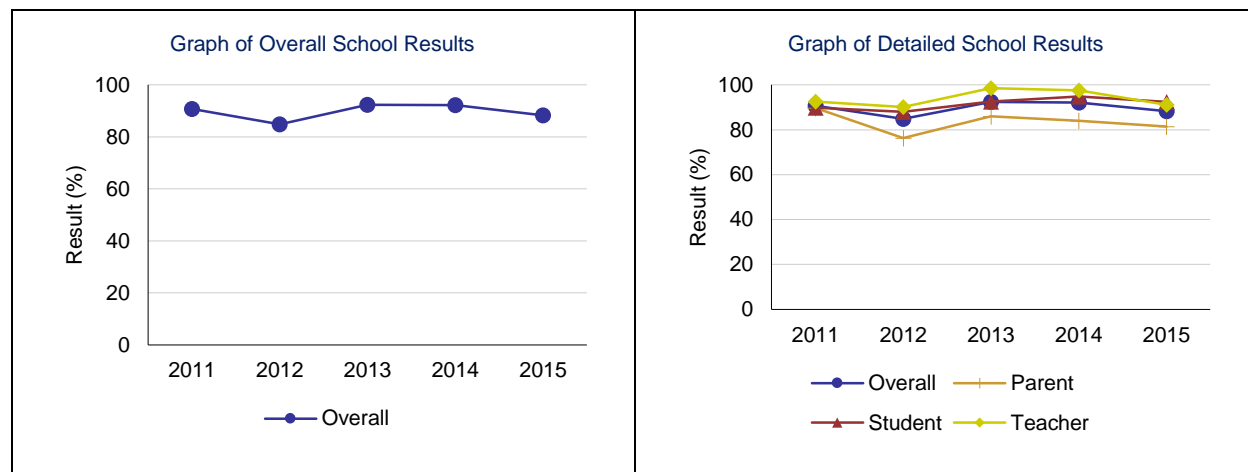


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



## Education Quality – Measure Details

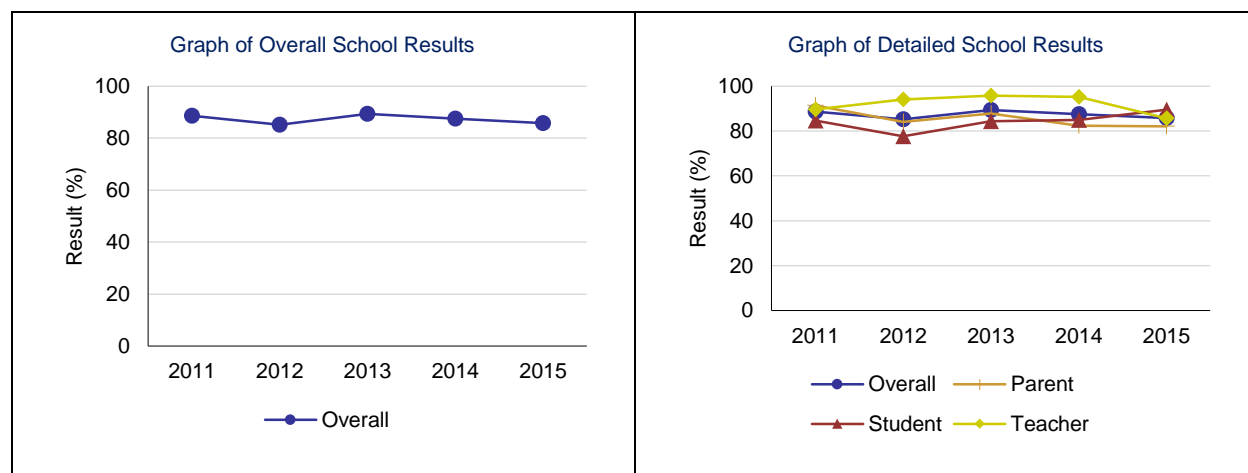
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	90.7	84.8	92.4	92.2	88.3	88.4	87.7	88.8	90.1	88.7	89.4	89.4	89.8	89.2	89.5
Teacher	92.6	90.2	98.6	97.6	91.1	96.1	96.2	96.4	97.2	97.2	95.5	95.4	95.7	95.5	95.9
Parent	89.7	76.3	86.0	84.0	81.4	82.9	79.9	82.5	83.2	80.6	84.2	84.2	84.9	84.7	85.4
Student	89.8	88.0	92.6	94.8	92.4	86.1	87.0	87.4	90.0	88.3	88.5	88.6	88.7	87.3	87.4



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 changes 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.6	85.2	89.3	87.5	85.8	86.7	86.8	86.8	89.3	88.1	88.1	88.6	89.0	89.1	89.2
Teacher	89.6	94.0	95.8	95.2	85.7	94.3	94.5	95.7	97.2	96.2	94.5	94.8	95.0	95.3	95.4
Parent	91.4	84.1	87.8	82.4	82.1	82.6	83.6	83.2	84.8	84.9	86.6	87.4	87.8	88.9	89.3
Student	84.7	77.6	84.3	85.0	89.5	83.2	82.4	81.6	86.1	83.3	83.3	83.7	84.2	83.1	83.0

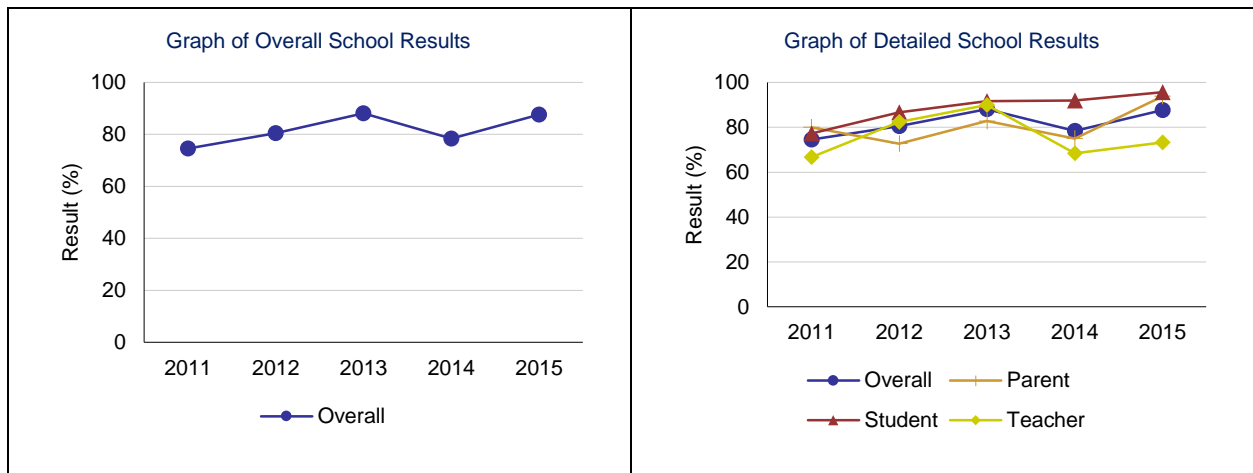


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	74.6	80.5	88.1	78.4	87.6	77.3	79.0	79.6	80.7	81.1	80.1	80.0	80.6	79.8	79.6
Teacher	66.7	82.4	90.0	68.4	73.3	75.2	81.7	83.0	85.2	83.8	80.1	81.1	80.9	81.3	79.8
Parent	80.0	72.7	82.8	75.0	93.8	75.0	74.9	72.4	69.5	73.7	77.3	76.2	77.9	77.0	78.5
Student	77.2	86.6	91.7	91.9	95.7	81.7	80.5	83.3	87.3	85.7	82.9	82.7	82.9	81.2	80.7



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 changes in the number of students responding to the survey through the introduction of the Tell T