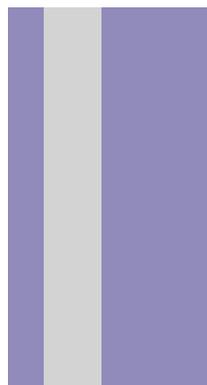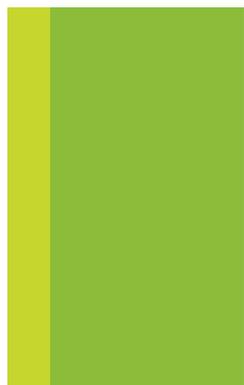**WETASKIWIN REGIONAL PUBLIC SCHOOLS**

Pigeon Lake Regional School

Three Year Education Plan 2017 – 2018 & School Results Report 2016-2017

Wetaskiwin Regional Public Schools

SCHOOL PROFILE

Pigeon Lake Regional School currently serves 285 students in Grades 7 - 12. Most of the school's students are drawn from a vast attendance area that includes the hamlet of Falun, the lake community around Pigeon Lake, the MaMeO Beach First Nations' reservation and Maskwacis. The school receives Grade 7 students from the Falun, Lakedell and Pipestone Schools.

PROGRAMMING AND SERVICES

In spite of its small size, the school offers a full range of academic courses to enable students to complete Alberta Education Diploma, Knowledge and Employability Certificate programs and High School Completion Certificate programs. In addition, we offer a wide range of option programs including art, drama, foods, fashions, construction, fabrication, mechanics, information technology, photography, design studies, cosmetology, tundra sports and outdoor education.

Our school also offers a wide range of extra-curricular activities including six basketball teams, six volleyball teams, cross country running track and field, golf, badminton, curling, weight room club, drama productions, student leadership opportunities, computer club and a school reach team. We are proud to be a part of Alberta Education's High School Redesign Initiative. As such we also offer programing that is focused on making sure that all students are successful and graduate High School.

SCHOOL MOTTO

Excellence in Education

FOUNDATION STATEMENTS

School Mission Statement

At PLRS, we are committed to all students graduating with the academic skills and personal attributes necessary to become confident, responsible citizens. We will inspire our students to become lifelong learners and prepare them for postsecondary success.

School Vision

At PLRS, our policies, programs, and practices will promote our mission statement. We envision a school where:
- All students and staff have a passion for learning
- All staff are dedicated to our mission statement
- Diversity is respected and celebrated in a safe, caring, and inclusive environment
- Students develop the characteristics of an active and responsible citizen
- Students will receive timely and effective interventions from staff in their area of expertise
- Students are here every day, with the desire to learn
- Students seek timely and effective assistance from staff

School Values

In order to achieve the shared vision of our school, we must commit a model where…
- Staff will strive to establish candid, open and ongoing lines of communication with colleagues and other professionals, and incorporate information gained into their planning
- Staff will analyze and evaluate school policies and procedures ensuring our actions are in line with our Mission
- Staff will learn from and support each other in order to improve the learning environment for all
- Staff will model the attitudes and behavior of a lifelong learner and active citizen
- Staff will take the time to celebrate strengths and successes
- Teachers will use effective, data driven, instructional methods within the classroom to improve student learning, supported by common assessments
- We define "academic" as acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies and curriculum that encompasses every course that our students take.

SCHOOL IMPROVEMENT PLAN

This year Pigeon Lake has new school goals. These goals and SMART goals will continue to be in aligned with the WRPS Board priorities:

- Improve the academic success of all students; and
- Enhance the success of First Nations students and encourage the active involvement of their families

In addition, data from the Accountability Pillar Survey, Tell It From Me data, Student Learning Profiles, Diploma Examinations and Achievement Test results as well as data collected at the school through surveys and focus groups will be used to measure implementation.

School Goals/ SMART Goals

1) Decrease the indigenous gap within our school

   - By the end of the 2017-18 school year, the literacy achievement gap will be less than 15% and the numeracy achievement gap will be 20%

2) Increase the academic results within out courses

   - At the end of every 2017-18 course, in comparison with past academic results, there will be a 5% increase in academic success in all subject areas.

3) Increase accountability and responsibility in all students

   - By the end of 2017-18 school year, 90% of school population will be accountable and responsible

Key Initiatives to Meet Goals

Instruction at Pigeon Lake Regional School is the means to improve student learning and achievement. All students at Pigeon Lake Regional School will be given the means to reach excellence. Instruction will be: modeled on exemplary teaching; be culturally responsive; based on the learning outcomes of the Program of Studies; differentiated to meet the needs of students; driven by diligent and insightful analysis of data.

High School Redesign (5 Pillars)
- *Mastery Learning*
  - Assessment Practices: Our staff has adopted many of the assessments beliefs and principles of the Alberta Assessment Consortium. As a school we believed that "assessment is used as part of the learning process that provides feedback about how to improve and gives students a clear view of what is expected." This year there will be a strong focus on formative assessments.
  - Project Based Learning: Within project based learning, teachers will continue to build authentic assessments that provide students an opportunity to demonstrate what they can do and what they know. We have developed school-wide standards where students know what is expected of them through rubrics and specifically stated expectations.
  - Credit Recovery: Through (Learning Commons ("In-reach Program")) at the school, we will provide students an alternative method to complete courses and achieve credits.
  - Teacher Advisory Groups: Teacher advisory groups provide students with academic and non-academic support while empowering our students through prescribed lessons that will be taught to all students. We are implementing the CTR 1010 and 2010 curriculum that focuses career pathways and career exploration.
  - Flex Block: We offer remediation and enrichment opportunities for our students. Flex block is 40 minutes every day were students have a choice to received remediation or have a chance to explore subjects that may be of interest to them such as passion projects and extensional opportunities.

- *Personalization*
  - Teacher Advisory Groups: Getting to know our students and development of relationships
  - Project based assessments: Allowing student choice
  - Math & ELA Enrichment and Remediation: classes in which student's self-identify strengths and areas of growth. From there, students work in a project based classroom to improve their skill and competencies.
  - The Flipped Classroom: Our school and staff have an understanding that learning is not contained to the classroom. Through the use of Google Apps for Education, teachers will have lessons available online for students to take. When students are in the classroom they will be receiving support and guidance rather traditional instruction.
  - Individual Student Interventions (RTI): Students will have access to Literacy and Numeracy. This intervention will be available to students that need flexible

pacing in a course, to students seeking additional remediation or enrichment, or to students that require credit recovery.

- o *Flexible Learning Environments*
  - The creation of an environment that allows for a variety of learners using different strengths and working at a different pace. Our intent is to use this flexible setting by personalizing curriculum to meet the needs of our students.
  - Flex Blocking: see above
  - The Learning Commons: Through Learning Commons ("In-reach Program") at the school, we will provide students an alternative method to complete courses and achieve credits. Some student will use the Learning commons for credit recovery and others may be taking courses at a different grade.
  - The Flipped Classroom: see above
  - Individual Student Interventions (RTI): see above

- o *Rigorous and Relevant Curriculum*
  - PLCs: Teachers have developed core subject PLCs. The key to this initiative is teacher collaboration. Teachers collaborate to created common assessments, common instructional practices, as well as enrichment and remediation projects.

- o *Assessment*
  - Assessment Practices: see above

Jr High Literacy Program
- Through our "Flex Blocks" we have specifically target Literacy for Grade 7 – 9 students. Based in a Response to Intervention model, we will be implementing of a standardized assessment measure which is administered to all Jr high Student three times a year as a universal screening and diagnostic assessment. This allows us to track the grade level abilities of each student in terms of reading comprehension and writing. Using this baseline data, students are placed in a specific program that focuses on remediation or enrichment with the goal to have all students at grade level by the end of grade 9.

Jr High Math Program
- We have specifically targeted numeracy to help provide enrichment and remediation opportunities (Tier 1 and 2 Interventions) within the timetable. All Jr High Math courses have been scheduled at the same time in the timetable to allow for the movement of students from one section to another. This movement enables students to receive targeted instruction in more than one classroom setting. This targeted instruction is based on the Essential Outcomes for each Unit which teachers have developed based on the program of studies. The targeted instruction that students receive may be in the form of remediation or enrichment depending on the specific needs of the students for that unit.

Professional Learning Communities (PLCs)
- Teachers have developed core subject PLCs (math, science, social & math). The key to this initiative is teacher collaboration. Teachers collaborate to created common assessments, common instructional practices, as well as enrichment and remediation projects.

Response to Intervention Model (RTI)
- The basis of this model will be adopting the belief that all students can succeed. This model will include the development of: School wide Intervention Teams, Collaborative Teacher Teams, Use of Universal Screening and Diagnostic Assessments (benchmarking). Tier 1 Interventions that are have school wide supports and teacher team lead interventions, Tier 2 supplemental core programming and Tier 3 intensive programming. The utilization of flex time is used to provide Tier 2 and 3 Interventions.

Supporting Initiatives to Meet Goals

Professional Development
- Assessment: Key focus this year is on Formative assessment. Teachers will examine their assessment practices and focus on providing effective feedback that supports student learning. In subject specific teams, teachers will identify the essential understandings in each course. Using the Essential understanding, teachers will collaborate to develop formative and summative assessments.
- Adaptations and Accommodations: Teachers will collaborate to ensure consistent and meaningful adaptation and accommodations of student learning.
- Integration of Technology into Teaching Practice: Teachers will utilize of Google Apps for Education. Formation of PLRS Tech Committee to support instructional implementation.

Positive School Environment Plan
- Pigeon Lake Regional School is concerned with the educational, personal/social, and career development of students in order to encourage the building of strong citizens for our community. The outcome in each area are listed as follows (*Please see the Positive School document for more information*):
    - ✓ Students will feel safe at school and have a sense of belonging
    - ✓ Students will value school outcomes
    - ✓ Staff will model positive communication in all of their interactions
    - ✓ Parents will feel welcome at Pigeon Lake School

Career Counselling
- Ensuring that High School Students are placed in the appropriate educational program to ensure Academic Success. The involvement of teachers, parents, academic counselor and administration in all placement discussions.

Learning Support Team
- Bi- Monthly Counseling Team Meetings to coordinate support to students.
- Redesign and reorganization of the IPP process to ensure that a usable workable document that is transparent for our parents and staff.
- Teacher will develop and utilize Accommodations, Adaptations and when appropriate Modifications to ensure that every student can be successful in their class.

Students Representative Counsel & Student Voice
- Students will take on an active role by organizing activities and spirit days that encourage student involvement in the school.
- A new committee is being set up to specifically address the needs of our students. The student voice committee will provide the students of Pigeon Lake the opportunity to discuss debate and make recommendations that will contribute to the development and maintenance of a welcoming, caring, respectful and safe school community within an inclusive school environment. The committee may consider information from any source, although the basis for discussion will arise out of the student responses on the "Tell Them From Me" survey which is administered by the school.

Indigenous Plan
- In alignment with the WRPS Indigenous Program Logic Model, PLRS is developing a plan that addresses the following outcomes:
  - ✓ FNMI students in PLRS will achieve in literacy at the same rate as all other students in the province.
  - ✓ FNMI students in PLRS will achieve in numeracy at the same rate as all other students in the province.
  - ✓ FNMI students in PLRS will complete high school at the same rate as all other students in the province.
  - ✓ FNMI students in PLRS will transition into post- secondary or the workforce at the same rate as all other students in the province.

- Some of the School based strategies and practices that we will be utilized to meets these outcomes include:
  - Jr High Literacy program: Students in gr. 7 and 8 will be placed in grade level appropriate groups to receive targeted instruction in Reading Comp. (gr. 7) and Writing (gr. 8). Instruction will take part in Flex Block throughout the year designed to supplement classroom instruction. FNMI students identified via diagnostic assessments and referred to our school wide intervention team will receive Tier 2 intervention within Flex Block on Tues, Wed and Thursdays. This small group focus will work with an ELA specialist to provide additional support outside of class time.
  - Jr High Math Program: Tier 1 and 2 supports are built into each unit. Students will be provided opportunity for Enrichment and Remediation depending on the individual needs of the student. FNMI students identified through diagnostic assessments and referred to our school wide intervention team will

receive Tier 2 intervention every second day in Block. This small group focus will work with a Math specialist to provide additional support outside of class time

Provide alternative workspaces and learning opportunities: Creation of Cultural room and safe space for students to work with MLW and IAT throughout the day. Student access Learning Commons to complete credit recovery or receive additional support from Teachers, EA's and IAT

Provide culturally significant opportunities for students: Work with Elders/community members to support cultural instruction. Provide conversational Cree language in Culture room. Host cultural events throughout the year. Provide cultural opportunities (beading, sewing, drum making). Daily smudging as needed/wanted

Prepare students for academic support: Liaison between teachers, MLW, IAT, FSL and FNMI families

Increase Student Attendance: Monitor daily attendance and contact families. Complete home visits to address attendance/tardiness concerns

Participate in student career: Students will receive career goal planning via *myblueprint* student profile. Provide access to career fairs, inspire conference and Band presentations on career/post-secondary opportunities

Measures of Success

- High School Completion Rate (3 year).
- PAT and DIP results – continued success of students to meet or exceed provincial averages would be a fair indication of PLRS students meeting outcomes.
- Rutherford Criteria – increased Rutherford Scholars means an increase in academic success of our students.
- Tell It From Me Survey: The Survey will be used as an overall measure of progress throughout the year and will provide feedback from students regarding their social/emotional health, physical health, and academic outcomes. A specific focus will be on:
  > Student's perception of their learning.
  > Students are satisfied with education offered at the school.
- Drop-out Rates – decline in dropout rates as provided by Alberta Education and follow-up data collected by the counseling department to find out why students drop out and what we can do to get them back to school. A decline in dropout rates should indicate programs and strategies that meet the needs of students.
- High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10
- Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results) as well as Grade 9 PAT.
- Tracking of FNMI students – from the time they enter grade 7, we want to find when and where the students who leave our school go and then find out why. Tracking of FNMI graduates – continuing to counsel and support FNMI students and continue to support students who are in a position to graduate.

RESULTS REPORTING

Outcome One: Alberta Students are Successful
>*High School Completion*
>*Diploma Results*
>*Rutherford Eligibility*
>*Provincial Achievement Exams*

Outcome Two: The Achievement gap between FNMI students and all others is eliminated
>*FNMI High School Completion*
>*Drop Out Rate*

Outcome Three: Alberta Education System is Inclusion
>*Safe and Caring Schools*
>*Student Perception of Student Learning (Tell Them From Me Data)*

Outcome One: Alberta Students Are Successful

High School Completion Rates

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	67.5	80.3	82.6	74.1	60.4		Low	Declined Significantly	Concern			

	Pigeon Lake Regional										Alberta									
	2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	36	67.5	49	80.3	45	82.6	57	74.1	49	60.4	45,143	74.8	45,052	75.3	44,328	76.5	43,810	76.5	45,077	77.9
4 Year Completion	51	75.3	36	72.9	50	81.0	45	84.9	57	77.4	45,141	79.2	45,239	79.6	45,101	79.9	44,394	81.0	43,918	81.2
5 Year Completion	59	72.3	51	79.2	36	75.8	49	82.5	44	89.2	45,815	80.6	45,151	81.5	45,243	82.0	45,111	82.1	44,418	83.2
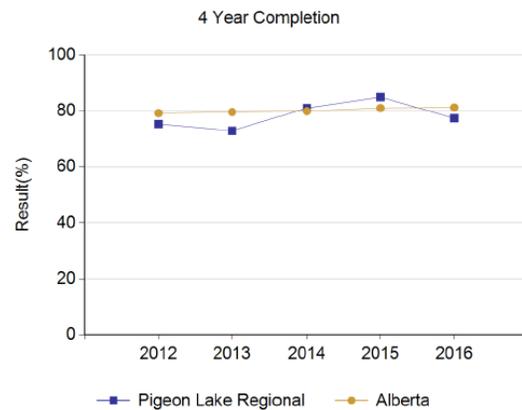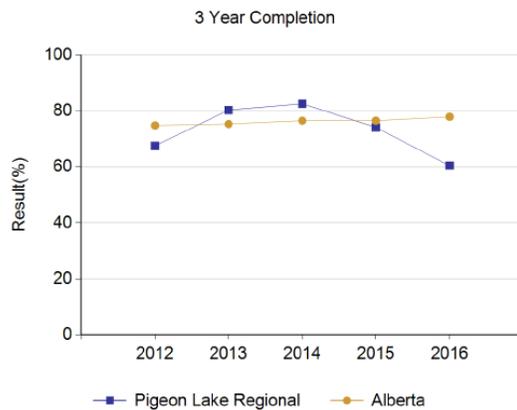
3 Year Completion — Pigeon Lake Regional / Alberta

4 Year Completion — Pigeon Lake Regional / Alberta

Comments on Results :

At PLRS we continue to offer a wide array of programming that ensures students can be successful. This includes Academic programs, Knowledge and Employability as well as High School Completion.

Our High School Completion Rate is a primary indictor of success at PLRS. As a school we have undertaken the High School Redesign initiative. This plan (previously outlined) will use High School Completion as a primary measure. 2013 will serve as a benchmark for our school in which 80.3% of our students completed High School within 3 years, compared to the province at 74.9%. In 2014 we saw an increase in the measure to 82.6% but slipped to 74.1% in 2015 which is still comparable to the provincial average (76.5%). PLRS 3 year completion rate slipped again in 2016 to 60.4%. Part of this drop is accounted for the High School Redesign initiative as some students are upgrading and or making sure they have all the requirements they need for post-secondary by taking an extra year or extra courses for one semester. Nevertheless, the area is a concern and PLRS needs to work as a team with our career counselor to set up a plan to make sure our students are graduating this year.

Outcome One: Alberta Students Are Successful

Diploma Results

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	63.2	81.6	82.0	80.7	83.4		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.7	17.7	13.0	16.8	18.5		Intermediate	Maintained	Acceptable			

2016-17 Overall School Results

	Pigeon Lake Regional					Alberta				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
N	48	55	54	36	49	77,241	91,327	93,095	93,217	96,659
Acceptable Standard %	61.5	61.7	60.8	54.0	69.4	74.2	73.1	72.9	73.6	73.4
Standard of Excellence %	19.3	19.2	11.8	8.6	24.5	18.7	18.4	18.8	19.4	19.5

Pigeon Lake Regional

Alberta

Diploma Exam Results by Course

Course	Measure	Achievement	Improvement	Overall	2017 N	2017 %	Prev 3 Year Average N	Prev 3 Year Average %	2017 N	2017 %	Prev 3 Year Average N	Prev 3 Year Average %
		Pigeon Lake Regional							Alberta			
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	20	95.0	20	93.1	30,150	86.5	28,895	87.0
	Standard of Excellence	Very High	Maintained	Excellent	20	20.0	20	13.9	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	28	92.9	17	92.3	16,797	89.5	16,361	89.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	10.7	17	12.2	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	7	71.4	12	67.5	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	7	28.6	12	16.5	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	16	81.3	10	71.0	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	16	18.8	10	15.3	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Very High	Improved	Excellent	14	100.0	18	86.0	22,249	86.0	21,875	85.9
	Standard of Excellence	Very High	Improved	Excellent	14	35.7	18	18.0	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	29	65.5	18	82.4	20,054	80.6	19,579	82.1
	Standard of Excellence	Low	Maintained	Issue	29	6.9	18	5.7	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Very High	Improved	Excellent	15	100.0	18	86.6	22,993	84.2	21,843	85.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	26.7	18	30.2	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	14	64.3	18	72.9	18,751	83.1	19,161	81.7
	Standard of Excellence	Low	Maintained	Issue	14	14.3	18	16.1	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	8	75.0	9	66.0	9,952	85.7	10,553	84.3
	Standard of Excellence	High	Maintained	Good	8	37.5	9	18.1	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	71.4	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	14.3	9,323	28.4	7,914	26.6

Notes:

Outcome One: Alberta Students Are Successful

Rutherford Eligibility

Performance Measure	Results (in percentages) 2012	2013	2014	2015	2016	Target 2017	Evaluation Achievement	Improvement	Overall	Targets 2018	2019	2020
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	63.3	60.0		n/a	Maintained	n/a			

	Pigeon Lake Regional 2012	2013	2014	2015	2016	Alberta 2012	2013	2014	2015	2016
Total Gr 12 Students	n/a	n/a	n/a	49	40	n/a	n/a	n/a	58,041	59,063
Percent Eligible for Scholarship	n/a	n/a	n/a	63.3	60.0	n/a	n/a	n/a	60.8	62.3

Comments on Results :

At PLRS we continue to offer a wide array of programming that ensures students can be successful. While we offer these programs focus in placing students into Diploma programs whenever possible. Through our High Redesign plan we provide learning opportunities such as Math Enrichment, Cross Curricular projects, Flex Block enrichments and RTI supports for all students in an attempt to increase our acceptable and excellence results. This will also provide a direct correlation to the number of students that our eligibility for Rutherford scholarships.
On a positive note PLRS improved on both acceptable and standard of excellence as compared to the previous year.

Outcome One: Alberta Students Are Successful

Provincial Achievement Tests

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.5	61.7	60.8	54.0	69.4		Low	Improved	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.3	19.2	11.8	8.6	24.5		High	Improved	Good			

Provincial Exam Results by Course

Course	Measure	Pigeon Lake Regional							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,572	82.5	46,989	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,507	69.4	46,906	73.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,501	76.9	46,914	76.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,485	72.9	46,903	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	High	Improved Significantly	Good	37	89.2	41	61.1	45,487	76.8	43,746	76.3
	Standard of Excellence	Very High	Improved Significantly	Excellent	37	24.3	41	7.6	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	Low	n/a	n/a	12	41.7	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	Intermediate	n/a	n/a	12	8.3	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	47	61.7	40	58.9	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Improved	Excellent	47	25.5	40	14.3	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	8	12.5	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	2	*	8	0.0	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	High	Maintained	Good	42	76.2	42	72.8	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	42	33.3	42	25.3	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	7	42.9	7	42.9	1,440	63.9	1,547	64.1
	Standard of Excellence	Low	Maintained	Issue	7	0.0	7	0.0	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	High	Improved Significantly	Good	38	76.3	41	54.2	45,484	67.0	43,722	65.1
	Standard of Excellence	Very High	Improved	Excellent	38	28.9	41	13.6	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	Low	Declined	Issue	11	45.5	6	83.3	1,393	56.3	1,533	59.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	6	0.0	1,393	12.7	1,533	11.2

Comments on Results:

In 2016-17 PLRS made significant gains in terms of improving the acceptable standard and excellence. Even though we have had lower results for the past few years, we are encouraged by the structural and instructional changes that have taken place in our Jr High. The development and implementation of a comprehensive literacy program that includes diagnostic testing and Tier 2 and 3 interventions for students, is a program that will help improve our results. The establishment of our Jr High Math Program which use common Summative and Formative assessments and provide Tier 1 and 2 interventions to students will help improve our results.

Outcome One: Alberta Students Are Successful

Drop Out Rate

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.7	2.9	3.7	2.4	1.9		Very High	Maintained	Excellent			

Comments on Results :
The Dropout rate for PLRS was 1.9% lower than the year before which was 2.4%, well below the provincial average. As we continue to offer a wide array of programs and we strive to create a safe and caring learning environment, we expect to maintain this result. The Staff of PLRS will continue to make a concerted effort to improve our learning environment throughout Positive School Environment Plan and our High School Redesign Initiatives.

Outcome 2: The Achievement gap between FNMI students and all others is eliminated

FNMI PAT and DIP Results

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	34.4	35.5	38.1	26.3	42.1		Very Low	Maintained	Concern			
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).	7.8	0.0	3.6	1.3	5.3		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	64.7	88.2	80.0	58.3	66.7		Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	5.9	0.0	4.2	0.0		Very Low	Maintained	Concern			

PATs Results by Number

	Pigeon Lake Regional (FNMI)					Alberta (FNMI)				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
N	16	17	22	20	19	6,023	6,476	6,810	6,859	7,174
Acceptable Standard %	34.4	35.5	38.1	26.3	42.1	54.4	52.0	52.1	52.4	51.7
Standard of Excellence %	7.8	0.0	3.6	1.3	5.3	6.1	6.0	6.5	6.3	6.7

Students Writing Measure

	Pigeon Lake Regional (FNMI)					Alberta (FNMI)				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
N	7	10	8	11	9	2,749	2,855	3,016	3,400	3,507
Acceptable Standard %	64.7	88.2	80.0	58.3	66.7	74.1	76.1	76.7	76.1	77.1
Standard of Excellence %	0.0	5.9	0.0	4.2	0.0	9.3	10.4	10.0	10.2	10.7

Comments :

A third of our student body at PLRS is First Nations students. In response to the diverse learning needs of all our students, we strive to create a safe, welcoming and support environment. In addressing the achievement gap that is illustrated in the data above, we have concentrated on Literacy and Numeracy in Jr. High as a key strategy.

Our Grade 9 PAT results have been consistently below the provincial average for several years. In order to address this, we have provided a RTI pull our structure in which students that are not at grade level in terms of reading or writing receive targeted support. The establishment of acceptable attendance behavior is also key to improving these results.

This current school year we are working on attendance and are providing extra support to our Indigenous students by having an indigenous teacher who can provide extra support outside of the classroom.

Outcome 2: The Achievement gap between FNMI students and all others is eliminated

FNMI High School Completion

	Pigeon Lake Regional (FNMI)										Alberta (FNMI)									
	2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	55.6	14	58.1	12	58.8	15	47.0	22	37.9	3,154	45.8	3,265	45.6	3,231	47.7	3,419	50.2	3,506	53.6
4 Year Completion	12	58.7	7	43.0	15	54.1	9	77.8	15	53.7	2,857	49.3	2,901	51.9	3,046	52.6	3,077	55.0	3,283	55.9
5 Year Completion	17	53.6	12	67.0	6	67.1	13	62.4	9	78.7	2,811	52.9	2,709	53.8	2,825	56.5	2,967	57.5	3,051	59.1

Comments :

As you will see, our completion rate declined. We are also continuing the implementation of our Indigenous Program Logic Model that is in alignment with the goals and direction set out by WRPS. The School Outcomes, Strategies, Actions and Evidence are outlined previously. We are really working on getting our students attending (letters, contact home, and conversations with parents) as well as providing supports academically.

Outcome 2: The Achievement gap between FNMI students and all others is eliminated

FNMI Dropout Rate

	Pigeon Lake Regional (FNMI)										Alberta (FNMI)									
	2012		2013		2014		2015		2016		2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	45	7.8	49	1.5	52	8.6	56	6.1	60	3.2	12,600	7.4	12,714	7.1	13,093	7.0	13,578	6.1	14,037	5.8
Returning Rate	3	*	3	*	1	*	5	*	4	*	1,152	23.2	1,063	21.6	1,061	20.2	1,061	17.7	1,000	21.5

Comments on Results :

As previously stated, our overall Dropout rate was 3.2% well below the provincial average and better than the previous year. As we continue to offer a wide array of academic and non-academic supports for our First Nations students, we strive to eliminate the gap in our results.

Outcome 3: Alberta Education System is Inclusion
   Safe and Caring Schools

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	87.4	84.8	81.6	81.0		Low	Declined	Issue			

Comments on Results :

The 2017 Accountability Pillar results indicated that 81.0% of parents and students feel that the students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This has been a decrease from previous years.

As we implement our School Plan for 2017 – 2018, as well as our High School Redesign Initiative, we will continue to see improvement in this area. Additionally, we have begun a student voice committee that will hopefully provide the school with the perceptions of students and ideas on how to improve.

Outcome 3: Alberta Education System is Inclusion
   Student Perception of Student Learning (Tell Them From Me Data)

Students Value School Outcomes
- 72% of students in this school valued school outcomes; Canadian norm 73%. This was a drop from the previous year 81%. Grade 8 & 11's answers were lower.

Students who are Interested and Motivated
- 49% of students in this school were interested and motivated; Canadian norm 30%. This increased from 45% in 2016.

Students who try hard to succeed
- 71% of students in this school tried hard to succeed; Canadian norm 69%. This was in increase from the previous school year of 71%.
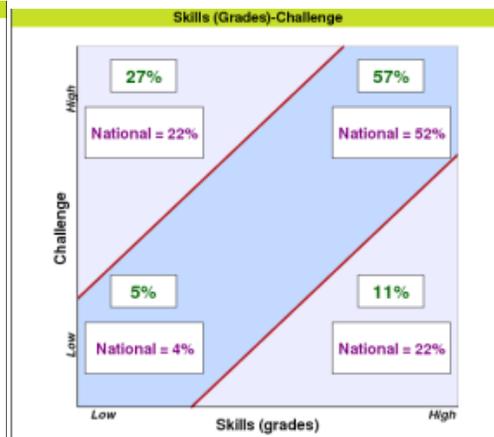
Students feel they are challenged and have the necessary skills to be successful in school.
- 53% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 52%.
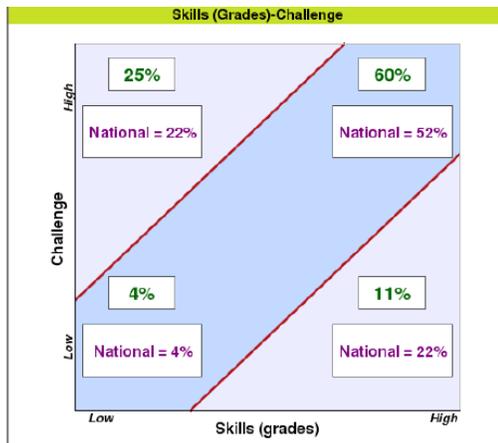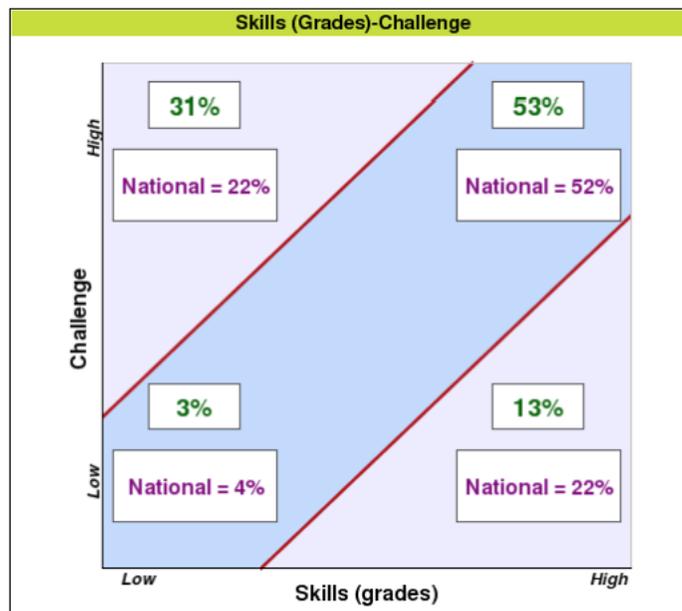
Fall of 2015   **Fall 2016**

Fall of 2017

Comments on Results :

Since the implementation of our High School Redesign Initiative, our Tell Them From Me Data (TTFM) has been a key reporting tool. We have looked at four key areas (listed above). Each year we have consistently outperformed the national average on: students are interested and motivated, students try hard to succeed and students feel they have the necessary skills and are challenged at school. Students value school outcomes took a slip, but PL foresees a positive change moving forward.

Key components to our school plans addresses teaching students to take ownership for their learning, being engaged in our school, as well as working to become an Ethical Citizen. We use our TTFM data as one measure.

Areas in Need of Improvement

Citizenship

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.9	76.2	73.5	68.8	68.8		Low	Declined	Issue			

Quality of Education

Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.3	90.8	89.7	82.0	83.8		Low	Declined	Issue			

Program of Studies

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	76.1	72.1	66.0	66.8	70.9		Low	Maintained	Issue			

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.5	69.6	83.4	63.4	68.3		Very Low	Maintained	Concern			

Comments on Results :

The above areas are not to be forgotten and PLRS is working on improving in each of these areas with the initiatives listed earlier. PLRS has been asking both parents and teachers to reach out to each other to make PLRS a better school.