



# Timberlea Public School

**SEP &  
AERR  
2014-2017**



**Combined 3-Year Strategic Education Plan (SEP)  
& Annual Education Results Report (AERR)**

## Letter from the Principal

I am pleased to present Timberlea Public School Growth Plan for 2014-2015.

While we are very proud of all the great things that are happening at our school, we recognize that we can't stand still, and must find ways to do the things we do well even better, and improve on those that we see as concerns. The School Growth Process and development of this plan allows us as a school community to do just that.

It is our belief as a school community that the process of developing a School Growth Plan is as important as the product. As always, efforts were taken to protect that process that has become so important in the development of our School Growth Plan. This year the process was as follows:

- May Accountability Pillar results shared with parents through school council, staff and Instructional Leadership team.
- With release of October results, Administration met to scan results and identify areas of concern.
- On October 10, the formal process of data analysis and development of School Growth Plan began in the form of a full day PLF.
- School goals were revisited and revised by staff in divisional collaboration sessions.
- School Council were presented with a summary of the results at their October 20<sup>th</sup> meeting and asked for input, particularly in the area of parental involvement in the school and how we can boost our number of respondents.
- The Instructional Leadership Team went through the process of analyzing the strategies suggested by staff and organized them so that they were concise, targeted and user friendly. could be implemented at the division and school level.
- These strategies are included in this School Growth Plan.
- School Administration will present the completed plan to School Council at their December meeting to further discuss areas of concern for parents. If necessary, new strategies will be added or existing strategies will be revised.
- School Growth Plan to be presented to FMPSD trustees and executive
- Once presented to District, the plan will be posted on our Webpage and promoted through Facebook, Twitter and through e-mails to parents.

The process has allowed for much discussion and strategizing as we work together to help our school grow. By involving stakeholders in a meaningful way, there is a real sense of ownership of the plan by the parties concerned.

Though we have seen a slight decline in Grade 6 PAT results in three of four tests, the results remain above those for the province. CAT 4 results continue to indicate strong results, with Timberlea students scoring above the national norm in all but one subtest in one grade. In fact in most subtests, scores were significantly above the national norm. This School Growth Plan outlines strategies that we as a school have identified to address the areas of concern, and continue to build on our strengths

The introduction of Student Learning Assessments will provide further data for consideration. While still in the pilot phase and with little hard data available at this time, there are a number of

areas of concern that have been identified already by the teachers involved in the implementation and marking process. We have attempted to also address these concerns in this plan.

Individual curricular issues have also been identified in this plan and strategies put in place to address these issues.

Last year there was a serious concern with the very poor response rate to the AP survey by our grade 4 parents, with only 13 parents completing the survey. I am pleased to say that the strategies we employed to improve the response rate were fairly successful with 41 responses recorded in 2014 representing approximately 50% of grade 4 parents. Efforts will continue to further increase the response rate for 2015.

The School Growth Plan that follows attempts to address these and other concerns, with the ultimate goal being to build on our strengths and grow in the areas of concern.

Rick Thorne, Principal

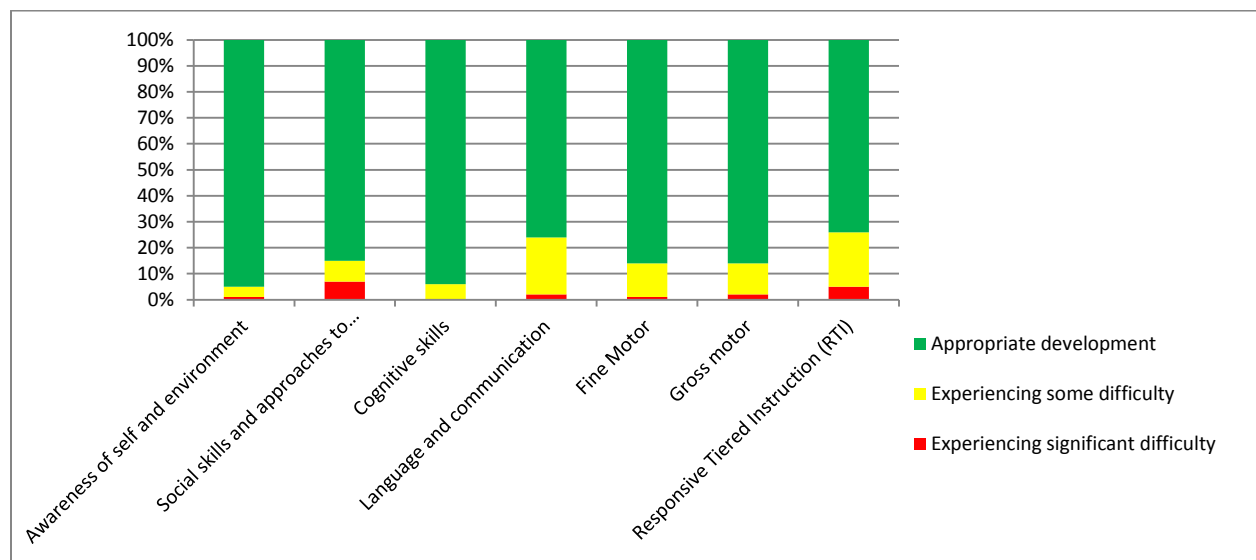
**Combined 2014 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	Timberlea Public 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	Excellent	Safe and Caring	91.9	87.2	88.1	89.1	89.0	88.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.7	75.6	76.9	81.3	81.5	81.1	High	Maintained	Good
		Education Quality	91.7	88.1	91.4	89.2	89.8	89.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.2	88.0	85.3	74.0	75.3	75.5	High	Maintained	Good
		PAT: Excellence	20.9	27.0	27.1	19.0	19.1	19.6	High	Maintained	Good
		Work Preparation	81.9	62.6	74.7	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	90.2	76.6	81.4	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	85.0	72.0	75.8	80.6	80.3	80.0	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	86.7	71.6	80.7	79.8	80.6	80.2	Very High	Improved	Excellent

## Goal One: An excellent start to learning

*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

### Early Years Evaluation (EYE) – Timberlea Public School, Kindergarten, Spring 2014



### Comment on Results

- The ECDP results for this year show that all areas have about the same percentage of children showing success in all areas and about the same percentage of children showing difficulty in all areas assessed. The areas of most concern were cognitive and physical development skills.
- When compared to Kindergarten results, all areas showed improvement but still a percentage in each category showing difficulties.
- The comparison between fall 2013 and spring 2014 showed significant improvement but still showed concern in cognitive and approaches to learning.

### Strategies

- There will be a focus on teaching both the name of the letter and the sound as the kindergarten teachers observed that the children are more comfortable with one but the assessment includes both.
- Staff will continue to include sequencing of daily events, stories, routines in our daily programs.
- ECDP will address gross motor skills by ensuring that a station is set up for each monthly rotation that addresses core strength, balance and stability, ball skills, opposition movement and crossing the midline as well as have one in class activity per day on the days we do not have gym.
- Increase vocabulary and comprehension through stories, non-fiction books, centre activities, play and special projects.

## Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.1	82.1	85.8	88.0	82.2	90	High	Maintained	Good	90	91	92
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.2	23.2	31.1	27.0	20.9	28	High	Maintained	Good	28	29	30

Course	Measure	Timberlea Public School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
		N	%	N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	86	91.9	90	88.9	45,704	81.9	43,581	82.7
	Standard of Excellence	High	Maintained	Good	86	17.4	90	20.5	45,704	17.6	43,581	17.5
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	86	77.9	90	81.0	45,617	73.5	43,599	73.8
	Standard of Excellence	Very High	Maintained	Excellent	86	31.4	90	24.8	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Intermediate	Declined	Issue	86	79.1	90	85.6	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	86	29.1	90	34.0	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	86	75.6	90	81.3	45,593	70.4	43,540	72.3
	Standard of Excellence	Intermediate	Declined	Issue	86	16.3	90	26.8	45,593	16.6	43,540	19.0

CAT-4: Grades 1, 2, 4 & 5; PAT - Grades 3 & 6														
SUBJECT AND GRADE	PARTICIPANTS	ENROLLED	RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE											
			PARTICIPATION RATE (%)				ACCEPTABLE STANDARD (%)				STANDARD of EXCELLENCE			
			SCHOOL RATE	FMPSD RATE	AB RATE	SCHOOL Minus AB	SCHOOL RATE	FMPSD	Canada /AB	SCHOOL Minus Can/AB	SCHOOL RATE	FMPSD	Canada /AB	SCHOOL Minus Can/AB
Gr. 2 (CAT-4 level 12)														
Total Reading	19	19		78.1%		89.5	70.5	66	23.5	36.8	26	23	13.8	
Total Writing	19	19		79.5%		84.2	73.8	66	18.2	26.3	21.4	23	3.3	
Total Math	18	19		78.7%		94.4	77	66	28.4	66.7	23	23	43.7	
Gr. 3 (CAT-4 level 13)														
Total Reading	84			78.1%		86.9	80.5	66	20.9	44	33.2	23	21.0	
Total Writing	85			79.5%		76.5	70.5	66	10.5	24.7	21.7	23	1.7	
Total Math	86			78.7%		81.4	76.4	66	15.4	26.7	21.6	23	3.7	
Gr. 4 (CAT-4 level 14)														
Total Reading	82			95.8%		87.8	83.2	66	21.8	42.7	35.3	23	19.7	
Total Writing	81			95.6%		88.9	88.8	66	22.9	43.2	34.1	23	20.2	
Total Math	82			95.1%		96.3	92	66	30.3	43.9	30.8	23	20.9	
Gr. 5 (CAT-4 level 15)														
Total Reading	87			94.2%		90.8	90.7	66	24.6	42.5	46.6	23	19.5	
Total Writing	86			95.3%		84.9	91.7	66	18.9	20.9	27.4	23	-2.1	
Total Math	86			93.0%		86	88.1	66	20.0	36	28.5	23	13.0	

CAT-4 Legend	
>10% above Can avg	Blue
5-10% above Can avg	Light Green
5% below to 5% above Can Avg	Yellow
5-10% below Can avg	Light Orange
<10% below Can Avg	Red

## Comment on Results

- While at or above the province in Standard of Excellence and Acceptable Standard in all grade 6 PATs, with the exception of English Language Arts, the results have declined slightly from 2013.
- In grade three, students SLA showed strengths in Numeracy by showing a strategy and adding to 75.
- An area for growth in the grade three SLAs was for students to find the math in a picture and to decide what problems or decisions needed to be made based on the picture, and to self-reflect with a justification.
- In literacy, the SLA showed strength in using pictures and words.
- The literacy SLA showed students are working on making a plan, using connecting words, and using a topic sentence.
- Overall, students in all grades did well in CAT4 and only fell beneath the province on one subtest.
- Areas for growth in division one: writing conventions, computation and estimation. For division two: Computation and estimation, vocabulary, and writing conventions. Specifically in grade six, students showed a need for improvement in informational reading, poetic and narrative, and functional writing.

## Strategies

### Early Learning

See Goal #1 - An excellent start to learning (*Outcome: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*)

### Division One

**GOAL #1:** Students will improve performance when answering multiple choice questions.

#### *Strategies*

- Once a month, students will analyze writing samples for convention errors and choose the correct response from a multiple choice format.
- Teachers will provide frequent opportunities to make cross-curricular exposure to multiple choice questions

**GOAL #2:** Based on the SLA data, students will improve their writing quality and engage their reading audience.

#### *Strategies*

- Make a Plan- Prompt students to ask questions and think of a variety of ways to communicate and find answers: What do I need to know to move forward? Where can I find answers to my questions? How can I communicate my ideas?
- Topic Sentence- Brainstorm sentence starters for all writing activities. Example: provide a picture prompt and generate a list of student choices where students choose the best topic sentence from a multiple choice format. Students will justify their choice.
- Connecting Words- Teach and model writing sentences using connecting words (and, so, therefore,...)
- Details- Teach and model 6+1 Write Traits emphasizing ideas and word choice.

**GOAL #3:** Teachers will frequently model and prompt students to think about their thinking (metacognition), verbally justify their responses, and eventually record their thinking in writing.

*Strategy*

- Going deeper into their thought processes: asking questions, monitoring understanding, self-reflection

**GOAL #4:** Teachers will provide opportunities for mental estimation practice and computation with 1 and 2 digit facts.

*Strategy*

- Teach grade appropriate strategies using benchmarks and number awareness. Provide ample opportunities for students to improve number fluency (bell work, math games, number of the day, flashcards, bingo)

Division Two

**GOAL #1:** Teacher will provide opportunities to practice basic math skills

*Strategy*

- Basic math fact practice - fluency, math journals with real-life math situations, picture prompts, Problem of the Week created by students allowing students to make a deeper real-life connection with math.

**GOAL #2:** Teachers will provide increased a) exposure and practice with paragraph structure while focusing on capitalization and punctuation. b) exposure to multiple types of reading texts including poetry, informational and narrative.

*Strategies*

- Writing strategies, paragraph of the week, peer editing and revising (keyboarding), purposeful writing (publishing, blogging, Edmodo), focus on quality vs. quantity, daily conventions practice, guided writing
- Reading Strategies: student-led reading and following directions, use different forms of texts for modeled reading with a focus on key features for different texts (newspapers, menus, music lyrics, magazines, advertising, blogs), think alouds, emphasizing WHY things we read are important/significant

Learning Support (All divisions)

*Strategies*

- Teachers working with the Learning Team will continue to assist in providing interventions and progress monitoring for students, two grade levels or more below in Literacy and Numeracy within the classroom.
- **Literacy** - Words their Way, Imagine Learning, Levelled Literacy Intervention, Key Links, Writing Prompt samples, CAT-4, Running Records, Student Learning Assessments
- **Math** - Leaps and Bounds, Mathletics, Math Profile Assessments, CAT-4, Student Learning Assessments
- The learning support team, which includes LAC, literacy/numeracy support are responsible for organizing student reading data that targets student reading levels



- For students who fall in the “red” (two or more grade levels below) targeted intervention strategies listed above are being implemented.
- For students who fall in “the yellow” (one year or less behind grade level expectations) the teacher with assistance from the learning support team, analyzes the Fountas and Pinnell running record to strategically target student needs in fluency, comprehension, vocabulary, and accuracy in guided reading.

*Outcome: Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.2	85.4	82.3	76.6	90.2	92	Very High	Improved Significantly	Excellent	92	93	94
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.	76.8	81.0	80.5	62.6	81.9	83	High	Maintained	Good	83	84	85

### Comment on Results

- Significant improvement in “overall” from 2013 to 2014 (Active citizenship **76.2%>90.2**; Preparation for world of work **62.6%.81.9%**)
- Parents perception that their child is taught attitudes that make them successful at work when he or she leaves school (Significant improvement from 2013 38% to 79% satisfied or very satisfied)
- Students model the characteristics of active citizenship . (Significant improvement in parents’ perceptions on all survey items. (Children help reach other **43% > 78%**; Students respect each other **43% > 80%**; Child encouraged to do his or her best at school **57% > 90%**)
- Similar improvement in student’s responses re: modeling characteristics of active citizenship (Most students follow the rules **57%>83%**; Most students help each other **61% > 92%**; Students respect each other **66% > 88%**.)
- Child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime (Significant improvement in parent response **38%>82%**.)
- The number of grade four parents completing the Accountability Pillar survey increased significantly from **13 in 2013 to 41 in 2014**. The percentage of respondents is still only at approximately **50%** .

### Strategies

- Strategies to improve response rate among parents will continue to include strategically sending reminders around the time parents receive their survey from Alberta Ed., providing reminders and an opportunity during our PTIs in February for parents to complete the survey.
- To inform parents of the many initiatives that are happening at Timberlea, we will continue to work to improve our use of media including social media to get the word out. Our Facebook page, Twitter, School Website, electronic sign and e-mail correspondence with parents will highlight the many things that are occurring at the school.
- With Facebook and Twitter now established, the focus must now turn to maximizing the use of our school website to further get the message out. The website will be regularly (at least twice weekly, more as necessary) updated. Furthermore, each teacher will be encouraged to have a presence on the webpage through their teacher page.
- Continue to promote through the use of various media Timberlea Helping Hands Supports the Community initiatives, where we highlight the many things that Timberlea staff and

students do (ie. MS read-a-thon, food drives, Jump rope for heart, Centre of Hope, SPCA fundraisers, etc.)

- An updated Timberlea at a Glance brochure (originally distributed in 2010) will be distributed using a variety of means, both in paper and electronic form to our entire school community. This will also be presented through some professionally created banners prominently displayed around the school.

*Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.2	85.2	66.7	86.1	*	88	*	*	*	88	89	90
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).	3.7	7.4	9.1	11.1	*	14	*	*	*	14	15	16

### Comment on Results

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

These comments are based on data from the 2013 AP reports and PAT testing.

It should be noted however that there was a general improvement in many of these areas based on all respondents. It would be reasonable to assume that improvement should also be true of the FNMI population.

- It would also be fair to assume that the same concerns with regards to the data from PAT and CAT 4 testing would also be true of the FNMI population.
- In the area of citizenship, there was a decline among parents, teachers and students in the items relating to students helping and respecting each other. In the items regarding students helping the community and trying their best, all three groups saw overall improvement from last year. (***There was a significant improvement in this indicator in the entire population for 2014***)
- With regards to being taught attitudes and behaviours that make them successful at work when they finish school, there was a significant decline in parents positive responses from last year, from 71 % to 38%, teachers responses remained high and much the same as last year (90% to 87%) . (*There was a significant improvement in this indicator in the entire population for 2014*)

### Strategies

#### Academic

- FNMI students will be provided with ongoing academic support: by classroom teachers, LAC, and Family Liaison
- Seek opportunities to infuse FNMI content into curriculum and instruction
- RARA – incentive for academic success. School nominees are recognized at school level with certificate and name on a perpetual plaque.
- With collaboration of teachers and administration, FNMI Liaison will follow up on attendance issues of FNMI students

#### Social

- Collaborative efforts between FNMI liaison, family liaison, and school counsellor (activity club, Student Support Team, engagement with students)
- Family Liaison – support to families and students (in-home visits, etc)

#### Cultural Awareness

- Atrium bulletin board display maintained with FNMI related resources
- Celebrations and visitors to school to share culture (ie drummers, trappers, etc..)
- Continue to develop partnerships within the community
- Aboriginal Awareness Week – School wide focus on this event with all grade levels exposed to a variety of FNMI related activities

## Goal Three: Quality teaching and school leadership

*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		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.0	79.6	75.5	75.6	79.7	81	High	Maintained	Good	81	82	83

### Comment on Results

- Overall results have improved somewhat from 2013 to 2014, up **75.6%>79.7%**
- In three program areas, there was a slight decline in parental satisfaction with the opportunities their child has in these areas. (In art, down **79%>74%**, **with 10% unsure**; Computers down **79%.75%**, **with unsure 15%**; Drama down **31%>36%**, **with a startling 49% who didn't know**. Through discussions with staff and Parent Council, it was felt that two things may have contributed to these numbers. (1) Parents are often not aware of the classroom art that is being done, highlighting the need for improved communication by teachers with parents, about what is happening in school. (2) In the case of drama, it was felt that the fact that the survey was done couple of months before a large scale drama production involving all students, would certainly have contributed to the poor perception. Another question arose as to what parents perceive as drama. Would they equate a full scale musical production to a dramatic production? Interestingly, students responded similarly low to the question regarding drama, though it had improved from **50%>67%** from 2013-2014. In every other specific subject area except physical education (**100%>83%**), students responded with **100% satisfaction**.
- Parents satisfaction with the accessibility, effectiveness and efficiency of programs and services for students showed improvement in all survey items. School library, up **64%>89%**; Literacy support, up **50%>67%**; and special support the child has received at school at **100%**. Not surprisingly, the two items targeted at grade 7 and 10 parents drew a large number of “don't know's”, and many questions as to why such questions remain on a survey for parents of grade 4 students. Students' responses to items in this section were high and improving. Getting help you need with reading and writing improved from **88%>90%** and getting help in the school library improved from **83%>94%**.
- Teachers' perception on professional development and in-servicing from the school authority, as reflected on the survey items, has declined slightly in all items. Been focused on the priorities of the jurisdiction, down **93%>91%**; Effectively addressed professional development needs, down **83%>79%**; Significantly contributed to on-going professional development, down **80%>76%**.

## Strategies

- While Timberlea has had a long tradition of excellent Drama presentations, often in the form of musicals it was felt that we must ensure we refer to each production as a 'drama' production as we promote it with our school community and students. Continued commitment to Healthy Eating / Active living through APPLE schools and implementation of the Healthy School Guidelines
- A new initiative referred to as the Wolf Pack (consistent with our mascot, Timmy the Timberwolf) is currently being introduced. Through this program, staff will ensure that every student in school has at least two adults that they have a positive connection with, so as to ensure that they don't "slip between the cracks". Initially, a wolf head with each child's name on it will be placed in the staffroom, with staff members having a current connection with the child signing that wolf head. As each wolf head receives at least two names, it will then be placed into the "wolf den". Where less than two staff members have signed any child's wolf head, a staff member will then take responsibility for adding their name to that child's wolf head and making a positive connection with that child.
- Continue to promote our Fine Arts Family Night, Multi-cultural Night/Week, and Aboriginal Awareness Week, of which a major component is student performance.
- Continue with Public awareness of what is happening at school through the webpage, Newsletters, Timberlea at a Glance, Facebook, Twitter, electronic sign, etc.
- Teachers will be asked to ensure that in their communication with parents, whether through, blogs, letters or teacher pages on our website, they share things, such as art projects, that are being done in their classrooms and that students may not necessarily share with their parents. As with drama, it is further suggested that care be taken to refer to 'art' in the classroom, as opposed to simply crafts.
- Continue with SASP, full time counselor, Peace-Makers. PALS, Sports Leaders.

## Goal Four: Engaged and effective governance

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	80.9	74.4	72.0	85.0	86	Very High	Improved	Excellent	86	87	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	92.9	93.3	88.1	91.7	93	Very High	Maintained	Excellent	93	94	95

### Comment on Results

- Overall results have improved from 2103 to 2014. (Satisfaction with parental involvement with decisions up significantly from **72%>85%** and satisfaction with quality of basic education up slightly from **88.1%>91.7%**.)
- Specifically, parents felt that their child finds his or her work interesting increased from **57%>90%**, conversely, parents perception of whether their child found school work challenging declined from **79%>62%**. A discussion with our Parent Advisory Council about the decline in the percentage of students finding their work challenging, brought into question the wording of the survey item, and the possibility that a misperception may exist whereby parents equate challenging work with work that is too difficult for their child. Parents who feel that their child is doing well at school may not necessarily feel that work is challenging.
- In the section about satisfaction about parental involvement in decisions about their child's education, all survey items showed significant improvement in the parental responses. (To what extent are parents involved in decisions about their child's education up from **77%>87%**; Extent that parents are involved in decisions at their child's school up from **46%>63%**; Satisfaction that input at their child's school is considered up **33%>68%**; Satisfaction that parents have the opportunity to be involved in decisions about their child's education up **38%>78%**; Satisfaction that parents have the opportunity to be involved in decisions at their child's school up **54%>76%**)

### Strategies

- School Council and Parent Council are committed to continuing to encourage parents to get involved.
- Continue to work with School Council and PAC to explore ways to increase meaningful parental involvement in the school.
- Survey proposed by Superintendent will be helpful in garnering valuable feedback on many issues related to education at the school and district level, and will hopefully contribute to parents feeling that their voices are being heard.
- Continue to work with School Council, PAC and colleagues at Timberlea and other schools to identify ways that the number of grade 4 parent respondents can be increased.
- Provide incentives for students/families to encourage them to complete Accountability Pillar survey.
- Promote completion of Accountability Pillar survey through a variety of means as discussed earlier.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2015	2016	2017
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.	90.7	89.1	88.1	87.2	91.9	93	Very High	Improved	Excellent	93	94	95
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.	74.4	86.9	83.5	71.6	86.7	88	Very High	Improved	Excellent	88	89	90

### Comment on Results

- Overall results have improved from 2103 to 2014. (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 increased from **87.2%**>**91.9%**; Agreement that school and schools in their jurisdiction have improved or stayed the same the last three years showed an increase from **71.6%**>**86.7%**)
- There was improvement in parent responses to all survey items in safety and caring school section with the exception of one item. The survey item “Your child feels safe on the way to and from school” showed a significant decline from **100%**>**85%**. Through discussions with staff and Parent Council, it was queried as to whether the incidents involving alleged stranger danger in our city at the time of the administration of the parent survey may have contributed to this decline. All other items in this section showed improvement on the parent survey. Students treat each other well, up **71%**>**85%**; Teachers care about your child, up **79%**>**93%**; Child is safe at school, up **93%**>**98%**; Child is treated fairly by adults at school, up **79%**>**88%**.)
- Student responses to the items in the safe and caring section of the survey all showed improvement. Are you treated well at school, up **86%**>**90%**; Do other students treat you well, up **73%**>**82%**; Do you feel safe at school, up **80%**>**90%**; Do you feel safe on your way to and from school, up **78%**>**83%**, and Do your teachers care about you up **89%**>**99%**.
- Responses in the section of the survey about whether schools in our jurisdiction have improved in the last three years showed significant improvement in parents’ perception, up **50%**>**92%**. Teachers’ perception remained consistent at 72%
- In a particularly important question to students, “Are you proud of your school?” there was also an improvement from **91%**>**96%** of students agreeing.

## Strategies

- Creating a safe and caring school environment continues to be a priority at Timberlea Public School.
- In the last school year, we were honoured to become a member school of Peaceful Schools International. As one of 350 schools from more than 30 nations and the only school in Fort , we are committed to promoting peace at the school, local and international level. The Peaceful Schools International Flag will be hung in a prominent place in the school as part of an official ceremony to be held in November.
- Once again in the 2014-15 school year all students and staff at Timberlea Public School have pledged to “Take a Stand – Lend a Hand” in an attempt to eliminate bullying, with a variety of anti-bullying initiatives throughout the year, directed and organized by a committee made up of students and teachers.
- Continue to reinforce the school’s commitment to TRIBES. Consistent use of TRIBES in the classroom has proven in the past to promote a sense of belongingness.
- Friends and Fun Friends program will be continued, along with a number of other emotional health and safety programs such as Be Safe and Who do you Tell, so that every grade level is receiving support in the area of mental health.
- In the 2012-13 school year, Timberlea Public School introduced a program called “Empathy for the Aging”, in which senior citizens come into the school to read with students on a weekly basis. We are in the process of attempting to get this program up and running once again in the 2014-15 school year. This very successful program will continue.
- Continue to promote our Fine Arts Family Night, Multi-cultural Night/Week, and Aboriginal Awareness Week, of which a major component is student performance.
- Each of our student-led monthly virtues assemblies will incorporate an anti-bullying message, along with the highlighted virtue.
- Continue with SASP, full time counselor, Peace-Makers. PALS, Sports Leaders.

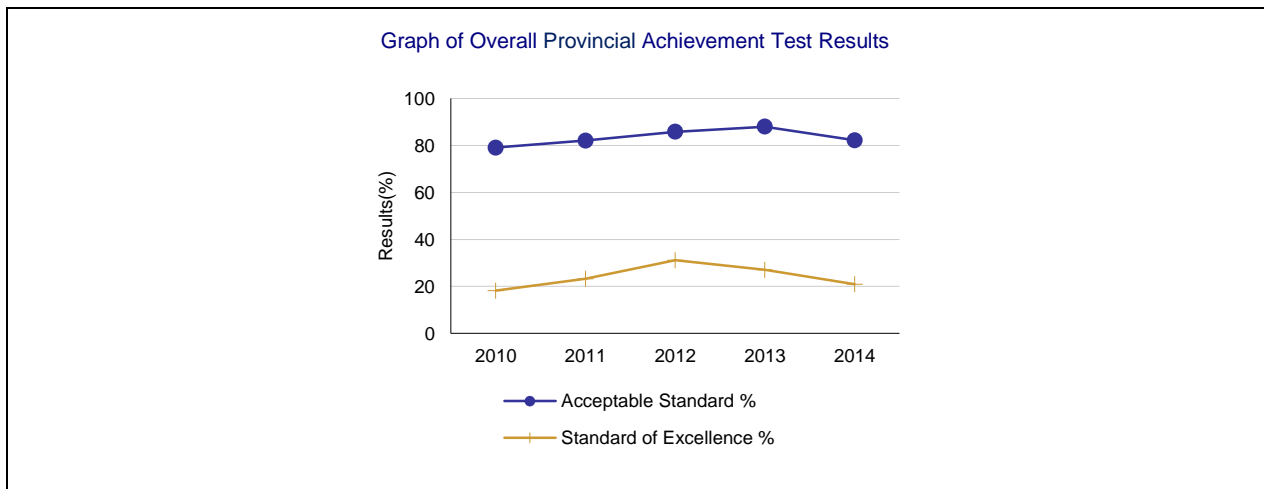
## **APPENDIX – Measure Details**

## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	83.5	11.0	91.6	14.5	90.4	19.1	89.4	20.2	n/a	n/a		
	Authority	82.3	14.7	88.3	19.9	88.2	30.6	88.5	23.7	n/a	n/a		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
Mathematics 3*	School	n/a	n/a	86.7	25.3	81.9	34.0	86.2	31.9	n/a	n/a		
	Authority	n/a	n/a	84.8	29.5	85.1	38.2	84.2	29.3	n/a	n/a		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	School	88.0	16.0	89.0	19.5	87.6	25.8	90.0	16.0	91.9	17.4	94	20
	Authority	86.2	13.8	81.9	19.0	84.5	20.3	88.0	13.7	84.5	15.2		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
Mathematics 6	School	n/a	n/a	76.8	28.0	83.1	22.5	83.0	24.0	77.9	31.4	85	25
	Authority	n/a	n/a	74.7	22.3	78.5	17.7	73.7	17.3	73.8	15.0		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	76.0	20.0	78.0	26.8	89.9	37.1	89.0	38.0	79.1	29.1	90	40
	Authority	75.5	19.7	74.5	23.6	82.5	28.9	78.4	20.8	72.3	15.6		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	73.3	18.7	79.3	23.2	79.8	30.3	85.0	27.0	75.6	16.3	87	30
	Authority	69.9	12.9	71.7	17.8	73.1	21.2	75.3	16.4	62.8	8.4		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		

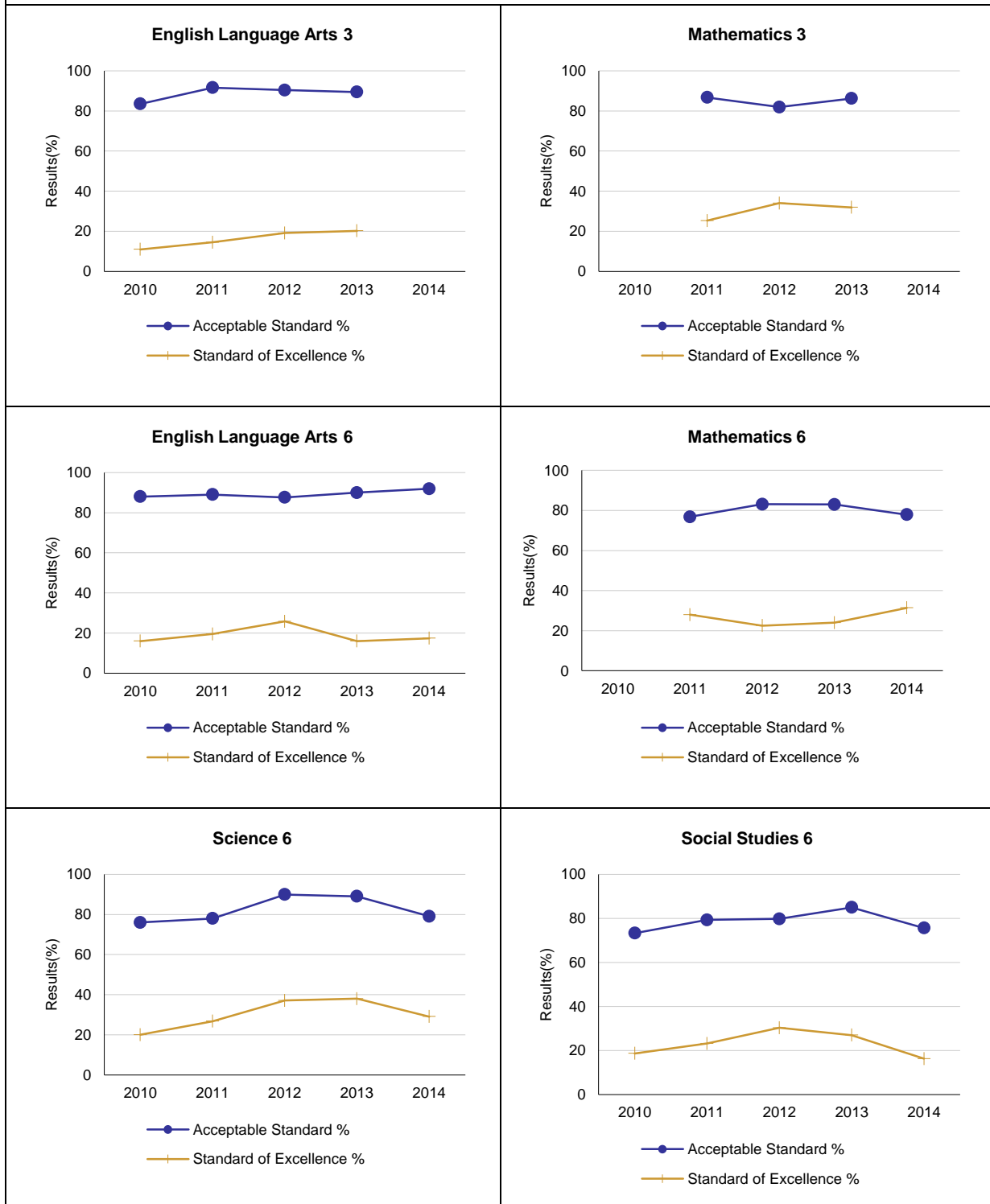
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



Note: 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.

Graph of Provincial Achievement Test Results by Course



Note: 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 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. School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Timberlea Public School						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	90	90.5	16,235	78.0	44,576	81.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	90	17.9	16,235	15.3	44,576	18.6
Mathematics 3*	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	90	84.9	16,202	74.0	44,562	76.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	90	30.4	16,202	25.1	44,562	25.7
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	86	91.9	90	88.9	45,704	81.9	43,581	82.7
	Standard of Excellence	High	Maintained	Good	86	17.4	90	20.5	45,704	17.6	43,581	17.5
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	86	77.9	90	81.0	45,617	73.5	43,599	73.8
	Standard of Excellence	Very High	Maintained	Excellent	86	31.4	90	24.8	45,617	15.4	43,599	17.0
Science 6	Acceptable Standard	Intermediate	Declined	Issue	86	79.1	90	85.6	45,608	75.9	43,551	77.2
	Standard of Excellence	High	Maintained	Good	86	29.1	90	34.0	45,608	24.9	43,551	26.4
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	86	75.6	90	81.3	45,593	70.4	43,540	72.3
	Standard of Excellence	Intermediate	Declined	Issue	86	16.3	90	26.8	45,593	16.6	43,540	19.0

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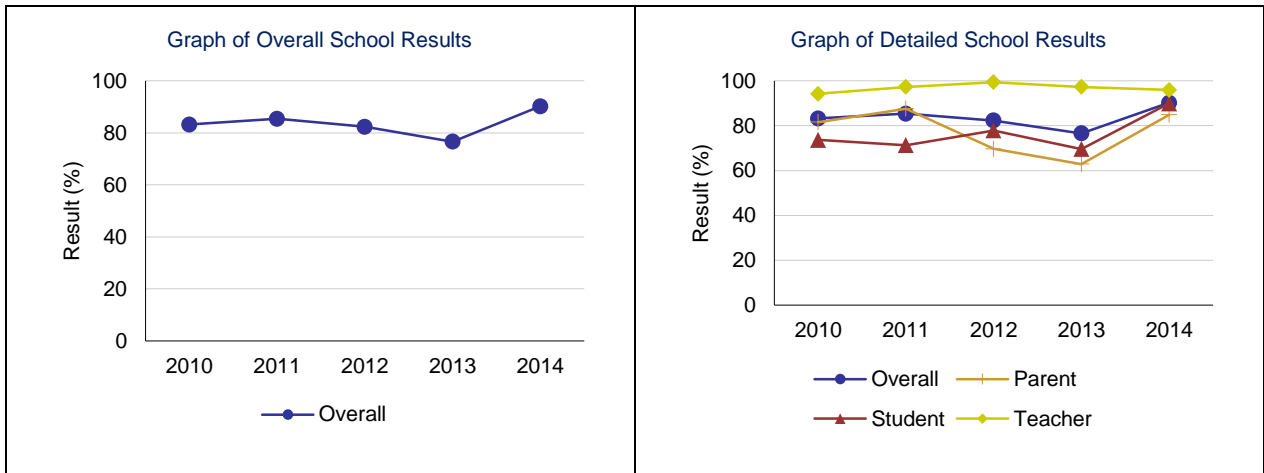
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

### Citizenship – Measure Details

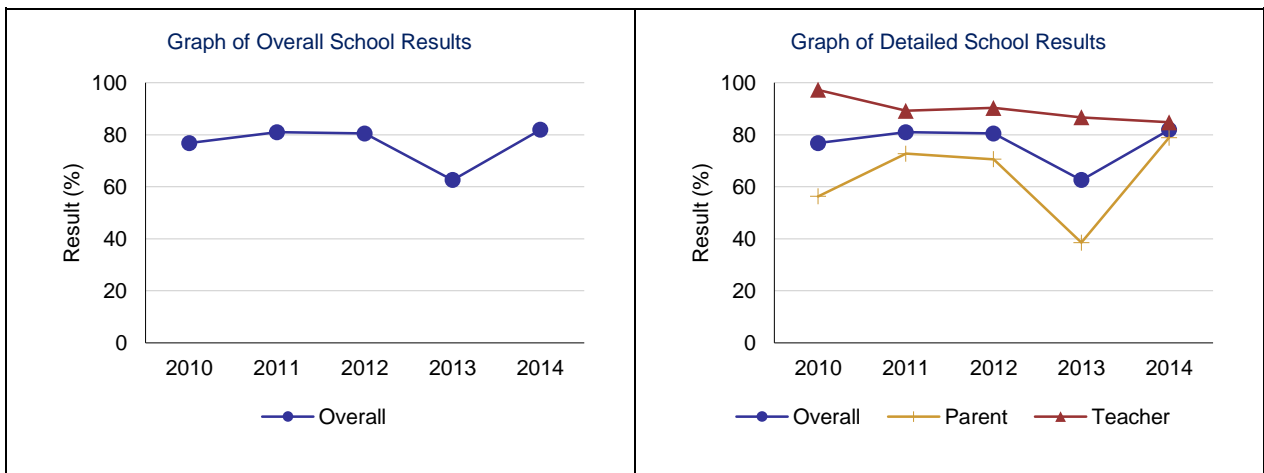
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.2	85.4	82.3	76.6	90.2	79.3	80.8	80.1	82.2	80.9	81.4	81.9	82.5	83.4	83.4
Teacher	94.2	97.3	99.4	97.3	95.9	90.1	93.3	91.5	93.7	95.6	93.0	92.7	93.1	93.6	93.8
Parent	81.6	87.6	69.7	62.9	84.9	77.4	77.9	77.9	79.3	80.7	78.5	78.6	79.4	80.3	81.9
Student	73.7	71.3	77.9	69.6	89.9	70.5	71.3	70.8	73.6	66.5	72.7	74.5	75.0	76.2	74.5



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 an increase 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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	76.8	81.0	80.5	62.6	81.9	79.3	78.7	77.2	79.6	83.0	79.9	80.1	79.7	80.3	81.2
Teacher	97.3	89.2	90.3	86.7	84.8	89.8	87.4	87.7	89.8	89.3	90.0	89.6	89.5	89.4	89.3
Parent	56.3	72.7	70.6	38.5	78.9	68.9	70.0	66.7	69.4	76.8	69.8	70.6	69.9	71.1	73.1

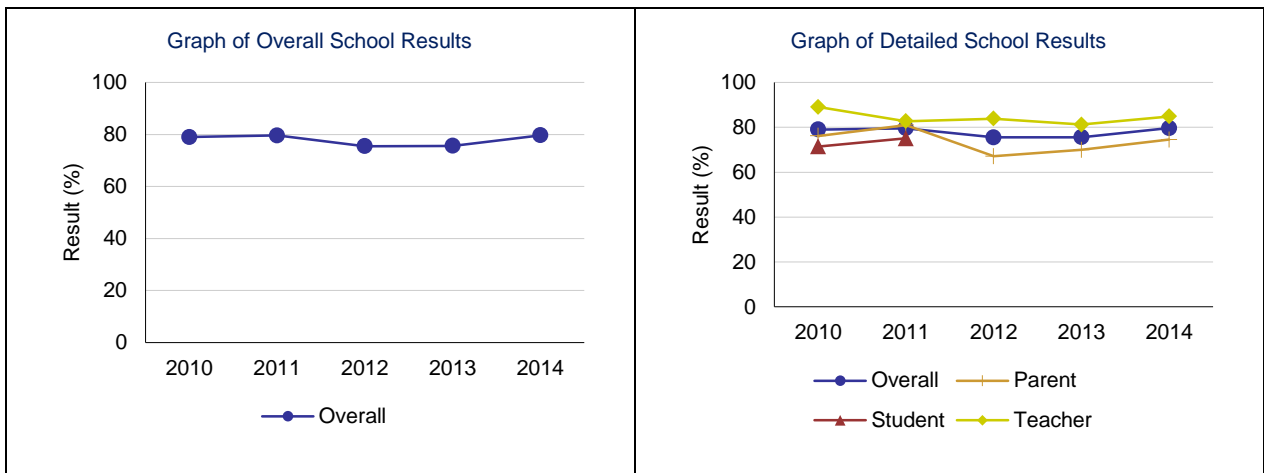


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### 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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.0	79.6	75.5	75.6	79.7	78.6	79.6	80.8	78.5	79.2	80.5	80.9	80.7	81.5	81.3
Teacher	89.1	82.7	83.9	81.2	84.9	85.9	85.6	86.2	83.0	87.0	87.7	87.6	87.3	87.9	87.5
Parent	76.2	81.0	67.1	70.0	74.5	76.6	75.3	80.1	76.4	76.1	78.0	78.3	78.1	78.9	79.9
Student	71.5	75.1	n/a	n/a	n/a	73.5	77.8	76.2	76.2	74.5	75.9	76.9	76.9	77.8	76.6

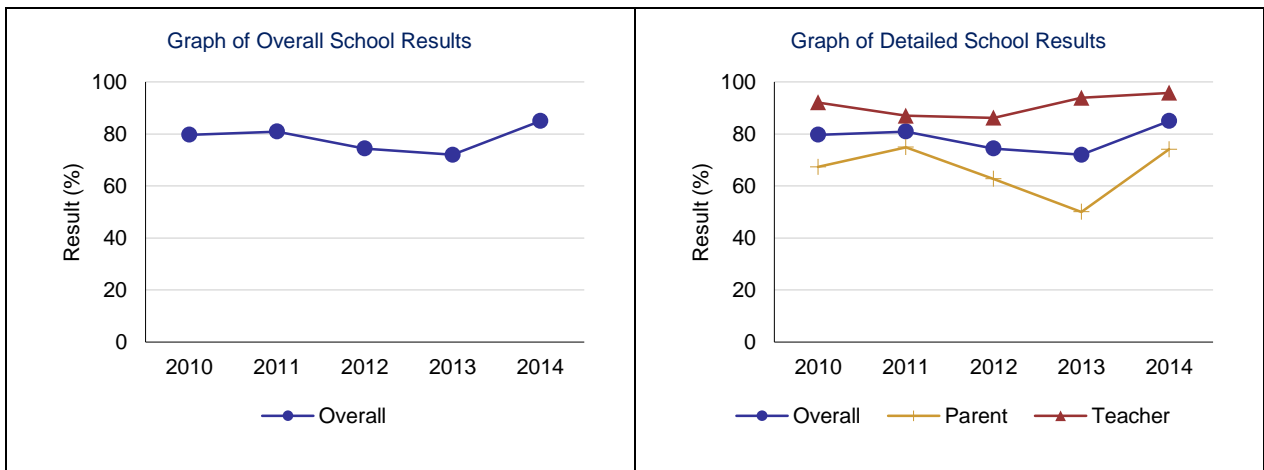


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### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	79.7	80.9	74.4	72.0	85.0	78.4	83.4	77.4	81.1	84.3	80.0	79.9	79.7	80.3	80.6
Teacher	92.1	87.0	86.2	93.9	95.8	87.2	90.1	88.5	87.7	90.6	88.6	88.1	88.0	88.5	88.0
Parent	67.3	74.9	62.7	50.0	74.1	69.5	76.8	66.2	74.4	78.1	71.3	71.7	71.4	72.2	73.1



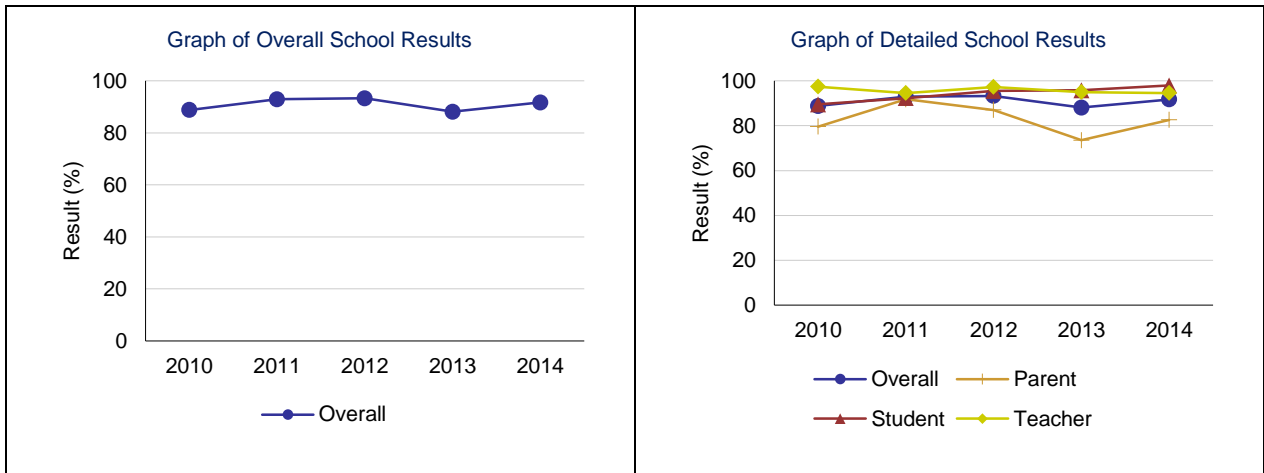
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## Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	88.8	92.9	93.3	88.1	91.7	86.9	89.0	87.4	89.2	88.2	89.2	89.4	89.4	89.8	89.2
Teacher	97.4	94.6	97.3	95.0	94.6	94.2	94.9	95.0	96.0	97.1	95.6	95.5	95.4	95.7	95.5
Parent	79.6	91.8	87.0	73.5	82.6	79.6	83.6	80.5	82.9	83.9	83.9	84.2	84.2	84.9	84.7
Student	89.5	92.3	95.5	95.8	97.9	86.9	88.5	86.6	88.6	83.7	88.2	88.5	88.6	88.7	87.3

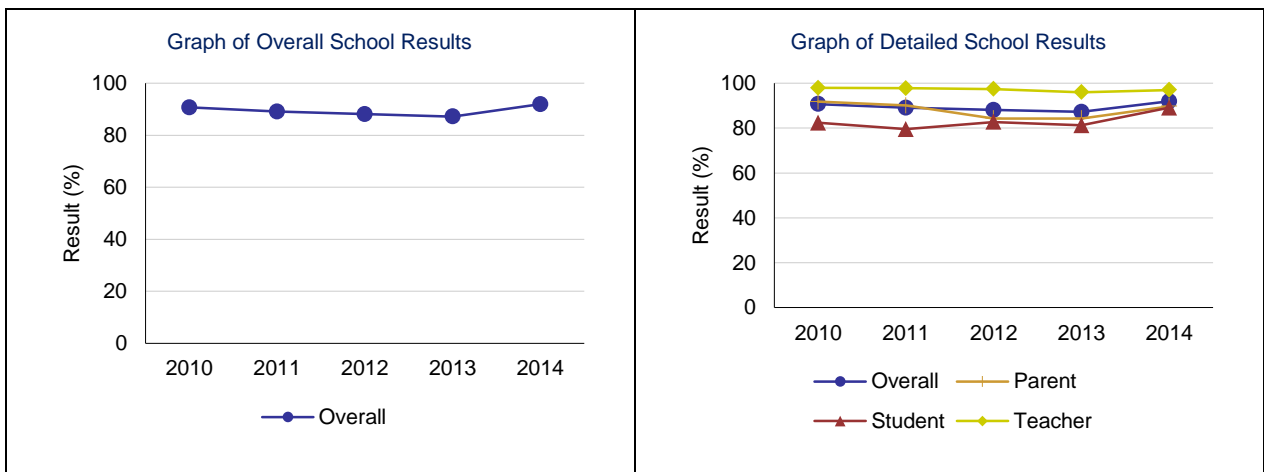


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## Safe and Caring – Measure Details

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	90.7	89.1	88.1	87.2	91.9	87.0	87.5	86.0	88.7	86.8	87.6	88.1	88.6	89.0	89.1
Teacher	97.9	97.8	97.4	96.0	97.0	93.1	95.1	94.9	94.8	96.9	94.4	94.5	94.8	95.0	95.3
Parent	91.8	90.1	84.3	84.3	89.7	85.2	85.8	84.1	87.7	86.0	86.1	86.6	87.4	87.8	88.9
Student	82.4	79.5	82.7	81.2	89.1	82.5	81.7	79.0	83.6	77.5	82.2	83.3	83.7	84.2	83.1

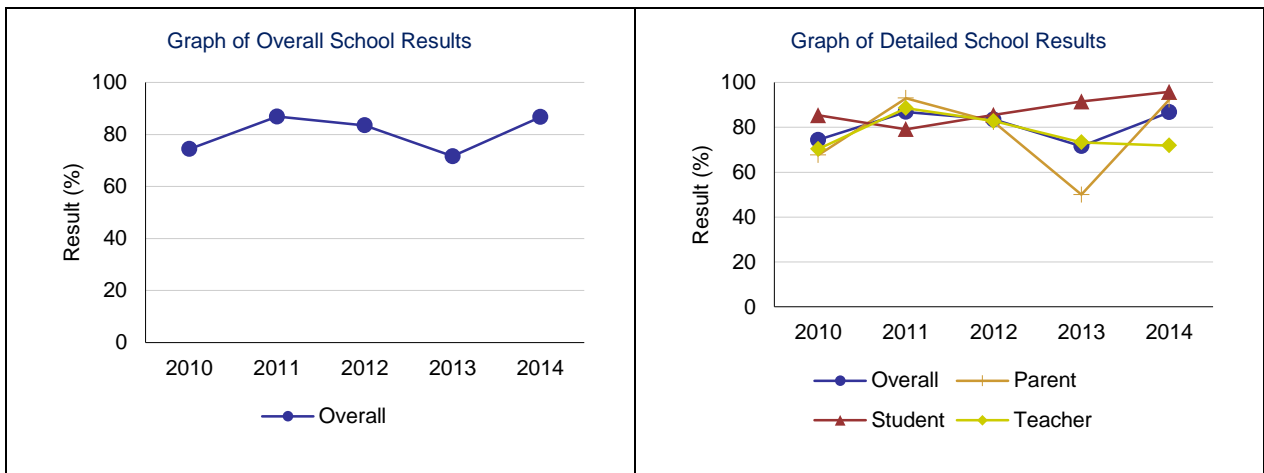


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### School Improvement – Measure Details

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	74.4	86.9	83.5	71.6	86.7	76.1	82.7	80.5	80.6	81.7	79.9	80.1	80.0	80.6	79.8
Teacher	70.3	88.6	82.8	73.3	71.9	73.4	80.9	77.5	75.8	84.3	80.8	80.1	81.1	80.9	81.3
Parent	67.6	93.0	82.4	50.0	92.3	71.3	83.3	80.6	79.1	81.6	77.0	77.3	76.2	77.9	77.0
Student	85.4	79.2	85.5	91.5	95.8	83.6	83.8	83.4	86.9	79.2	81.8	82.9	82.7	82.9	81.2



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