

**Prairie View Outreach School  
Combined 3-Year Education Plan and  
Annual Education Results Report  
2018-2021**

## Principal's Message

At Prairie View Outreach School:

- We provide secondary students an alternative education model that allows for flexible, individual pathways to success. We provide a welcoming environment that serves students for whom mainstream environments have been less successful, and students who choose to work in an alternate environment. Prairie View Outreach also provides programming flexibility for students who are enrolled at E. W. Pratt High School as their primary school.
- We support students in unlocking their personal potential and finding direction in life.
- We measure success on an individual basis - each student has his/her own personal goals that we support them in attaining.

Prairie View Outreach has a staff of two teachers, a .6 FTE principal, one administrative assistant and one .85 educational assistant. We are additionally supported by a Learning Support Teacher we share with E.W. Pratt High School, and part-time Wellness, Support and Career Coaches. Prairie View Outreach serves students from the Town of High Prairie, the County of Big Lakes, the First Nations communities of Kapowe'no, Sucker Creek, Driftpile and Whitefish Lake as well as the Metis Settlements of East Prairie, Peavine and Gift Lake.

We have an increasing population of blended students who are also completing courses through E. W. Pratt High School. A few of our students are enrolled in a junior high program. Some of our students attend full time, others attend occasionally and some work almost entirely off-site, coming to school to submit work and get any necessary support from teachers.

Our teaching staff uses a combination of Alberta Distance Learning instructional materials, LearnAlberta materials, and personally created materials to instruct and assess upwards of 150 courses across the secondary grade levels. In addition to core courses, these courses include CTS courses, Locally Developed courses, Work Experience, and Phys Ed. Our students also have access to Dual Credit courses.

**Combined 2018 Accountability Pillar Overall Summary**

Measure Category	Measure	Prairie View Outreach 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	95.5	91.1	90.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	64.1	63.4	56.7	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	94.0	92.6	89.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	31.1	10.4	10.0	2.3	3.0	3.3	Very Low	Declined Significantly	Concern
	High School Completion Rate (3 yr)	15.4	0.0	16.8	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	73.6	73.4	73.3	*	*	*
	PAT: Excellence	*	*	n/a	19.9	19.5	19.2	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	50.0	*	n/a	83.7	83.0	83.0	Very Low	n/a	n/a
	Diploma: Excellence	0.0	*	n/a	24.2	22.2	21.7	Very Low	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	*	37.5	28.1	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	0.0	58.7	57.9	59.0	*	*	*
	Work Preparation	71.4	n/a	n/a	82.4	82.7	82.4	Low	n/a	n/a
	Citizenship	78.1	57.8	64.2	83.0	83.7	83.7	High	Improved	Good
Parental Involvement	Parental Involvement	88.6	n/a	n/a	81.2	81.2	81.0	Very High	n/a	n/a
Continuous Improvement	School Improvement	87.7	72.2	76.6	80.3	81.4	80.7	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); and 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; and 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. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### 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 5 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

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

**Outcome One: Alberta's students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	*	*	*	*		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	*	*	*	*		*	*	*			

**Comment on Results**  
*Exam data is suppressed because of low numbers of junior high students writing exams*  
 As an Outreach School, we offer an alternative program for junior high students and typically have very few students in any one grade.

*Outcome One: Alberta's students are successful*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	50.0	80	Very Low	n/a	n/a	60	65	71.45
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	0.0	15	Very Low	n/a	n/a	3	7	9.55

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	*	33.6	0.0	15.4	58	Very Low	Maintained	Concern	25	40	57.03
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.3	19.4	0.0	10.4	31.1	9.4	Very Low	Declined Significantly	Concern	20	15	9.40
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	0.0	*	*	*	40	*	*	*	40	41	42
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	18.8	37.5	*	38	*	*	*	38	39	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	0.0	0.0	0.0		Very Low	Maintained	Concern	15	25	31.1

**Comment on Results**  
 As an outreach school, our programming is built around the needs of each individual student. The student population varies from year to year. Students who are able to meet the performance criteria are encouraged to transition into traditionally delivered programming at the high school.

**Strategies**  
**Assessment:**  
**Prairie View Outreach School will 'generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.' Support will be provided and evidence will include:**

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities

**Literacy**

**Prairie View Outreach School will assess using the OCA benchmarks according to divisionally set schedule.**

**Prairie View Outreach School will use literacy data (including the benchmarks results) to set and achieve improvement goals. Support will be provided and evidence will include:**

- Literacy rich environments
- Read alouds & think alouds are modelled across all subject areas
- Teachers conferencing with students about their reading and writing
- Students participating in guided and shared reading and writing opportunities
- Explicit instruction of comprehension strategies & content area strategies
- A variety supports and interventions for reading and writing are available to students
- Instruction and supports are informed by student data and staff collaboration
- Literacy interventions are articulated on the school's pyramid of intervention

**Prairie View Outreach School will identify and assess the numeracy interventions they are currently using.**

- We use IXL Math every morning for approximately 15 minutes to reinforce skills taught in math courses and to provide diagnostic/assessment data.
- Educational assistants will work with selected students on a pullout as-needed basis with a particular focus on our junior high students.

**Prairie View Outreach School will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include:**

- MIPI is administered in all grades 7-10
- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions
- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas

**Inclusion**

**Our LST, who is on-site one or two half-days per week, will have coaching conversations with staff regarding Differentiated Instruction when in our school.**

**Prairie View Outreach School will each define and implement their list of universal strategies.**

**FNMI**

**Prairie View Outreach School will diminish the achievement gap.**

**Prairie View Outreach School will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.**

**Additionally**

- All students will have pacing charts for each of the course modules they are working through to support them in completing the course in a timely fashion.
- Collaborative time with Lakeside Outreach staff to share best practices and strategies
- Improve communication with families when attendance/progress stalls out

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	60.6	71.9	63.1	57.8	78.1	67	High	Improved	Good	79	80	81.08
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.	n/a	n/a	n/a	n/a	71.4	67	Low	n/a	n/a	71.75	72	72.78

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	60.6	71.9	63.1	57.8	78.1	76.3	75.1	78.4	77.9	77.4	83.4	83.5	83.9	83.7	83.0
Teacher	*	n/a	n/a	n/a	*	89.5	89.3	92.4	92.5	87.6	93.8	94.2	94.5	94.0	93.4
Parent	n/a	*	*	n/a	77.1	71.2	70.7	75.1	77.0	73.1	81.9	82.1	82.9	82.7	81.7
Student	60.6	71.9	63.1	57.8	79.0	68.1	65.3	67.7	64.2	71.5	74.5	74.2	74.5	74.4	73.9

**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	71.4	75.2	78.4	80.1	77.8	78.4	81.2	82.0	82.6	82.7	82.4
Teacher	*	n/a	n/a	n/a	*	87.5	86.7	90.9	84.9	86.9	89.3	89.7	90.5	90.4	90.3
Parent	n/a	*	*	n/a	71.4	62.9	70.0	69.3	70.7	69.9	73.1	74.2	74.8	75.1	74.6

**Comment on Results**

Target was exceeded on both measures.

As we develop stronger and more positive relationships with families, their level of satisfaction with the services we provide to their children increases. We are intentional about making phone calls to families as often as we can, and use social media to inform families about the activities at the school. We have multiple opportunities for families to be in the school throughout the year.

**Strategies**

**Character Education:**

**Prairie View Outreach School will develop and implement a character education plan that reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally. Support will be provided and evidence will include:**

- Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, staff
- All staff can articulate core values and affirm the importance of those values to the school community
- Values are infused throughout the school by use of focused language & actions
- Core values are infused into classroom lessons, discussions, and visible (charts, student and staff actions and interactions)
- Students, parents and staff understand expectations, processes and language
- Character education empowers students by clarifying the discrepancy between the core values and behaviour/actions and allows them to self-correct/self-regulate

Character Education will include: Cultural teaching such as the 7 Grandfather Teachings and Community Volunteerism

- Weekly sharing circles that focus on components of the 7 Grandfather Teachings throughout the year; these teachings speak to how we treat each other and how we behave both in the building and in the community
- Students volunteer with community agencies and begin to understand the need for volunteering as part of responsible citizenship

The Code of Conduct is outlined in the Student Handbook and implemented on an individualized, on-going coaching/mentoring process every day. We connect with students who are less regularly on-site through regular phone calls, emails, group phone calls and social media communication.

**Learning Technology Policy Framework:**

**Prairie View Outreach School will “engage in yearlong professional learning and ongoing critical reflection” to improve technology integration.  
(Alberta Education Teaching Quality Standard, 2018)**

**Prairie View Outreach School will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan. Support will be provided and evidence will include:**

- PVO students:
  - Access, share and create knowledge using a range of resources and media
  - Discover, develop and apply competencies across subject and discipline areas for learning work and life
  - Develop and apply digital citizenship and technological skills
  - Monitor their learning progress and inform decisions through data and evidence based reasoning
- PVO teachers
  - Innovatively and effectively use technology
  - Use technology and research to meet diverse needs in student-centred learning opportunities

(AB Education LTPF Framework, 2013)

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.



## Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	*	*	*	*		*	*	*			
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).	0.0	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	*	*	*		*	*	*			

### Comment on Results

(an assessment of progress toward achieving the target)

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	*	*	0.0	15.4	58	Very Low	Improved	Issue	25	45	57.03
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.9	18.1	0.0	10.5	31.2	9.4	Very Low	Declined Significantly	Concern	25	15	9.4
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	n/a	*	40	*	*	*	15	25	39.8
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	13.3	28.6	*	38	*	*	*	30	34	38
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	0.0	0.0	32	Very Low	Maintained	Concern	10	20	31.1

### Strategies

First Nation, Metis, Inuit student success

**Prairie View Outreach School will continue to support the academic accomplishments of all PVO students:**

- Encourage participation in Campus tours
- Provide successful Indigenous role models for students
- Personalized programming and support for each student

- Extend meaningful contact with families and communities

**Prairie View Outreach School will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives. Support will be provided and evidence will include:**

- Every Indigenous student has connections with multiple caring adults (the concept that each student has more than one school based adult (teacher, EA, coach, admin) as a key support)
- Indigenous students demonstrate successful learning behaviours
- A proportional representation of learners are evident in programs
  - Indigenous students have balanced representation in academic programs
  - Indigenous students participate in clubs, awards, and honours
- Schools demonstrate high expectations for Indigenous students and provide the literacy supports needed for their success in school and in their future
- Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning
- Collaboration and communication with Indigenous communities .... engage families
- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous support coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes

See Also:

**Literacy**

**Prairie View Outreach School will assess using the OCA benchmarks according to divisionally set schedule.**

**Prairie View Outreach School will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.**

Numeracy

**Prairie View Outreach School will administer the MIPI to students in Grades 7 to 10 and demonstrate the use of data to inform instruction.**

**Prairie View Outreach School will identify and assess the numeracy interventions they are currently using.**

**Prairie View Outreach School will ensure that all staff and students understand that numeracy is foundational to all learning.**

Inclusion:

**PVO's school based LSTs will have coaching conversations with staff, regarding Differentiated Instruction.**

**Prairie View Outreach School will define and implement their list of universal strategies.**

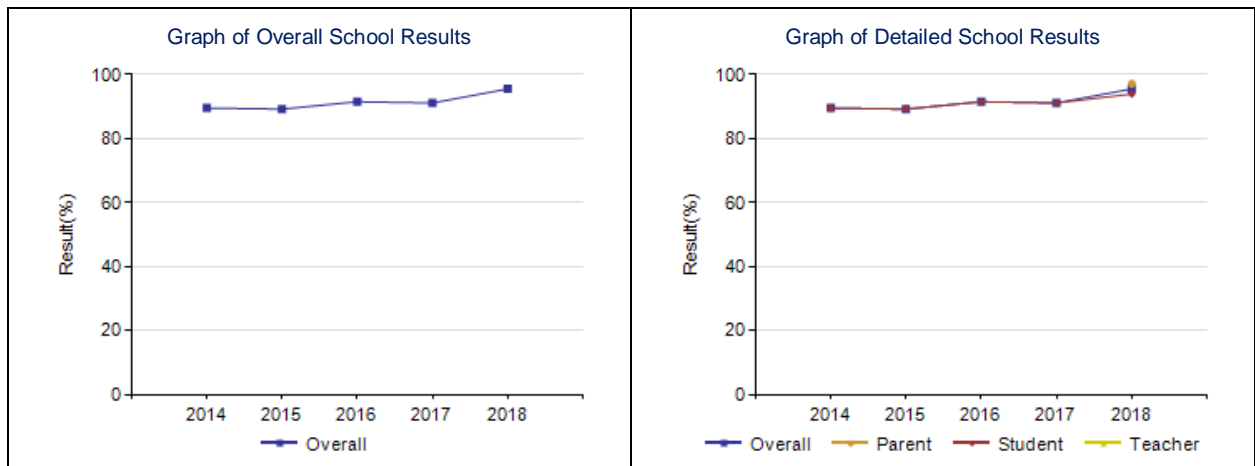
## Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	89.5	89.2	91.5	91.1	95.5	92	Very High	Maintained	Excellent	95.75	96	96.50

### 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.5	89.2	91.5	91.1	95.5	84.8	83.4	86.4	86.6	86.8	89.1	89.2	89.5	89.5	89.0
Teacher	*	n/a	n/a	n/a	*	94.3	93.2	94.4	95.9	93.9	95.3	95.4	95.4	95.3	95.0
Parent	n/a	*	*	n/a	97.1	80.7	79.7	85.1	85.4	85.1	88.9	89.3	89.8	89.9	89.4
Student	89.5	89.2	91.5	91.1	93.9	79.4	77.3	79.6	78.4	81.4	83.1	83.0	83.4	83.3	82.5



**Comment on Results**  
*(an assessment of progress toward achieving the target)*

**Strategies**  
 Inclusion:  
**Prairie View Outreach School’s LSTs will have coaching conversations with staff, regarding Differentiated Instruction.**

**Prairie View Outreach School will define and implement their list of universal strategies. Support will be provided and evidence will include:**

- LSTs will log conversations to inform prescription of interventions and assessment of their success
- PVO will develop, review and refine a list of universal strategies available to support student success
- PVO will demonstrate the process outlining the use/application and success of universal supports
- PVO will use a strength based approach when developing a success plan for students

**See Also:**  
 Pyramid of Intervention:  
**Prairie View Outreach School will develop, refine and publish their pyramid of interventions.**

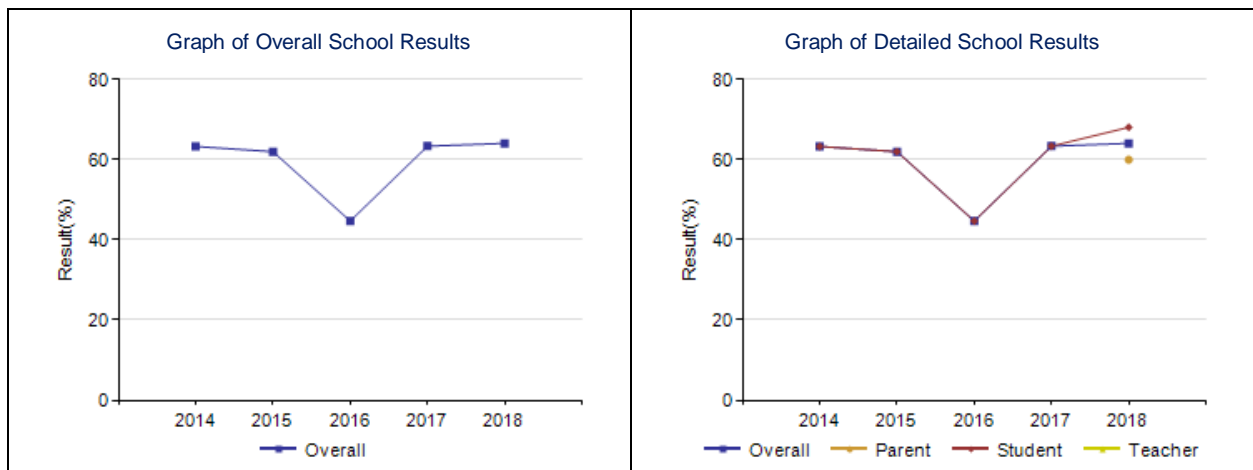
**Continue to provide a personalized approach to designing our students’ educational program**  
**Increase contact with families.**

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	63.3	62.0	44.7	63.4	64.1	66.3	Very Low	Maintained	Concern	64.5	65	65.25

### 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	63.3	62.0	44.7	63.4	64.1	80.7	79.1	82.6	82.9	84.1	81.3	81.3	81.9	81.9	81.8
Teacher	*	n/a	n/a	n/a	*	90.1	88.3	90.3	89.7	88.6	87.5	87.2	88.1	88.0	88.4
Parent	n/a	*	*	n/a	60.0	78.8	78.3	82.6	82.9	83.6	79.9	79.9	80.1	80.1	79.9
Student	63.3	62.0	44.7	63.4	68.1	73.3	70.8	74.9	76.2	80.2	76.6	76.9	77.5	77.7	77.2



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.

3.

<p><b>Strategies</b></p> <p><b>Pyramid of Intervention:</b>                  Prairie View Outreach School will develop, refine and publish their pyramid of interventions. Support will be provided and evidence will include:</p> <ul style="list-style-type: none"> <li>• PVO will identify and publish a pyramid of intervention that articulates universal, targeted and intensive supports available</li> <li>• PVO will articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention</li> <li>• PVO will display their pyramid of intervention in a designated area where staff have easy access.</li> </ul> <p>See Also:                  Learning Technology Policy Framework:                  PVO will “engage in yearlong professional learning and ongoing critical reflection” to improve technology integration. (Alberta Education Teaching Quality Standard, 2018)</p> <p>PVO will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan.                  PVO will continue to expand, within our means, the variety of courses we offer to students.</p>
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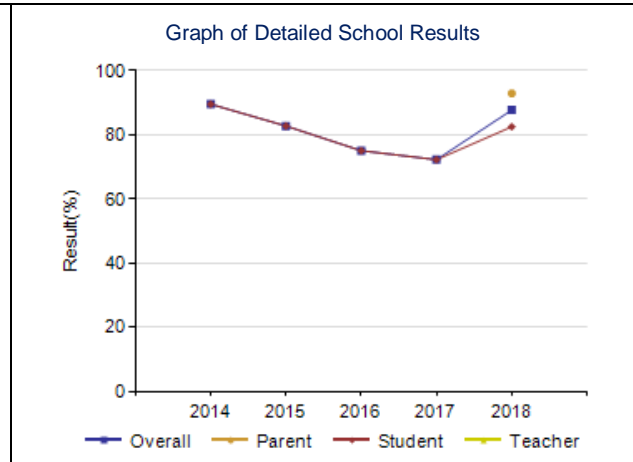
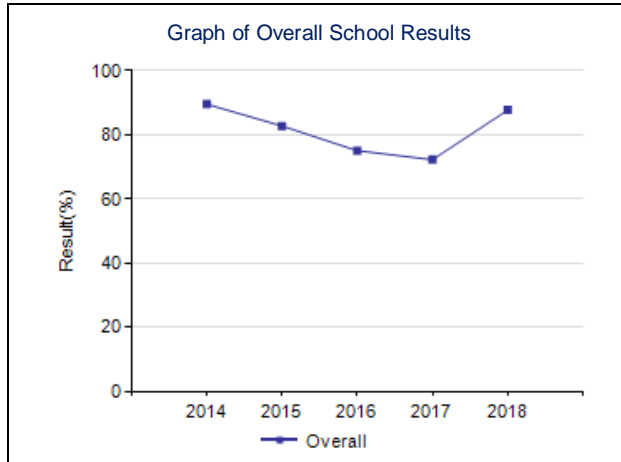
## Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	89.5	82.7	75.0	72.2	87.7	76.3	Very High	Improved	Excellent	88	89	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	n/a	88.6	78.5	Very High	n/a	n/a	89	90	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	85.8	89.2	92.6	94.0	93	Very High	Maintained	Excellent	95	96	97

### 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.5	82.7	75.0	72.2	87.7	76.0	76.0	77.7	79.6	79.3	79.8	79.6	81.2	81.4	80.3
Teacher	*	n/a	n/a	n/a	*	89.6	83.2	87.3	88.8	79.5	81.3	79.8	82.3	82.2	81.5
Parent	n/a	*	*	n/a	92.9	64.2	71.2	71.8	77.6	78.8	77.0	78.5	79.7	80.8	79.3
Student	89.5	82.7	75.0	72.2	82.5	74.2	73.7	74.1	72.3	79.8	81.2	80.7	81.5	81.1	80.2



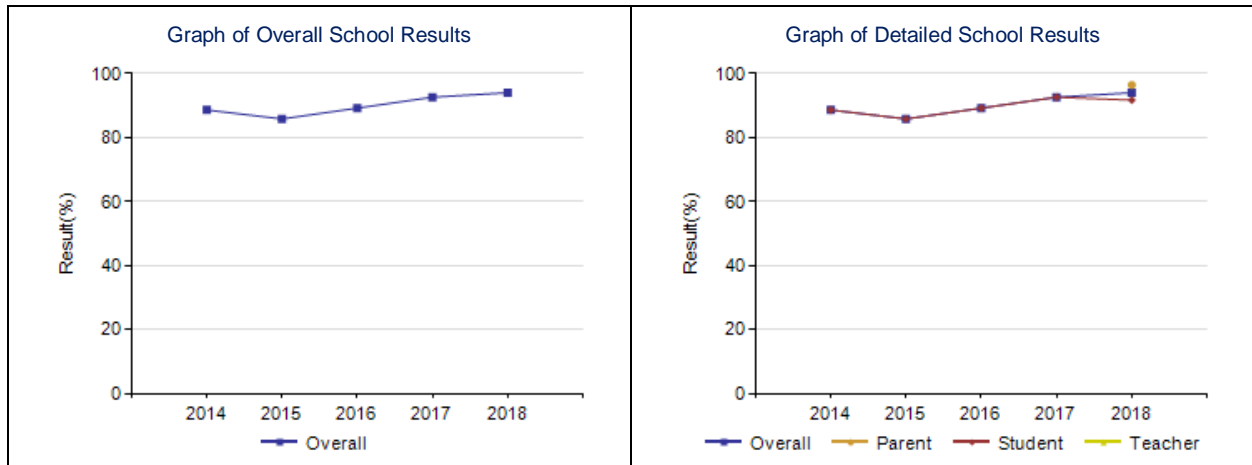
Notes:

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.

### Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.6	85.8	89.2	92.6	94.0	83.3	86.1	86.6	87.6	87.7	89.2	89.5	90.1	90.1	90.0
Teacher	*	n/a	n/a	n/a	*	94.6	95.4	96.3	94.6	92.9	95.5	95.9	96.0	95.9	95.8
Parent	n/a	*	*	n/a	96.4	71.1	81.3	78.6	83.7	83.4	84.7	85.4	86.1	86.4	86.0
Student	88.6	85.8	89.2	92.6	91.7	84.2	81.8	84.9	84.5	86.9	87.3	87.4	88.0	88.1	88.2



**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	n/a	n/a	88.6	80.4	82.9	82.3	83.2	82.3	80.6	80.7	80.9	81.2	81.2
Teacher	*	n/a	n/a	n/a	*	89.7	91.3	92.5	90.5	89.0	88.0	88.1	88.4	88.5	88.9
Parent	n/a	*	*	n/a	88.6	71.0	74.6	72.1	76.0	75.5	73.1	73.4	73.5	73.9	73.4

Notes:

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

**Strategies**  
 PVO will increase communication with families and invite participation in school events.  
 PVO will continue to deliver a personalized education for each student.

**See Also:**  
 Inclusion:  
**PVO's LST will have coaching conversations with staff, regarding Differentiated Instruction.**

**PVO will each define and implement their list of universal strategies.**

First Nation, Metis, and Inuit Student Success:  
**PVO will diminish the achievement gap.**

**PVO will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.**