

Innisfree School Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2018-2019 Results

Our Mission:

Innisfree Delnorte School, in cooperation with School Council is committed to providing educational opportunities for all students in order that they develop the knowledge, skills and positive attitudes necessary to become self-confident, capable, and committed to setting goals, making informed choices, and demonstrating behaviour that will improve their own lives and the life of the community.



Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools should prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the *Policy and Requirements for Planning and Results Reporting*: <https://open.alberta.ca/publications/1923-0257>

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Deinorle 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	Safe and Caring	79.2	88.2	90.2	89.0	89.0	89.3	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	64.8	58.1	56.7	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	81.8	89.0	88.0	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	0.0	0.0	0.5	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	100.0	*	70.1	79.1	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	51.5	45.3	64.6	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	10.3	6.3	6.1	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	48.4	94.4	95.4	83.6	83.7	83.1	Very Low	Declined Significantly	Concern
	Diploma: Excellence	9.7	44.4	38.7	24.0	24.2	22.5	Low	Declined	Issue
	Diploma Exam Participation Rate (4+ Exams)	85.7	*	70.1	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	n/a	62.5	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	56.8	90.9	83.2	59.0	58.7	58.7	High	Declined	Acceptable
	Work Preparation	70.0	77.9	89.6	83.0	82.4	82.6	Low	Declined	Issue
	Citizenship	82.6	79.4	81.3	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	52.0	81.6	75.2	81.3	81.2	81.1	Very Low	Declined	Concern
Continuous Improvement	School Improvement	40.0	73.2	68.4	81.0	80.3	81.0	Very Low	Declined	Concern

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 [From](#) 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, 9, 9 KAE); ~~Français~~ (8e et 9e années); French Language Arts (8e et 9e années); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 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 2016 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.5	63.5	85.0	45.3	51.5		Very Low	Maintained	Concern
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.8	1.9	10.0	6.3	10.3		Low	Maintained	Issue

Comment on Results:

These results are a direct reflection of the ever-changing dynamics of our school at the time of the assessments. We see an increase in our standard from the previous year and this is a direct correlation of our staff adjusting their teaching practice to meet the needs of declining enrollment and triple grade instruction. Our curriculum is also cycled which can affect the outcomes for some students.

Strategies:

We continue to be able to work directly with our student’s strengths as our class sizes are so small. Through professional development and blended learning teaching which allows to differentiated instruction and individual/small group support, we are looking forward to seeing an increase in our standard results.

2019 Target Acceptable Standard: 75

2019 Target Standard of Excellence: 25

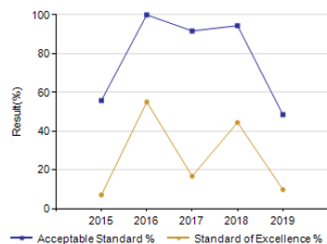
Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	55.8	100.0	91.7	94.4	48.4		Very Low	Declined Significantly	Concern
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.0	55.0	16.7	44.4	9.7		Low	Declined	Issue

Comment on Results:

The students graduating in this reporting year were trades/workforce focused while working towards their diploma. In the previous year, many more students were working towards secondary education and higher levels of requirements to meet the diploma markers.

Graph of Diploma Examination Results – Overall



Strategies:

Even though targeted choice is made for student's course selection, encouragement to achieve at the highest level possible at the -2 stream is as important or more important than -1. Excellence can be seen at all levels of achievement and if students are able to move on to further education/learning and/or the workforce, we see that as success.

2019 Target for Acceptable Standard: 80

2019 Target for Standard of Excellence: 50

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	100.0	62.5	77.8	*	100.0		Very High	Improved	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	62.5	77.8	*	85.7		Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	1.5	0.0	0.0	0.0		Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	71.7	79.9	78.9	90.9	56.8		High	Declined	Acceptable
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	62.5	*	n/a	100.0		Very High	Improved	Excellent

Comments on Results:

We continue to see students looking for every option to maximize opportunities after high school is completed by taking every available course they can manage. Students see Innisfree School as a school they want to complete their education at.

Strategies:

We offer a large selection of courses for our students through SOL, ADLC, Video-conferencing, and Lakeland College (dual credit and CTS strands). We are also able to offer Green Certificate and Work Experience. Students are able to take part in Try- A- Trade, Take Your Kid To Work and other open houses to continue to keep them excited about learning and their future possibilities.

2019 Target High School Completion: 100

2019 Target % of Students Writing Four or More Diplomas: 85

2019 Target Drop Out Rate: 0

2019 Target High School Post-Secondary Transition: 70

2019 Target Rutherford Scholarship: 85

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.0	81.1	83.4	79.4	82.6		Very High	Maintained	Excellent

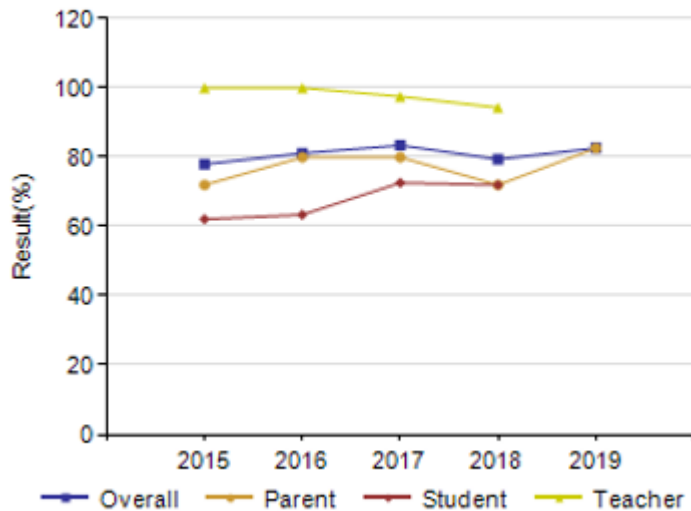
Comment on Results:

These results are a direct correlation of the work that students, parents and staff have fostered the importance of active citizenship at Innisfree School.

Strategies:

Staff will continue to work with community members and families to mentor the significance of positive relationships and activities which build this skill in our students.

Graph of Detailed School Results



2019 Target Citizenship: 85

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

Comment on Results:

Even though our enrollment is low, we still have a number of students who identify as First Nation, Metis or Inuit.

Applying Foundational Knowledge about First Nations, Métis and Inuit

5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
- treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;

Strategies:

We continue to look for professional opportunities within our community and around the province to further educate ourselves in this area. By strengthening our relationships with students and families, we listen and learn a great deal from them as well. Staff continues to further expand their learning through ATA presentations and collaborative neighboring school presentations.

- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

We participate in many of the common activities such as Orange Shirt Day and Indigenous Peoples' Day. We are actively hoping to have some of our identified students help lead some activities in the future (Jingle Dance, bannock making, and smudging).

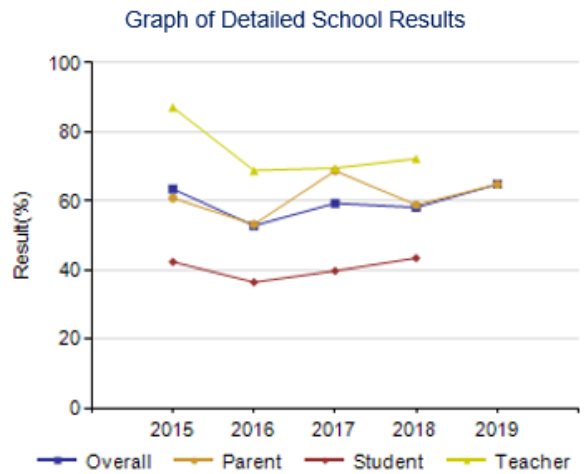


Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
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.	63.4	52.8	59.3	58.1	64.8		Very Low	Maintained	Concern

Comment on Results:

Unfortunately, as enrollment at Innisfree School drops, our opportunities to provide for this standard decrease as this directly results in less funding. We have less teachers which means less staff to teach different options. We naturally have to combine classes which creates basic options for students in order to accommodate a three year spread in ability, interest and development. Staff continues to look outside of the box and tap into their creative side to bring about new opportunities for students.



Strategies:

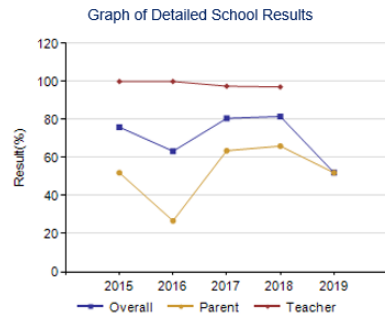
Students will be surveyed to see what how their voice directs our path for class options. We will also continue to partner with community leaders, organizations, parents and others interested in fostering the love of learning for our students. Continue to communicate through a variety of media forms to ensure clear transmission of all information.

2019 Target Program of Studies: 75

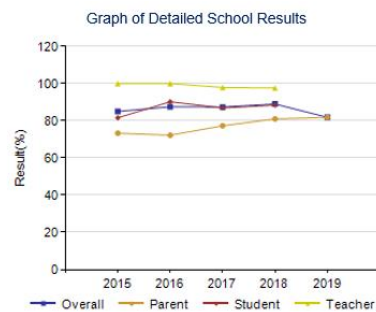
Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
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.	87.3	91.8	90.5	88.2	79.2		Low	Declined	Issue
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.0	87.5	87.4	89.0	81.8		Low	Maintained	Issue
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.	80.0	100.0	90.9	77.9	70.0		Low	Declined	Issue
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>	74.4	77.0	90.0	88.9	80.0		n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.0	63.3	80.6	81.6	52.0		Very Low	Declined	Concern
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.	80.4	57.6	74.4	73.2	40.0		Very Low	Declined	Concern

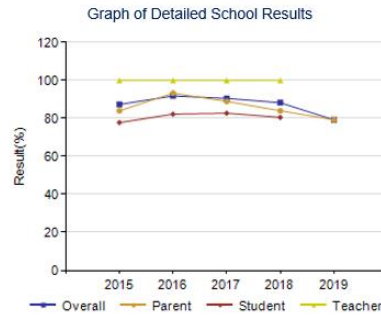
Comment on Results:



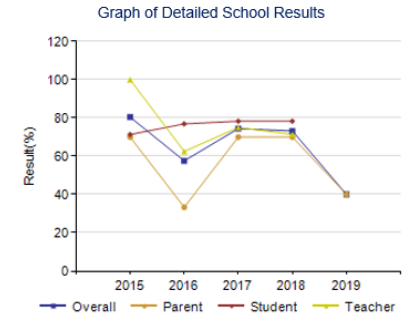
Parental Involvement



Education Quality



Safe and Caring



School Improvement

Strategies:

The best assurance for success in our school, is ensuring communication is clear and transparent, we listen more than we speak, we show empathy and compassion, we treat everyone with respect and together we collaborate to bring about more success. Our School Council is eager to support, assist and offer ideas to ensure our targets are met. Staff clearly outline the areas they wish to bolster with new learning and discuss ways to adapt to the ever changing dynamics of a small, rural school. As a staff, we will clearly ensure our school community is aware of the importance the survey is to the future of our school. Their information helps drive our goals for the future of Innisfree School. We feel it would be very beneficial to offer VIBE, continue with MHP and SEC to help support our students, families and staff with mental wellness.

2019 Target Safe and Caring: 90

2019 Target Education Quality: 88

2019 Target Work Preparation: 80

2019 Target Lifelong Learning: 90

2019 Target Parental Involvement: 80

2019 Target School Improvement: 75

