



WETASKIWIN REGIONAL PUBLIC SCHOOLS

Combined 3-year Education Plan
and Annual Education Result

Report

(AERR) for

ALDER FLATS

ELEMENTARY

2019-2022

(Year One-2019/2020)



Together We Succeed



EDUCATION
inspiring the next generation



Inspiring students to become the best they can be.

www.wrps11.ca

www.alderflatsschool.ca

2019-2022 Educational Strategic Plan for Alder Flats Elementary School

Alder Flats Elementary School is dedicated to reflecting the school division's motto of "Inspiring students to become the best they can be."

Our previous school improvement plan (2016-2019) focused on improving student performance in Literacy and Numeracy while ensuring a positive environment.

SCHOOL OUTCOME-Achieve LITERACY(reading and writing) at the same rate, or better, as all other students across our province.		
<p>Strategy- School Wide Focus on Reading</p>	<ul style="list-style-type: none"> • Leveled reading groups for grades 1-6 determined by Fountas and Pinnell testing three times per year. (November all students, February and May-only students below grade level benchmarks) • Buddy reading upper elementary students with lower elementary students once per week on Monday's. Grade 6 students read with the Kindergarten children every morning on Kindergarten school days. • Paired reading • Guided reading (Engage with reading by making connections, predicting, making inferences and questioning.) • RAZ kids/RAZ plus-students • Fluency Tutor • Reading Readiness Grade 1 and 2 • Collaborative teacher meetings once per month to focus on instructional practices, looking at literacy 'sprints' to focus on. Review assessment for those sprints for RTI intervention • Intervention by LAT/LST-Identified students are assigned time to work in small groups to bring students toward grade level with an emphasis on grades K-3. • NEW-Implementation of Words Their Way in grades 1-6 including home practice/support. 	<p>Evidence/Results—</p> <ul style="list-style-type: none"> -Fountas and Pinnell 3x per year -Schonell reading benchmark testing 3x's per year for grades 2 and 3. -Letter and sound testing for grade 1 -Dolch testing and home program for grade 1 - Common Formative and summative assessments -Words Their Way benchmarking for groups -Edmonton spelling benchmark testing (Beginning of the year) -Tracking of student progress as they change differentiated groups.

<p>Strategy- School Wide Focus on Writing</p>	<ul style="list-style-type: none"> • Student writing portfolios with 'Narrative' assessments in each grade three times per year. (These portfolios follow students until their grade 6 year) • Each year teacher's will collaborate to determine what other writing samples will be added to the student portfolios. (2020-Descriptive letter to future self and Expository research paper) • Guided writing/Daily 6 Trait Writing resource grades 1-6 • NEW-Literacy teacher for intervention and support in K-2. • NEW-Miriam Trehearne literacy training for K-2 teacher's (Teacher/Author/Literacy Consultant) 	<p>Evidence/Results—</p> <ul style="list-style-type: none"> -Writing assessments 3x per year -Rubrics for classroom assessment. <p>-</p>
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SCHOOL OUTCOME-achieve Numeracy at the same rate, or better, as all other students across our province.

<p>Strategy- School Wide Focus on Numeracy</p>	<ul style="list-style-type: none"> • Benchmark testing using MIPI (Edmonton Public Resource) September of each year • Focus on prioritized learner outcomes • Hands on learning is important to the understanding of math. All students will learn with the regular use of manipulatives. • Number lines and other tools/Numeracy connections will be prominent in all classrooms and used in daily instruction. • Google forms for practice and assessment • Mad minutes for basic math fact evaluation and progression • Problem solving methods • Videos to reinforce concepts (Brain Pop) • IXL-Students will use IXL to practice math skills at their level, as well as other online resources like prodigy. • Guided math is now in place in grades 1/2 and 3/4. Looking to incorporate this practice at all levels in our lower elementary grades. • Small group intervention done outside of regular scheduled math lessons • Monthly meetings to look at numeracy 'sprints' to focus on. Review assessment for those sprints completed for RTI intervention • Accommodations for students who need support (Use of calculator, 100's chart, multiplication chart, base ten blocks, counters, and other manipulatives. Scribe and reader for tests when required) • Study groups for tests 	<p>Evidence/Results—</p> <ul style="list-style-type: none"> - Meetings with teachers to compare spring Math Common assessments to fall MIPI results which then guides teacher practice and classroom 'Sprints'. -IXL math data -Teacher gradebooks -WRPS Math Assessment at the end of each year.
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SCHOOL OUTCOME-Complete High School at the same rate as all other students/ Transition into Post-Secondary/Workforce - "Work Completion and Sense of Belonging" "Attendance, Study Habits, Work Ethic"

<p>Strategy- Positive School Environment</p>	<ul style="list-style-type: none"> • Monthly celebrations at our school assemblies with a focus on 'Positive Mindset'. (Opportunity for students to practice changing mindset with all staff encouraging a movement from negative to positive) Class prizes/Individual prizes for displaying growth in class. • Commitment to model positive behaviors by all staff members. Staff will use student frustration or mistakes as an opportunity to teach how our mindset can change our focus and make things better. (How do we turn a negative into a positive?) <ul style="list-style-type: none"> • Grade 6 students are encouraged to take leadership roles throughout the school on a regular basis • Life Skills curriculum where required • Review of Our School Survey results yearly with teachers and School Council to seek understanding. 	<p>Evidence/Results—</p> <ul style="list-style-type: none"> -Parent feedback -Our School Survey -Accountability Pillar -Teacher reporting on classroom behaviors
<p>Strategy- Improve attendance</p>	<ul style="list-style-type: none"> • Students will be provided healthy breakfast options, snack and lunch when needed without judgement. • Teachers monitor attendance of class and contact parents directly when concerned. • FSLW makes home visits and facilitates contact when needed between school team and family. • Principal monitors attendance monthly and encourages a team approach with strategies when necessary. 	<p>Evidence/Results</p> <ul style="list-style-type: none"> -Monthly attendance records -Breakfast/Lunch program numbers -Teacher communication -LST meetings
<p>Strategy- Improve study habits/work ethic</p>	<ul style="list-style-type: none"> • Assembly with emphasis on positive mindset habits which puts a focus on student effort and commitment with teacher reinforcement. • Agendas used daily in all classes to promote consistent communication with parents, while teaching students to be responsible and follow through with homework and study habits. • Noon room on Tuesday's and Thursday's to allow for extra support from a teacher to complete unfinished work. 	<p>Evidence/Results</p> <ul style="list-style-type: none"> -Our School survey results -Accountability survey -Agenda's returned and signed by parents.

At Alder Flats Elementary School, we recognize that having a safe and caring school environment is important and empowers students to achieve their best. We are committed to creating this environment and supporting students with whatever they need.

Our School Council plays an important role in our school. We have a supportive group of parents who enhance our student activities and volunteer to complete projects that benefit our school. We always appreciate the hot lunch program our school council organizes and prepares. In addition, our Alder Flats Fundraising Society helps support field trip costs, our swimming program for grades 3 and 4, and they support school arts and cultural presentations. School Council meets once per month and we welcome any parent members.

Over the next three years the school plan will place focus on literacy and numeracy instructional strategies that focus on key curricular outcomes and timely formative assessment. We commit to having marks in our gradebooks in a timely way, so parents are updated on a regular basis.

Response to Intervention strategies will be implemented to help both students and teachers get additional training and support when necessary. Training of school staff through dedicated Professional Development days, collaboration with staff, and modelling from our school LST in classrooms will occur. The integration of Cree culture into the curriculum and school environment is also a focus.

We will continue to celebrate with monthly attendance awards. The "Golden Garbage Can Award" is a monthly competition to help students respect the classroom and clean up after themselves. Our Grade six leadership program gives students the opportunity to model appropriate behaviors while helping the school community in a variety of ways. We want to help and prepare our grade 6 students for their transition to Buck Mountain Central School. (Allowing grade 6 students to have locks on their lockers, help develop proper study habits, prepare for PAT's, allow for a few more freedoms their grade 6 year, give them a voice in our school and address any anxiety students face will all aide in this transition)

With the support of the Mental Health Capacity Building agency, on a rotational basis between our west schools, students from K-6 will receive programming to help develop positive relationships, while providing tools to deal with anxiety or frustration.

We will also have support from an Indigenous Mental Health worker who is shared within our division.

Three year school plan

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 3101 Alder Flats Elementary School



Measure Category	Measure	Alder Flats Elementary 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	86.1	82.1	80.5	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	91.5	82.1	79.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	97.2	76.1	76.2	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	44.4	55.8	26.8	73.6	73.4	73.3	Very Low	Improved	Issue
Student Learning Achievement (Grades K-9)	PAT: Excellence	2.8	1.7	0.6	19.9	19.5	19.2	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	100.0	83.3	79.0	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	85.0	70.0	75.4	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	100.0	88.5	74.9	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	88.9	86.8	80.9	81.0	80.3	81.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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, Social Studies 30-2.
8. 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.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. 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.

Accountability Pillar Overall Summary

Measure Evaluation Reference

3-Year Plan - May 2019

School: 3101 Alder Flats Elementary School

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

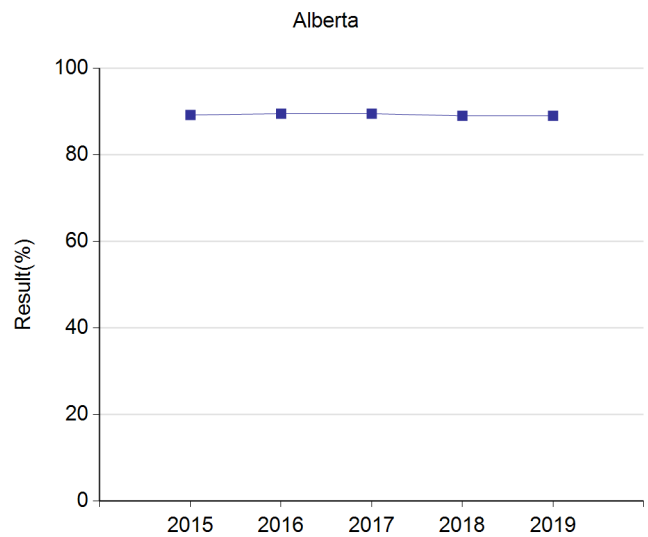
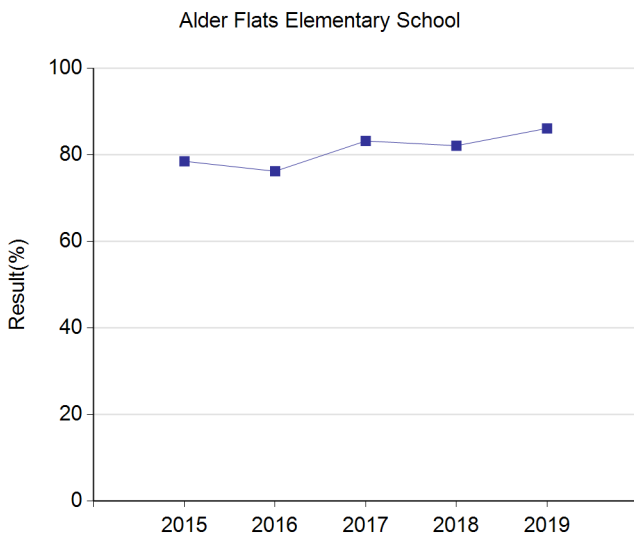
B.4 Safe and Caring Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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.

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
73	78.5	74	76.2	78	83.2	63	82.1	62	86.1	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Student Learning Opportunities



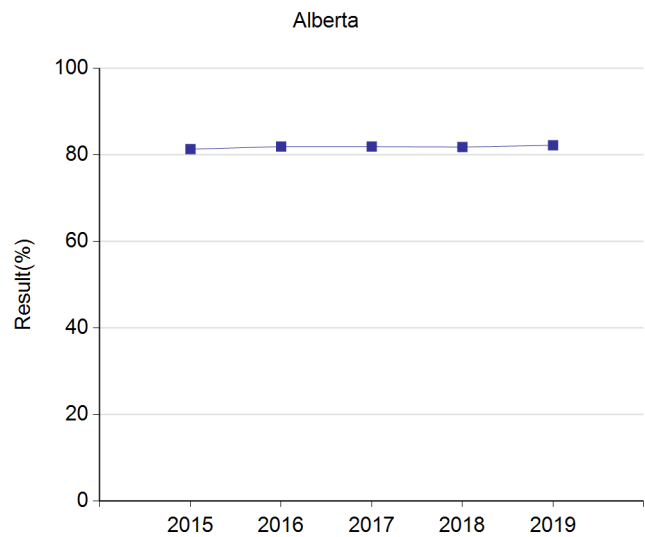
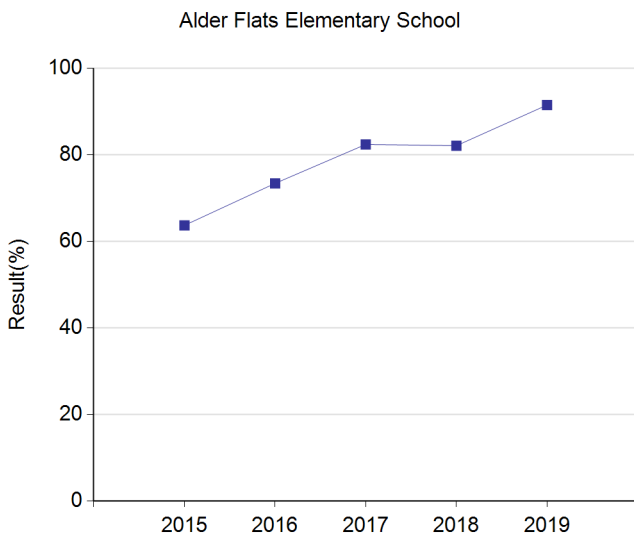
A.1b Program of Studies Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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.

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
21	63.7	14	73.4	17	82.4	15	82.1	8	91.5	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Student Learning Opportunities



A.1b Program of Studies - 3 Year Rolling Average

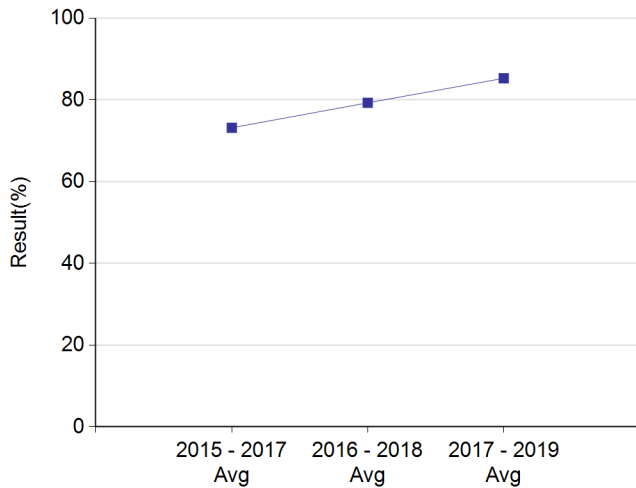
School: 3101 Alder Flats Elementary School

Province: Alberta

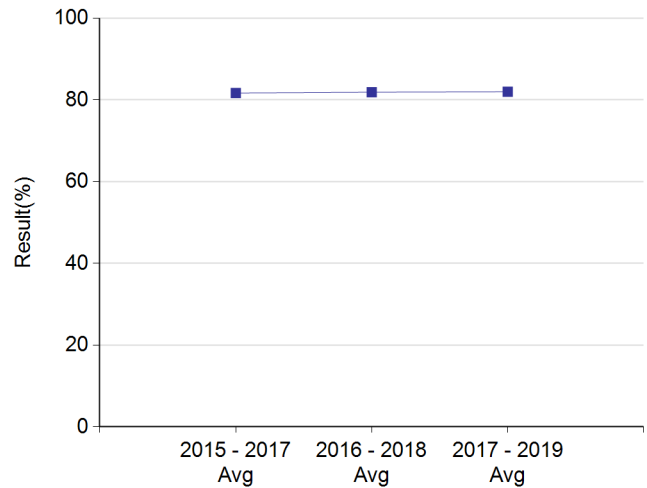
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Alder Flats Elementary School						Alberta					
2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
17	73.2	15	79.3	13	85.3	207,501	81.7	194,017	81.9	188,352	82.0

Alder Flats Elementary School



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Student Learning Opportunities



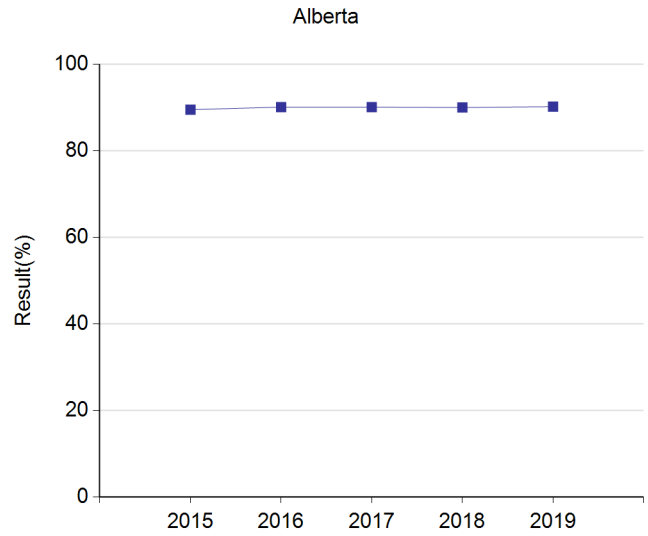
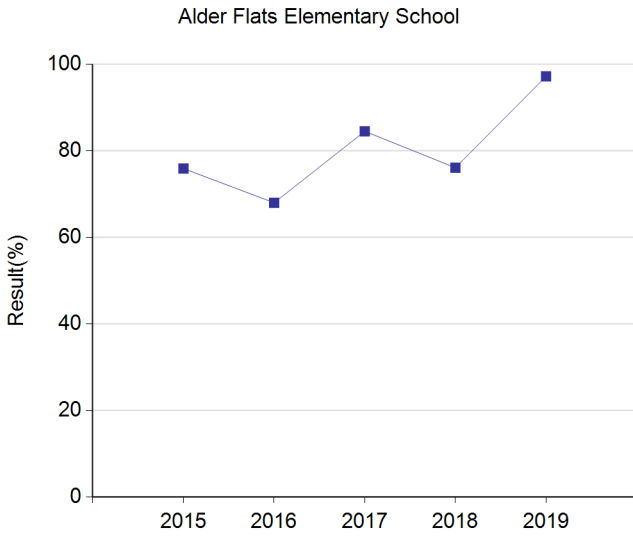
A.4 Education Quality Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
73	75.9	74	68.0	79	84.5	63	76.1	62	97.2	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Student Learning Opportunities

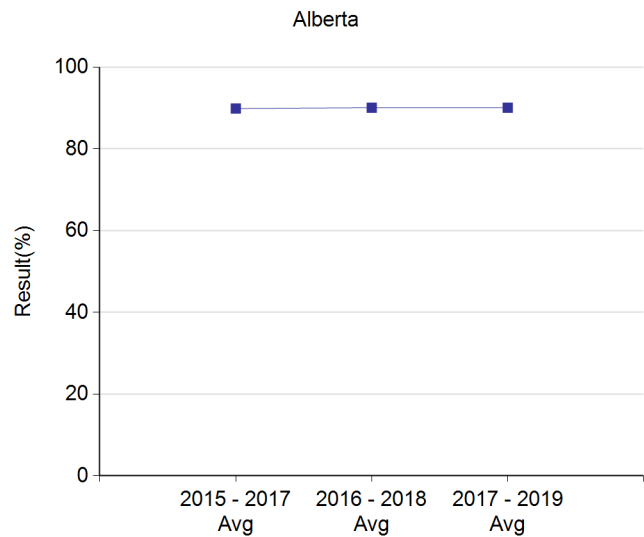
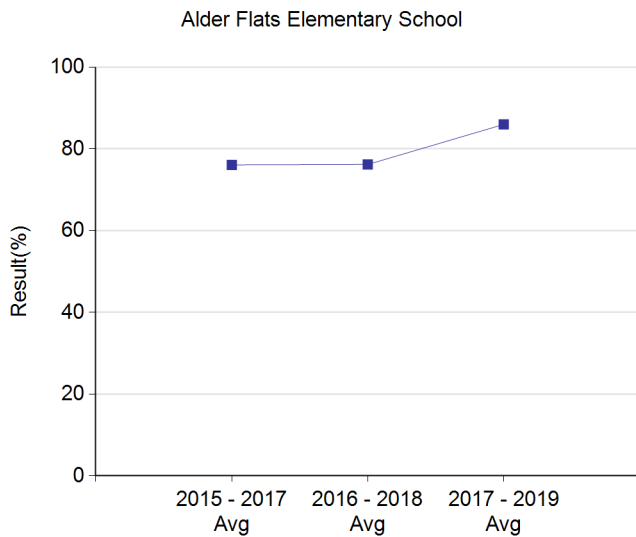
A.4 Education Quality - 3 Year Rolling Average

School: 3101 Alder Flats Elementary School

Province: Alberta

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

Alder Flats Elementary School						Alberta					
2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg		2015 - 2017 Avg		2016 - 2018 Avg		2017 - 2019 Avg	
N	%	N	%	N	%	N	%	N	%	N	%
75	76.1	72	76.2	68	86.0	298,509	89.9	279,832	90.1	273,373	90.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Student Learning Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3101 Alder Flats Elementary School

Course		Measure		Alder Flats Elementary School						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Improved	Issue	18	55.6	20	37.5	51,540	83.5	48,248	82.7		
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	20	0.0	51,540	17.9	48,248	19.6		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0		
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	18	33.3	20	34.1	51,486	72.9	48,172	71.6		
	Standard of Excellence	Very Low	Improved	Issue	18	5.6	20	0.0	51,486	14.0	48,172	13.6		
Science 6	Acceptable Standard	Very Low	Declined	Concern	18	44.4	30	66.7	51,517	78.8	48,180	77.1		
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	30	6.7	51,517	30.5	48,180	27.1		
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	18	44.4	30	40.0	51,525	75.1	48,170	71.4		
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	30	0.0	51,525	23.2	48,170	20.6		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Student Learning Achievement (Grades K-9)

Measure Evaluation Reference - Improvement and Overall Evaluation Table

School: 3101 Alder Flats Elementary School

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Preparation for Lifelong Learning, World of Work, Citizenship



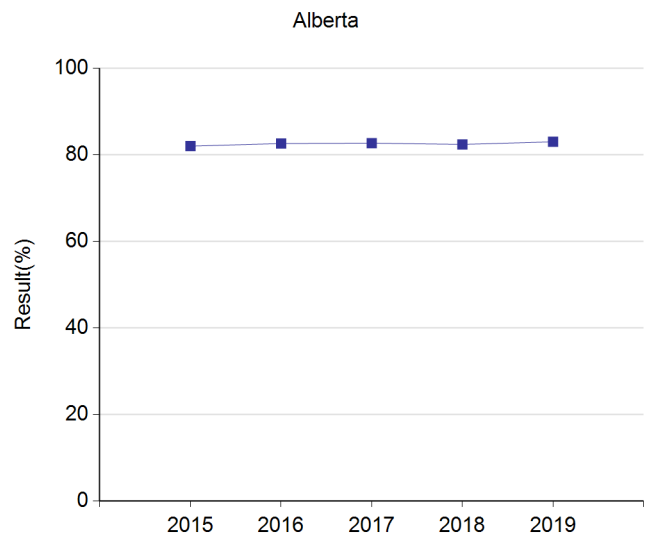
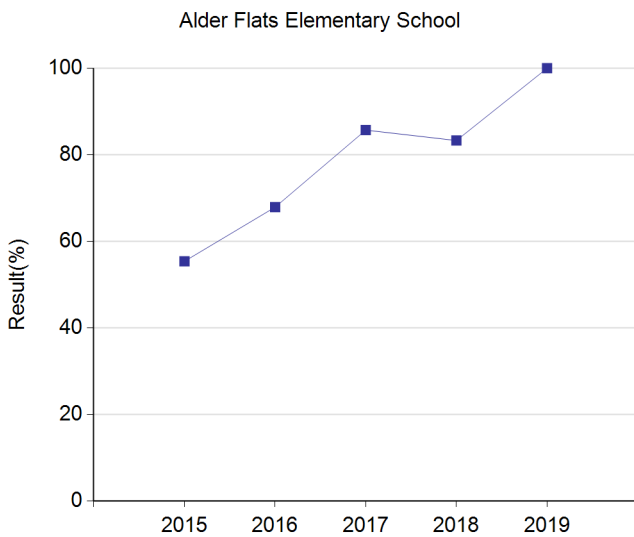
A.8 Work Preparation Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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.

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
19	55.4	13	67.9	16	85.7	6	83.3	8	100.0	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement

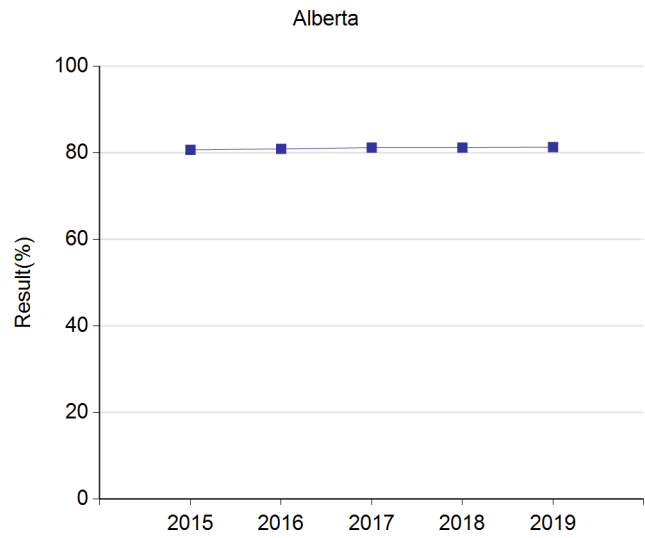
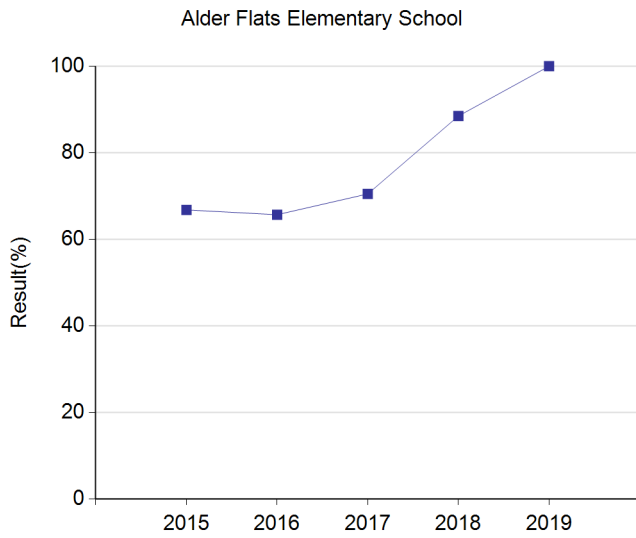
C.1 Parental Involvement Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
21	66.8	14	65.7	17	70.5	15	88.5	8	100.0	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

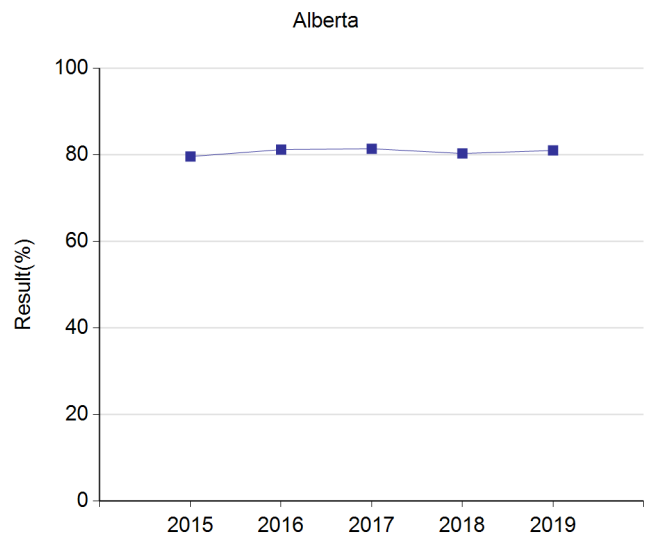
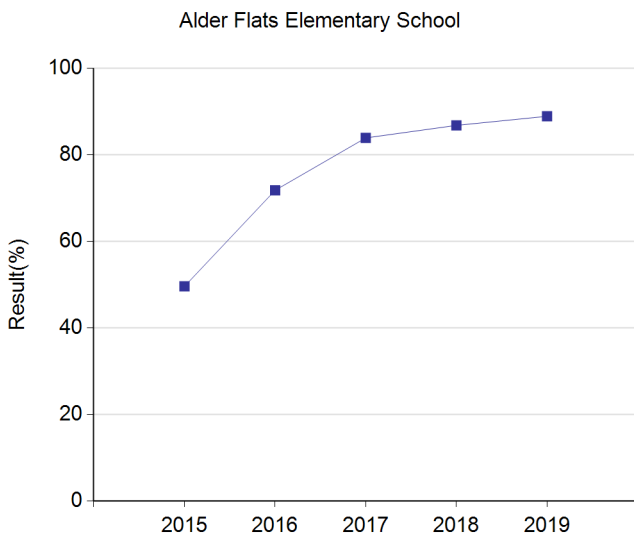
E.2 School Improvement Measure History

School: 3101 Alder Flats Elementary School

Province: Alberta

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.

Alder Flats Elementary School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
66	49.6	74	71.8	78	83.9	63	86.8	62	88.9	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.