

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for
Public/Separate/Francophone Schools

Dr. Folkins Community School



Mission Statement

*Dr. Folkins Community School is a safe caring collaborative environment,
dedicated to student learning and success.*

Mantra

A Community that Cares about Success!

Dr. Folkins Community School – Assurance Elements and Goals for 2019-2020

The areas that Dr. Folkins School will be working on are:

1. Students apply knowledge, understanding and skills in a variety of real-life contexts and situations based on student learning outcomes and competencies as outlined in the Alberta Program of Studies.
2. Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills.
3. Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.

These are three areas that based on APORI results, Our School Survey Data that need to be addressed.

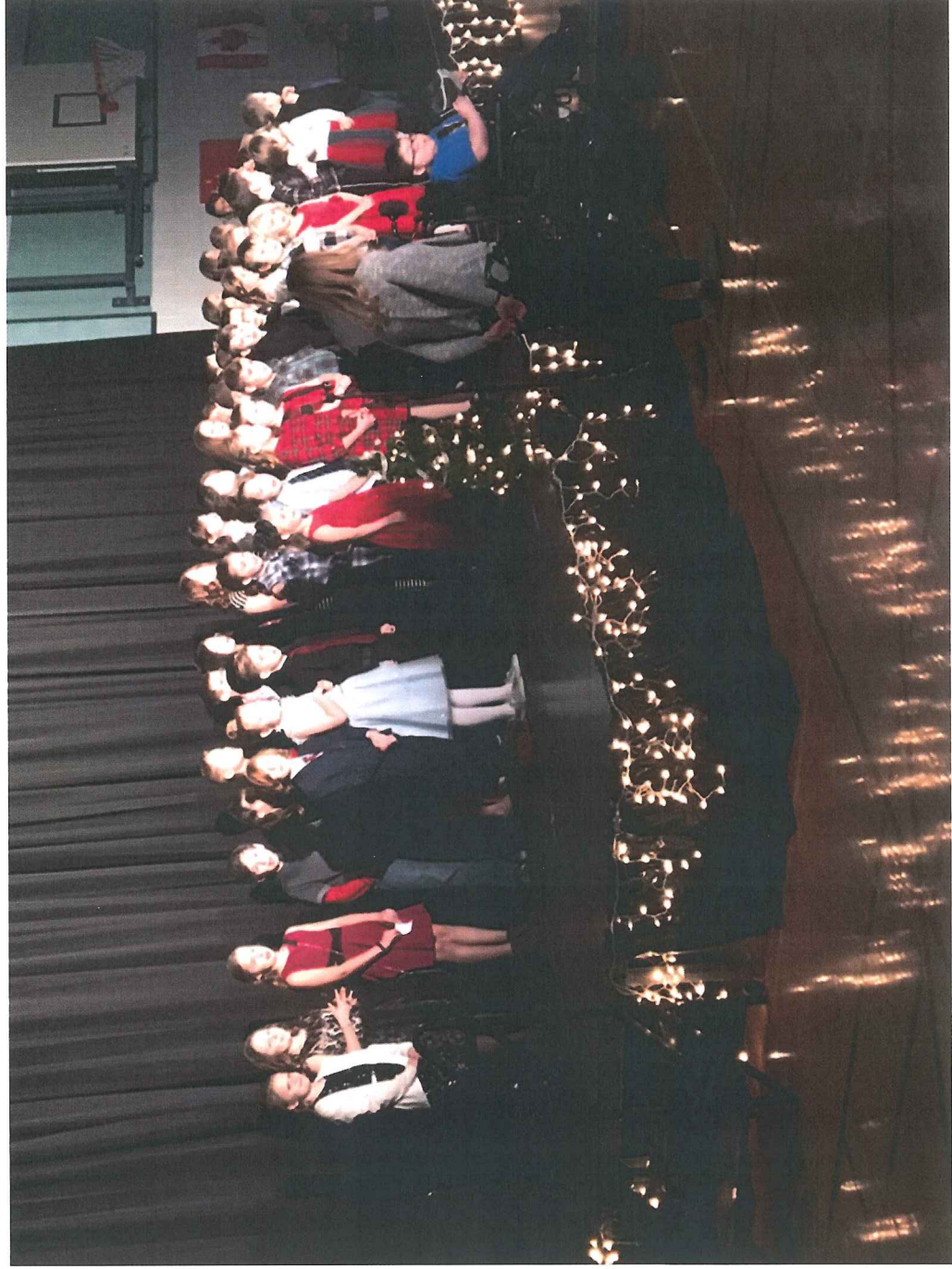
Some strategies that will be used are making sure our students are connected with outside agencies such as Alberta Health Services, Mental Health Practitioners, and Social Emotional Coaches. In house services will include Inclusive Learning the Optimal Learning Coaches. Working as a team to build resiliency in the students.

Academic strategies will include math workshops and training for teachers, working on writing skills, and using technology to help scaffold skill development of the students at different levels using adaptive technology. As a staff, we will do book studies on better teaching practices with the main text Concept-Based Inquiry in Action with the Optimal Learning Coach as a guide. Teachers will work with same subject/grade teachers within the division and in the school to work on building inquiry lessons.

The goal is to improve our numeracy and literacy in all grades; make students feel safe and cared for; engage the community with the school to build more partnerships.



APORI DATA



Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Dr. Folkins Community Sch.			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	Safe and Caring	85.1	86.0	88.0	83.0	89.0	89.3	High	Maintained	Good
	Program of Studies	63.0	66.9	67.9	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	93.0	91.4	90.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
Student Learning Opportunities	High School Completion Rate (3 yr)	77.8	90.8	94.6	79.1	78.0	77.5	High	Declined	Acceptable
	PAT: Acceptable	76.8	84.2	84.0	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	11.6	23.7	18.6	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Diploma: Acceptable	82.4	85.7	80.6	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	17.6	21.4	17.5	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	77.8	51.9	57.0	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	72.7	72.1	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	87.2	62.8	59.7	59.0	59.7	58.7	Very High	Improved	Excellent
	Work Preparation	86.8	79.4	76.0	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	74.6	77.6	81.6	82.9	83.0	83.5	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	83.5	80.0	79.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.8	85.6	82.6	81.0	80.3	81.0	Intermediate	Declined	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see 'ACOL Measures' in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the **OurSchool/TTFM** (Tell Them **Eds** Me) survey tool.
- 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, 8, 9 KAE); **Français** (6e et 8e années); French Language Arts (8e et 9e années); Mathematics (Grades 6, 8, 9 KAE); Science (Grades 6, 8, 9 KAE); and Social Studies (Grades 6, 8, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2018 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2018 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.9	91.7	76.2	84.2	76.8	80	Intermediate	Maintained	Acceptable	100	100	100
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	26.4	16.7	15.5	23.7	11.6	12	Low	Maintained	Issue	15	20	25

Comment on Results

(an assessment of progress toward achieving the target)

This outcome ties into our Assurance #3 of students exhibiting strong literacy, numeracy and communication skills. Students will need more supports in Math to raise acceptable standards, as well as in Social Studies at a grade 8 and 9 level. Small class size does affect the percentages but the goal is to work towards 100% acceptable rates on **PATs**.

Strategies

- more work on math skills including vocabulary strategies, tying in all basic facts and scaffolding them so students are successful.
- more subject specific skills focus in Social Studies and Science.
- working with teacher cohorts.
- reading professional literature to develop more strategies in subject specific content.
- working with outside experts in math and technology

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.6	85.0	82.0	77.6	74.6	75	Intermediate	Declined	Issue	80	80	80

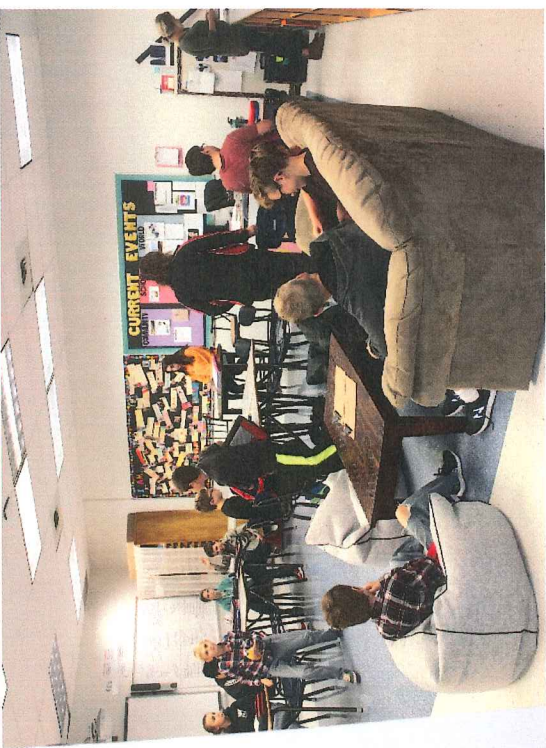
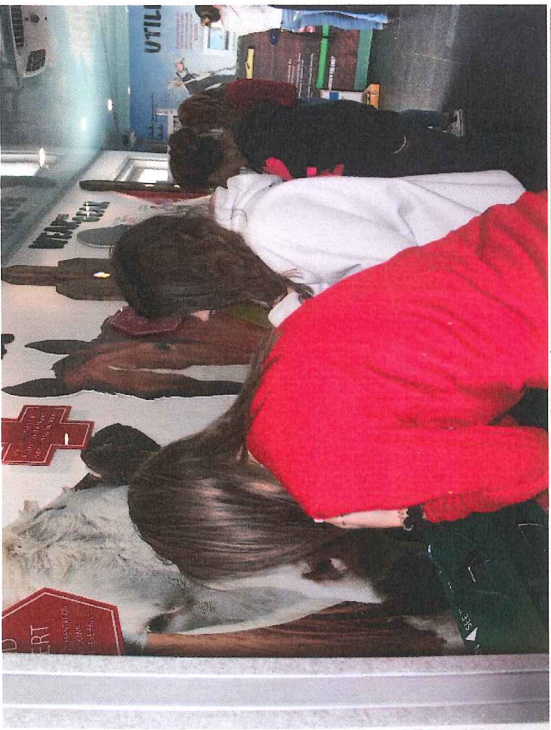
Comment on Results

(an assessment of progress toward achieving the target)

This area we need to work on is tied to Assurance three where students will develop inclusive attitudes to be productive global citizens. There are many programs in the school that include anti-bullying, peer mentorship, Social Justice club. It is an ongoing concern to have students be active in their communities beyond the school.

Strategies

- Invite more parents into the school
- Do more community outreach
- Newsletters highlighting things students do
- Promote citizenship within the school showcasing it in the community
- Assemblies working on Virtues
- Junior and Senior High classes working on service projects.
- Positive things need to be celebrated to engage parents and community with the school.



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	n/a	*	*	*	100	*	*	*	100	100	100
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).	*	n/a	*	*	*	11	*	*	*	11	15	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	*	n/a	100	n/a	n/a	n/a	100	100	100
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	*	n/a	11	n/a	n/a	n/a	11	15	20

Comment on Results

(an assessment of progress toward achieving the target)

- Currently our FNMI population is low, but we still must focus on the students we have in our school to make sure they are successful.

Strategies

- Put in supports to have students achieve academically
- Contact between home and school to ensure supports are available to help students succeed.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)							Target		Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	n/a	*	*	*	100	*	*	*	*	*	*	100	100	100
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	*	*	*	80	*	*	*	*	*	*	90	100	100
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	n/a	*	*	0	*	*	*	*	*	*	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	n/a	80	n/a	n/a	n/a	n/a	n/a	n/a	85	90	95
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*	80	*	*	*	*	*	*	80	85	90

Comment on Results

(an assessment of progress toward achieving the target)

- Currently our FNMI population is low, but we still must focus on the students we have in our school to make sure they are successful.

Strategies

- Put in supports to have students achieve academically
- Contact between home and school to ensure supports are available to help students succeed.

Notes:



Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	62.3	68.5	68.3	66.9	63.0	65	Very Low	Maintained	Concern	70	70	75

Comment on Results

(an assessment of progress toward achieving the target)

- The Assurance this most relates to is #2, perseverance when faced with challenges and adversity. We have to look at doing things differently and more creatively than larger city schools.
- As a small school we are limited by what we are able to offer in programming at a senior high level, but we use Distance Learning, Video Conferencing and a partnership with Lakeland to offer a variety of courses. It is at the Fine Arts level that we have difficulty programming for.

Strategies

- Continue partnership with Lakeland for vocational classes, as well as promoting the dual credit program.
- Work to find partnership within the community area to offer special projects for fine arts programming.
- Work with our Distance Learning partners to offer more than just Core Curriculum classes.

Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)							Target	Evaluation		Targets		
	2015	2016	2017	2018	2019	2019	2019		Achievement	Improvement	Overall	2020	2021 2022
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.	88.7	90.5	87.5	86.0	85.1	86			High	Maintained	Good	87	90 90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	90.2	90.3	91.4	93.0	94			Very High	Maintained	Excellent	95	95
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.	73.5	73.7	75.0	79.4	86.8	88			Very High	Improved	Excellent	90	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	75.0	78.9	75.0	77.3	80.6	85			n/a	n/a	n/a	85	90 90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.8	79.5	78.3	80.0	83.5	85			Very High	Maintained	Excellent	85	85
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.	73.8	87.5	74.7	85.6	74.8	75			Intermediate	Declined	Issue	80	80 85

Comment on Results

(an assessment of progress toward achieving the target)

- The Assurances that this outcome is tied to for us to work on is all three. Students need to be able to apply knowledge in a variety of contexts and situations, as well as building resiliency skills, and well as having strong literacy, numeracy and communication skills.
- The area we need to improve on is continuous improvement, specifically showing improvement in our programming and celebrating the success of current students and recent graduates.

Strategies

- Focus on our literacy and improving our numeracy, try to add more complementary classes that will enable students to be prepared for their post-secondary choices.
- Offer more in programming in conjunction with other schools.
- Continue to have students attend different divisional activities, as well as participate in provincial activities.

DFCS 2018-2019

