Medicine Hat Public School Division
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ANNUAL EDUCATION RESULTS REPORT

2018-2019 AERR

Three-Year Education Plan 2017-2020


MHPSD
TO LEARN. TO GROW.
TO BUILD A BETTER
WORLD.

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Assistant Superintendent: Inclusive Mindset

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MESSAGE FROM THE BOARD CHAIR

Rick Massini,
Board Chair

Our Vision: ***To learn. To grow. To build a better world.***

Our Division is committed to learning. Our leadership is constantly searching for ways to improve our Division through formal upgrading, keeping abreast of research, legislation and global influences. Our teachers are ever mindful of the changing nature of our students and continually strive to explore methodologies to meet their growing needs so that they can be engaged learners. Our support staff are trained alongside our teachers to assist students in their acquisition of knowledge and skills essential to their success. Our clerical and custodial staff play a role in creating a safe, caring and nurturing environment for students.

"Maslow before Bloom"

Before children can be ready to learn, at any level, we must ensure that their essential needs are being met. This is done through establishing relationships: relationships between students and school staff, relationships between home and school and relationships between school and community.

Three years ago, Medicine Hat Public School Division started on a journey to establish these relationships and to make them part of the culture of the Division. Under the direction of a new Superintendent, we were introduced to the concept of "Creating Optimal Learning Environments". Simply stated, this concept involves developing an understanding of individual student needs and adapting school to the student rather than adapting the student to the school. It means making connections with students, identifying what works for them and providing supports to help them succeed. It appears as though our efforts are beginning to pay off. This is evidenced by more students completing high school, fewer students dropping out of school, students being more engaged in their learning and performing better in terms of achieving the Acceptable Standard and the Standard of Excellence on provincial exams, more students transitioning into post-secondary education and, in general, greater satisfaction with their learning experience. Our students are demonstrating terrific growth in academics, athletics, the arts and in social responsibility. All of this is due to the commitment and dedication to the children of the Division by leadership, instructional staff, support staff and our supportive school communities.

The Board of Trustees is proud of, and grateful for, the professionalism, commitment and dedication of the school communities who support MHPSD and who contribute to the successes we have enjoyed. The journey has just begun and we are extremely confident that by continuing our work together we can "build a better world".

MESSAGE FROM THE SUPERINTENDENT

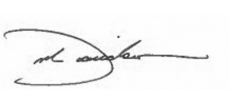
Mark Davidson,
Superintendent

Our system has identified areas of critical focus; Universal Goals that will serve to guide our work and into which Alberta Education's goals will fold.

- Through the past few years we have been working to develop shared understanding of what it means for teams of teachers and other staff to provide students with an "Optimal Learning Environment".
- Through dialogue and critical reflection, we began to redefine our approach to inclusion. "Inclusive Mindset" encompasses our commitment to including all learners in a manner that best fits their needs; setting aside an uncompromising commitment to inclusion as the goal in exchange for an uncompromising commitment to student learning. Staff throughout the system are engaging in meaningful professional learning that is building professional capacity to identify, plan to address and implement programming that meets the diverse needs of our students. Structures, roles and expectations have been implemented and/or clarified to help our students achieve.
- There is a universal acceptance of the fact that a systemic focus on the wellness of our students, and the staff that serve them, is critical to student success, staff retention and efficacy. Building a "Culture of Wellness" underpinned by mindfulness, clear goals and timely support has emerged as a goal that both feeds and is fed by success in our other goals. We have developed new structures and supports that demonstrate a systemic commitment to wellness for all.
- We understand that "Leadership" throughout the system, and in our community, is critical to student success. We are building leadership development programming and collaborative opportunities in order to help all staff find ways to lead for student success. Generative dialogue serves as the vehicle through which central office leaders and site leaders engage in challenging conversations about how our leadership practice can influence outcomes for our students.
- We have adopted a determined focus on First Nations, Métis, and Inuit student success in school as well as broadening the understanding of all members of our school community regarding the Indigenous cultures, history and ways of learning. Key staff have been hired and are leading our system's efforts at developing relationships with students, their families and the broader community that encourage belonging and successful relationships.

Our system is now aligned to ensure that schools work together to focus on the use of data and research to inform collaborative efforts that benefit students; our jurisdiction is committed to focusing on learning and achievement. The Collaborative Response Model provides us an opportunity to ensure that we are responding to the needs of individual students while offering colleagues the opportunity to identify and address gaps in individual and/or cohort skills in pedagogy.

The central office team believes deeply that supporting the individual professional learning of all staff is critical to ensuring optimal learning for all. Our commitment to using research, data and lead indicators to support decision making with, and for, learners will pay dividends for all in our community.



ACCOUNTABILITY STATEMENT

for the Combined Annual Education Results Report and Three Year Education Plan

The Annual Education Results Report (AERR) for the 2018-2019 school year and the Three Year Education Plan commencing September 1, 2019 for the MHPSD was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the education plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018-2019 school year and the Three Year Education Plan for 2019-2022 AERR on January 28, 2020.

BOARD CHAIR: ***RICK MASSINI***

SUPERINTENDENT OF SCHOOLS: ***MARK DAVIDSON***

DIVISION VISION

To learn. To grow. To build a better world.

MISSION STATEMENT

Our mission is to provide an inclusive, progressive learning community through trust, courage and collaboration.

DIVISION MOTTO

Where kids count!

MHPSD

PROFILE OF THE SCHOOL AUTHORITY

MHPSD is located within the boundaries of the City of Medicine Hat in the southeast region of Alberta. Our schools serve the needs of students and families in our community. A community that, similar to other parts of our province, has a typical range of socio-economic status and an ever changing cultural diversity.

As documented in ***Medicine Hat's 2017 Vital Signs Report***, we are a community that has some extraordinary benefits for raising families, in addition to some struggles and areas where we can improve. As a partner in the community, MHPSD is committed to support our students and families to build a strong community. We look forward to sharing our data in the "Vital Conversations" section in early 2019.

DEMOGRAPHIC DATA

7488
Student Enrolment
ELP-grade 12

342
First Nations, Métis, and Inuit
(FNMI) Student Population

253
English Language Learners (ELL)

448
Full Time Equivalent (FTE)
Certified Teachers

324
Full Time Equivalent Support Staff

SCHOOLS

MHPSD students learn in **17 schools** across our system:

- Crescent Heights High School (CHHS) - dual track English and French Immersion (FI) *(7-12)*
- Vincent Massey School *(K-6)*
- Webster Niblock School *(K-6)*
- Dr. Ken Sauer School *(K-6)*
- Elm Street School *(K-6)*
- École Connaught School - French Immersion *(K-6)*
- Medicine Hat High School *(10-12) (MHHS)*
- Medicine Hat Christian School *(K-9) (MHCS)*
- Alexandra Middle School *(7-9) (AMS)*
- Herald School *(K-6)* & specialized programming
- River Heights Elementary School *(K-6)*
- Crestwood School *(K-6)*
- Southview School *(K-6)*
- Ross Glen School *(K-6)*
- Dr. Roy Wilson Learning Centre *(K-9) (WLC)*
- George Davison School *(K-6)*
- Outreach School (see outreach programs)

MHPSD offers several outreach programs that operate out of multiple sites in our community.

This includes:

- YMCA Teen Mom Program
- Stay in School Program
- Central High
- PAS
- McMan REAL Program
- Saamis REAL Program

GOVERNANCE

Our school board consists of five trustees that represent the Medicine Hat Public Board of Education. The board hasthe responsibilityof providingan education system organized and operated in the best interests of students and families in our community. The board achieves this by setting local educational policy and the stewardship of resources.

SCHOOL COUNCILS

Each school in MHPSD is required to have a school council. This collaborative group of parents, school staff and community meet monthly to advise the school principal on matters such as school programming, policies and budgeting. School trustees are assigned to each school and are invited to attend meetings throughout theyear. Additionally, a trustee attends the Council of School Council meetings held throughout the year. These meetings offer school councils opportunities to share, communicate and advise on matters such as Division programming and policies.

GATHERING FEEDBACK

TO SET PRIORITIES

ENGAGEMENT

Throughout the 2018-2019 school year MHPSD and our schools engaged with students, teachers, parents and the larger community to gather feedback on our progress and direction. This information was gathered in a number of ways, including:

The OurSchool Survey was completed by most grade 4-12 students, parents and teachers in April of 2019. This data was then used to assist schools in setting goals and priorities for the year and to support changes at the system level around social emotional supports.

The Alberta Education Accountability Pillar Survey is given to all staff, students and parents of students in grades 4, 7 and 10. In elementary schools with smaller populations, all grade 4-6 students completed the survey. For the first time, in 2019 we received over 3000 responses across the system.

A First Nations, Métis and Inuit Community Engagement Session was held in March where approximately 20 community members from diverse backgrounds provided us with feedback and direction on our FNMI strategic plan.

Student Engagement Sessions were held in January, April and June of 2019, where approximately 15 grade 9-12 students provided feedback on system direction and developed their own skills in collecting student voice in schools.

Schools created a variety of local measures to inform their planning and to gather feedback.

Prior to the 2017-2018 school year, we identified four universal goals for our system to prioritize. We continue to maintain a system wide focus on these goals and have added a fifth goal to our priorities - a focus on supporting our First Nations, Métis & Inuit students and related outcomes:

INCLUSIVE MINDSET

MHPSD is an inclusive education system that ensures all students get what they need, when they need it. This may mean that there are students who need us to honour their needs by creating alternative settings when needed and for as long as needed. Critical to this approach is that the goal must ALWAYS include all students with their peers as often as possible. Using the programs of study as the framework for learning, every student is engaged in authentic and meaningful ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

OPTIMAL LEARNING

The Optimal Learning Environment (OLE) model will serve as a target and will sit at the center of our decision-making processes. Formal and informal school and system leaders will work to help all teachers achieve the potential described in the OLE. Resources and system structures will be built and allocated to support staff in achieving the target set in the model. We intend to incorporate the wisdom and support of Division staff and outside experts in the design of the OLE. We will also gauge our responses to student need and where the model is insufficient; work to create classroom environments that support student mental health. The OLE is not intended to usurp the Teaching Quality Standard (TQS), it is intended to describe what could manifest in the lives of students if the TQS was fully implemented and supported.

CULTURE OF WELLNESS

MHPSD is committed to student and adult success and well-being. With the help of representatives of CUPE, our Alberta Teachers' Association (ATA) Local and staff from across the jurisdiction, we will work to explore the best methods of supporting our valued staff in caring for themselves. Alberta Schools Employee Benefit Plan (ASEBP) and others are offering excellent support to us in helping the committee examine successful wellness initiatives that have been implemented elsewhere. We will focus on what staff might do on their own in addition to exploring the collective efforts that could be undertaken; opportunities for partnerships with local service providers. We believe that this effort of supporting staff in self-care is an important piece of the wellness puzzle. Coupled with an effort to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

LEADERSHIP

As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibility and authority. We are working to break the myth (sometimes self-fulfilling) that one must give up being a teacher and instructional leader in order to take on formal leadership. Indeed, the management part of administration is the simple part; the greatest challenges and rewards come from the relational power that teacher-leaders bring to their work as instructional leaders. If we are successful, our program will help great teachers within our system choose administration; knowing they are continuing the important work they have started while working to broaden their professional influence and legacy.

FIRST NATIONS, MÉTIS & INUIT STUDENT SUCCESS (FNMI)

MHPSD will demonstrate its commitment to First Nations, Métis and Inuit success by adhering to these key principles:

- Success for all students
- The awareness of the value of First Nations, Métis and Inuit culture by all
- The importance of relationships

SUMMARY OF ACCOMPLISHMENTS AND HIGHLIGHTS

DEEPENING OUR UNDERSTANDING OF A COLLABORATIVE RESPONSE MODEL (CRM)

2018-2019 saw our schools fully commit to implementing a model of collaborative response. Continuum(s) of support were both refined and utilized for academic and social emotional needs. The OLE was further refined to include a series of progressions in each of the core areas of the model. Support, in the form of 10 OLCs and a cadre of CSTs across schools, were utilized to form the base from which we respond to student need in our classrooms.

The model was leveraged by schools to increase purposeful collaboration between teachers, non teaching professionals, and support staff to meet the learning needs of students. Collaborative time was built into timetables to create the space and time for teachers to meet and discuss student needs and plan appropriate instruction. Similarly, at the Division level, MHPSD established collaborative planning meetings to support schools to work with key data around staffing decisions and class structures.

CONTINUED COMMITMENT TO COMMUNITY ENGAGEMENT

After completing a larger community wide engagement process in the spring of 2018, schools, central office and trustees turned attention to gathering feedback from a variety of stakeholder groups during the 2018-2019 school year:

- Teacher's Voice – Central office executive team met with teacher reps from all schools to discuss questions, comments and ideas submitted by teachers and vetted by teacher reps. This group met four times over the course of the year and allowed staff to develop a deeper understanding on decision making and processes. The committee also influenced change, notably changes to staffing policy and teacher transfer, changes to the school year calendar and the addition of more teacher voice sessions. Finally, written responses to inquiries were shared out with all staff to further enhance communication.
- May 2019 – A First Nations, Métis and Inuit community engagement session was held where approximately 20 community members from diverse backgrounds shared bannock and buffalo stew and provided us with feedback on our FNMI strategic plan.
- April 2019 – OurSchool Survey – once again, approximately 5000 surveys provided data from students, parents and staff that we used to both triangulate data and to strengthen our baseline knowledge.
- Student Engagement Sessions – Three meetings with approximately 15 grade 9-12 students were held to provide student voice on what they saw as pressing matters in school. Students also developed their skills in collecting student voice and conducted their own information gathering sessions at elementary schools.
- Accountability Pillars Online Reporting Instrument (APORI) – increased to over 3000 responses in 2019.

SIGNIFICANT ACHIEVEMENT GAINS ON GRADE 6 AND GRADE 9 PROVINCIAL ACHIEVEMENT TESTS

For the second consecutive year we saw our students make gains on the acceptable scores on seven out of eight grade 6 and grade 9 exams. This strong work by our students also allowed our grade 6 students to continue strengthening our three year acceptable average.

STUDENTS ACHIEVE EXCELLENCE ON ACHIEVEMENT AND DIPLOMA EXAMS

Alongside the above achievement gains, we saw students in grade 6 and 9 make substantial gain in the area of excellence on all achievement exams.

We also saw gains in our three year average in the area of excellence on all achievement exams and on 8 out of 11 diploma exams.

OFFER A BROAD PROGRAM OF STUDIES THAT SUPPORTS ALL LEARNERS

We continued to show marked improvement on feedback we receive from stakeholders on the broad program of studies that we offer allowing us to exceed our target in this area. This is a real credit to schools' programming decisions and adapting to continually support all learners.

COMBINED 2019 ACCOUNTABILITY PILLAR OVERALL SUMMARY

(REQUIRED FOR PUBLIC/SEPARATE/FRANCOPHONE/CHARTER SCHOOL AUTHORITIES AND LEVEL 2 PRIVATE SCHOOLS)

Measure Category	Measure	Medicine Hat School Division			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	**86.5**	88.4	87.2	**89.0**	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	**85.0**	85.0	83.9	**82.2**	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	**89.0**	89.0	89.3	**90.2**	90.0	90.1	High	Maintained	Good
	Drop Out Rate	**4.6**	3.3	3.3	**2.6**	2.3	2.9	Intermediate	Declined Significantly	Issue
	High School Completion Rate (3 yr)	**72.3**	70.7	73.3	**79.1**	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**73.5**	71.8	70.8	**73.8**	73.6	73.6	Intermediate	Improved	Good
	PAT: Excellence	**17.0**	11.4	11.5	**20.6**	19.9	19.6	Intermediate	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**78.4**	76.2	77.2	**83.6**	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	**13.3**	11.8	12.4	**24.0**	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	**46.3**	48.1	48.4	**56.3**	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	**57.7**	56.9	54.6	**64.8**	63.4	62.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**47.8**	48.9	53.6	**59.0**	58.7	58.7	Intermediate	Declined	Issue
	Work Preparation	**78.1**	80.1	80.5	**83.0**	82.4	82.6	High	Declined	Acceptable
	Citizenship	**77.4**	79.7	79.9	**82.9**	83.0	83.5	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	**78.6**	81.4	81.0	**81.3**	81.2	81.1	High	Declined	Acceptable
Continuous Improvement	School Improvement	**79.6**	81.5	81.6	**81.0**	80.3	81.0	High	Declined	Acceptable

FIGURE 1

Measure Category	Measure	Medicine Hat School Division (FNMI)			Alberta (FNMI)			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	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Education Quality	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	**6.1**	6.7	6.7	**5.4**	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	**62.1**	50.8	51.7	**56.6**	53.3	52.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**64.9**	58.2	58.9	**54.0**	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	**7.6**	2.5	4.5	**7.4**	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**85.9**	70.7	77.6	**77.2**	77.1	76.7	High	Maintained	Good
	Diploma: Excellence	**4.7**	7.6	8.5	**11.4**	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	**42.5**	22.2	23.4	**24.6**	24.4	22.3	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	**50.0**	35.1	29.3	**37.1**	35.9	34.0	Low	Improved	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**16.3**	34.6	34.3	**34.2**	33.0	32.8	Very Low	Declined	Concern
	Work Preparation	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
	Citizenship	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	**n/a**	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a

FIGURE 2

COMBINED 2018 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

(REQUIRED FOR PUBLIC/SEPARATE/FRANCOPHONE SCHOOL AUTHORITIES)

OUTCOME ONE:

ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	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). (PAT's)	69.5	72.8	67.9	71.8	73.5	72.4	Intermediate	Improved	Good	71.1	72.4	73.6
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on Provincial achievement Tests (overall cohort results).	11.3	12.1	11	11.4	17	12.4	Intermediate	Improved Significantly	Good	13.1	15.1	17

FIGURE 3

COMMENT ON RESULTS:

In outcome one, the combined result of grade 6 and 9 represents a turning of the corner for our system both in the area of acceptable and in particular excellence. Schools have worked and continue to work diligently to better deliver on the variety of the outcomes present in each of the Programs of Study. We expect to see continued growth particularly for our grade 9 students.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

19/20 STRATEGIES	19/20 EVIDENCE
OPTIMAL LEARNING ENVIRONMENT (OLE)	
♦ Areas of focused support in implementation will be identified using school and system evidence ♦ Facilitate communities of practice connected to curriculum engagement and implementation for K-4 teachers ♦ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals	• Development of OLE progressions • Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time • OLE becomes the lens for adopting new curriculum • Teachers link goals to the OLE
A MODEL OF RESPONSE	
♦ Collaborative time well established ♦ Criteria for effective collaborative time developed ♦ Effectiveness of collaborative time evaluated ♦ Schools continue to develop capacity and depth of CRM ♦ Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs ♦ Trends are identified and inform continuum of support tier I, II, III interventions ♦ Identify and share diagnostic classroom-based assessment ♦ Identify progress monitoring structures connected to priority areas	• School planning centers on a collaborative model of response as evidenced in timetables and structures • Screens are used to identify students early and direct staff to respond through appropriate interventions • Teachers develop more sophisticated progress monitoring tools • Students are being successful as identified through relevant assessments
DATA AND UPLOADING ANALYSIS	
♦ Data analysis part of cadence of planning ♦ Training to support more sophisticated analysis ♦ Streamline tools ♦ Software connected to data analysis above ♦ Utilize each of the modules in Dossier ♦ Support for those new to the tools	• Continuity of data tools allows for better analysis • Additional supports provided in area of PAT and diploma analysis and planning • Division wide adoption of CRM module creates data base of information around student success and progress monitoring
ASSESSMENT	
♦ Elementary reporting process and design reflects new curriculum and outcomes informed assessment practices ♦ Middle school teachers utilize a common achievement indicator scale to reflect learning and grades ♦ Power Teacher Pro is utilized by middle school and high school teachers as part of a larger communication of student learning reflecting quality assessment practices ♦ Each school develops a school wide assessment plan and engages with broader school community as appropriate	• All schools have developed and shared a school wide assessment plan • All schools (K-9) are utilizing new reporting tool • Software tool utilized to facilitate school/home communication of progress • Teachers report deeper understanding of K-9 Report Card Learner Outcomes (RCLOs) and achievement indicators
CLASSROOM SUPPORT	
♦ Classroom Support Teacher (CST) learning plan to match needs and goals ♦ Bursary support for post-secondary learning ♦ Shelley Moore presentation for all staff ♦ Accommodations embedded into teacher daily practice ♦ Staff recognize when to put accommodations in place and how to support the withdrawal of any as a student gains a skill	• CSTs utilize learning time to advance initiatives and goals • CSTs enrol in graduate level studies in the area of inclusion • All staff deepen their understanding of inclusion through Shelley Moore presentation • CSTs report greater use of appropriate accommodations across schools
STAFF DEVELOPMENT	
♦ Mentorship partnership with Alberta Teachers' Association ♦ Generative dialogue partnership with University of Lethbridge facilitating deeper understanding of the Leadership Quality Standard ♦ OLC support in classrooms and through professional learning opportunities ♦ Developing leaders 2019 cohort – 17 participants engaging in learning about school leadership, enroling a 2019-20 cohort ♦ Monthly, school based professional learning days	• New teachers feel more supported as they enter the profession • School administrators develop and act upon personal inquiry questions that support their learning goals • School administrators understand the nature of generative dialogue and are prepared to utilize with their staff • OLCs are regularly accessed by individual and groups of teachers • Developing leaders cohort is successfully completed and participants do exit interviews • New developing leaders cohort begins

19/20 STRATEGIES *continued*

SUPPORTING ATTENDANCE

- Implement attendance committee recommendations
- Common processes across schools
- Ongoing monitoring of attendance rates

19/20 EVIDENCE *continued*

- Staff report confidence in understanding the new processes
- New attendance data is “clean”
- Attendance improves across the Division
- Students struggling with attendance are supported in new ways
- New processes allow teachers to develop better relationships with students and families as evidenced by relevant APORI outcomes
- School Messenger and Safe Arrival begin to be utilized by schools and families to support accurate attendance data

DIVISION PLANNING CYCLE

Strategies:

- Year planning cadence established
- March – Collaborative staffing planning
- May – Cypress draft goals
- June – Process with staff
- Fall – Update documents – feed into system plan

Evidence:

- Administrators are fully familiar with planning templates
- Schools have begun goal setting cycle prior to arrival at Cypress planning sessions
- Administrators continue to engage more deeply in APORI and OurSchool data
- School plans feed into our Division planning
- All is connected to community engagement in spring of 2020

2018-2019 HIGHLIGHT:

SIGNIFICANT ACHIEVEMENT GAINS ON GRADE 6 AND 9 PROVINCIAL ACHIEVEMENT TESTS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in grades 6 and 9 who achieved the acceptable standard on diploma examinations (overall results).	77.6	77.6	77.8	76.2	78.4	78.8	Intermediate	Maintained	Acceptable	77.5	78.4	79.3
Overall percentage of students in grades 6 and 9 who achieved the standard of excellence on diploma examinations (overall results).	11.3	12.1	11	11.8	13.3	14.5	Intermediate	Maintained	Acceptable	12	13.3	14.5

FIGURE 4

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate - percentage of students who completed high school within three years of entering grade 10.	73.5	77.1	72.1	70.7	72.3	75.7	Intermediate	Maintained	Acceptable	71.7	74.4	77.1
Percentage of students writing four or more diploma exams within three years of entering grade 10.	47.5	54.6	42.4	48.1	46.3	51	Intermediate	Maintained	Acceptable	45.6	51.1	54.6
Drop out rate - annual drop out rate of students aged 14 to 18.	4.4	3.2	3.4	3.3	4.6	3.3	Intermediate	Declined Significantly	Issue	3.8	3.5	3.2
High school to post secondary transition rate of students within six years of entering grade 10.	55.6	55.8	56.1	48.9	47.8	56.1	Intermediate	Declined	Issue	50.9	53.5	56.1
Percentage of grade 12 students eligible for a Rutherford Scholarship.	n/a	54.8	52.3	56.9	57.7	54.8	Intermediate	Improved	Good	55.6	56.7	57.7

FIGURE 5

COMMENT ON RESULTS:

Diploma test data indicates some slight setbacks on the year over year scores but some gains on the three year average, particularly in the area of excellence. While we are not consistently at or above provincial averages, we are making gains to close the gap. The increase in the drop out rate requires further investigation and is something we believe is related to historical programming flexibility for second year grade 12 students. Please note that data analysis and instructional strategies listed in previous table also apply to our high school programs and to our First Nations, Métis, Inuit performance measures.

CONNECTION TO MHPSD UNIVERSAL GOALS:

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

19/20 STRATEGIES | 19/20 EVIDENCE

OPTIMAL LEARNING ENVIRONMENT (OLE)

Strategies

- ♦ Areas of focused support in implementation will be identified using school and system evidence
- ♦ Facilitate communities of practice connected to curriculum engagement and implementation for K-4 teachers
- ♦ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals

Evidence

- Development of OLE progressions
- Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time
- OLE becomes the lens for adopting new curriculum
- Teachers link goals to the OLE

SOFT MEASURES

Strategies

- ♦ Qualitative increase in student connectedness to schools in APORI/OurSchool data
- ♦ Expand student voice group(s)
- ♦ Develop local measure tools
- ♦ Role of student voice in planning

Evidence

- Gains in related categories in APORI and OurSchool Data
- Participation by students in local and provincial student voice opportunities
- Students involved in engagement work
- Development and usage of local measurement tools

SCHEDULING

Strategies

- ♦ Monitor impact of prior year(s) strategies and adjusting as necessary
- ♦ Schedule and staffing adjustments as necessary to better facilitate offerings and to better facilitate CRM

Evidence

- Greater participation in CTM meetings by all staff members
- Positive feedback in APORI results on programs of study data
- Teachers providing positive feedback in OurSchool survey on collaborative time/usage

HIGH SCHOOL PLANNING

Strategies

- ♦ Implement school wide assessment plans
- ♦ CHHS – implement middle school/high school strategic planning from school review
- ♦ Monitor adjustments to registration processes
- ♦ Implement of attendance committee recommendations
- ♦ Introduce MyBluePrint to grade 8 students

Evidence

- Assessment plan shared with full school community
- Reflection and adjustments to CHHS review implementation are regular and ongoing
- Increased student attendance
- Increased attendance supports available
- Students are utilizing the MyBluePrint tools

HIGH SCHOOL COMPLETION

Strategies

- ♦ Monitor impact of graduation tracking processes
- ♦ Implement attendance committee recommendations
- ♦ Continue with expanded mental health supports
- ♦ Full time FSLW support
- ♦ Implement recommendations from comprehensive guidance committee
- ♦ Implement attendance committee recommendations
- ♦ Data informed decisions on grade 12 students

Evidence

- Increased high school related APORI measures including completion, transition rate and reduction in drop out rate.
- Expanded mental health supports lead to improvement in related measures
- Improved student attendance, particularly with grade 12 students

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.	83.1	80.9	79.2	79.7	77.4	81.3	Intermediate	Declined Significantly	Issue	78.8	81	83.1

FIGURE 6

COMMENT ON RESULTS:

While this measure has been a relative overall success for us, a decline in results can be attributed to concerns at the secondary level around students following the rules. Parents, students and teachers saw this as a strength at the elementary level, but the data here would indicate that we need to pay particular attention to supporting students in this area.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

19/20 STRATEGIES

PLANNING

- Cadence of planning is developed – APORI data, OurSchool results, local measures feed into school planning cycle
- Schools use data to make staffing decisions in March/April
- Schools use data to develop school plans alongside their stakeholders in May/June

ENGAGEMENT

- Student voice committee expands and becomes more student directed
- Feed back gathered from students on construction and facilitation of the committee is implemented
- Student voice informs school and Division planning
- Creation of a parent voice through Council of School Councils
- Conducting smaller FNMI engagement sessions
- Spring 2020 – full engagement process begins

19/20 EVIDENCE

PLANNING

- Principals are using the planning documents on an on-going basis as demonstrated in site visits and generative dialogue meetings
- Schools begin developing localized processes for analyzing data and feeding this into their school planning

ENGAGEMENT

- Students are involved in the planning process that support direction in 2020 and beyond
- Feed back from stakeholders used to prioritize budgeting decisions
- Wide range of voice is included in developing our next strategic plan
- Four to five FNMI localized engagement sessions are held and inform our planning

2018-2019 HIGHLIGHT:

A MODEL OF COLLABORATIVE RESPONSE UTILIZED IN ALL OF OUR SCHOOLS

OUTCOME TWO:

FIRST NATIONS, MÉTIS, AND INUIT STUDENTSIN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in grades 6 and 9 who achieved acceptable standard on Provincial Achievement Tests (overall cohort results).	58.3	65.3	53.2	58.2	64.9	61.6	Very Low	Maintained	Concern	58.8	62.1	65.3
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).	5.4	5.1	6	2.5	7.6	6	Very Low	Maintained	Concern	5.4	5	4.5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	67.9	83.3	78.8	70.7	85.9	78.8	High	Maintained	Good	78.5	82.2	85.9
Overall percentage of self-idnetified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.4	9.3	8.8	7.6	4.7	10.4	Very Low	Maintained	Concern	7	8.2	9.3

FIGURE 7

WE DEMONSTRATE COMMITMENT TO FIRST NATIONS, MÉTIS AND INUIT SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	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.	37.9	56.2	48	50.8	62.1	53.8	Low	Maintained	Issue	53.6	57.4	62.1
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering grade 10.	22.7	24.1	24	22.2	42.5	24	Low	Improved	Acceptable	30	36.3	42.5
Drop Out Rate - annual drop out rate of self-identified FNMI students aged 14 to 18.	10.8	5.3	8.1	6.7	6.1	6.6	Intermediate	Maintained	Acceptable	6.1	5.7	5.3
High school to post secondary transition rate of self-identified FNMI students within six years of entering grade 10.	36.9	27.8	40.4	34.6	16.3	31.8	Very Low	Declined	Concern	30.4	32.4	34.3
Percentage of grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	21.9	31	35.1	50	31	Low	Improved	Acceptable	38.7	44	50

FIGURE 8

COMMENT ON RESULTS:

After 5 years of concerning results in this measure, we saw movement in a positive direction for our students particularly in the area of Diploma exam results, participation rates and Rutherford Scholarship eligibility. We will continue working to implement our standalone strategic goal for FNMI student success as part of this three year plan.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

INCLUSIVE MINDSET - Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

FIRST NATIONS, METIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nations, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

19/20 STRATEGIES

19/20 EVIDENCE

TRUTH AND RECONCILIATION

Strategies

- Continued, but more localized engagement work
- Work with partners to develop and host a conference in the fall of 2019 (Lethbridge – Oct 2019)
- Blanket exercise as part of new teacher orientation
- Attending CASS gathering
- Student voice in Land Acknowledgements
- Continued support during school based professional development sessions
- Communications plan – develop website and implement theme during school year

Evidence

- Multiple engagement sessions are held with families at schools, feedback is collected from families
- Assembling Strength FNMI gathering held in Lethbridge, at least one administrator from each school attends
- New teacher orientation includes blanket exercise experience
- Key personnel attend important gatherings
- Students complete video recordings of land acknowledgement
- Professional learning is provided during administrator's meetings
- Website goes live and provides helpful and relevant information for staff, students and families

CLASSROOM SUPPORTS

Strategies

- Continuation of the breadth of classroom presentations being delivered
- Expand FNMI supports in schools through coordinator role, and FNMI support worker
- Support staff in embedding FNMI outcomes into daily planning
- Guest speaker series (Fall – Lorne Cardinal/Spring - TBA)
- Initiate committee to host spring celebration event in Medicine Hat
- Explore additional post-secondary supports

Evidence

- Documented increase in the number of classroom presentations delivered across schools
- Advocacy for greater staffing support in spring budget
- Guest presenter Lorne Cardinal visits 10 schools across the Division, works with drama classes
- Spring celebration committee partners with community groups to offer inaugural event
- Continuation of working with Medicine Hat College through reconciliation week

SOCIAL EMOTIONAL SUPPORTS

Strategies

- Determine best model to support social emotional needs and academic needs as it relates to FNMI staffing
- Utilize feedback from 2018-2019 engagement to direct further community engagement planning
- Professional learning or social emotional supports around FNMI outcomes, success coaches, Family School Liaison Workers (FSLWs), etc.
- Adjust attendance supports as necessary
- Consider role of students

Evidence

- Develop proposal that allows greater support and flexibility with additional FNMI staff to support both classroom and social emotional work
- Feedback from small group parent engagement sessions utilized in developing next three year plan
- Professional learning provided for Division FSLWs
- Involvement of FNMI students in Student Voice initiative

STUDENT SELF IDENTIFICATION

Strategies

- Role of electronic registration to be considered
- Provide training for school based supports on self-identification conversations
- Data embedded into school based plans

Evidence

- Continued to communication to families about the meaning of student self identification
- Schools use enrolment data to support programming supports for all students

2018-2019 HIGHLIGHT:

STUDENTS ACHIEVE EXCELLENCE AT ALL LEVELS

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	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.	86.3	84.8	81.9	85	85	85.5	Very High	Maintained	Excellent	84	85.2	86.3

FIGURE 9

COMMENT ON RESULTS:

Our achievement result this year was once again very high and maintains our level of achievement. We will continue with strong communication efforts in this area combined by listening to student and parent feedback.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - We believe that supporting staff in self care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

19/20 STRATEGIES	19/20 EVIDENCE
OPTIMAL LEARNING ENVIRONMENT (OLE)	
♦ Areas of focused support in implementation will be identified using school and system evidence ♦ Facilitate communities of practice connected to curriculum engagement and implementation for K-4 teachers ♦ Teachers co-create and identify collaborative inquiry and reflection based on individual and team instructional goals	• Development of OLE progressions • Teachers engaged in communities of practice through professional learning, after school specials, school based professional learning and collaborative time • OLE becomes the lens for adopting new curriculum • Teachers link goals to the OLE
LEADERSHIP DEVELOPMENT	
♦ Generative Dialogue partnership with University of Lethbridge facilitating deeper understanding of the Leadership Quality Standard ♦ Developing Leaders 2019 cohort – 17 participants engaging in learning about school leadership, enroling a 2019-20 cohort ♦ Admin will identify necessary structures and/or communities of practice that will support collaboration and reflection in the context of the LQS ♦ Families of schools consider coordinating programming based on student and family input	• Monthly generative dialogue sessions along with follow up meetings indicate that school administrators are taking action on their inquiry questions • Administrators engage collectively with resources such as "Student Centered Leadership" to deepen their understanding of the LQS and then apply that it day to day work • Completion of developing leaders cohort culminates with exit interviews and positive feedback on the training • A new developing leaders cohort begins
LEADING TEACHING	
♦ Engage with new curriculum design and understand implications for instructional leadership (grade K-4) ♦ Develop plan for curriculum roll out ♦ Focus on evidence of effective collaborative time ♦ Collaborative time supports student success and new curriculum implementation ♦ Communities of practice to support effective instruction in the context of French Immersion programming ♦ Strategic resourcing for French Immersion (FI) curricular needs	• Curriculum Implementation committee continues to operate and is provide professional leadership opportunities at all elementary schools for teachers to engage; will determine further planning, dependent on Government release of curriculum implementation time line • Aprox 80 elementary teachers, and all middle school leads have attended a seminar with Julie Stern around conceptual understanding. • CRM sub committee for effective collaborative time support has been established and assistant superintendent for universal design and learning meets individually with schools around establishing and supporting effective collaborative time • Division supported release time to work with OLC's and engage in new curriculum focus • Establish a K-12 vision for FI programming • Moving FI resource centre to public library
SOFTWARE TOOLS	
♦ Implement new attendance procedures ♦ Full implementation of CRM Module ♦ Cleanup of PowerSchool data ♦ Support from PowerSchool analyst ♦ Data tracking: gather evidence from staff on success of initiatives	• PowerSchool data has been cleaned and continuity is created across the Division • Clean data prepares system for implementation of SchoolEngage and online registration • Prepared for implementing a digital student record solution • Schools report confidence in the use of the CRM module by the end of the school year • New attendance data allows schools to make programming decisions for individual and groups of students
ASSURANCE AND ENGAGEMENT	
♦ Refine messaging as communications role becomes part of the planning rhythm ♦ Ability to access specific groups in the community ♦ Continuation of teachers voice ♦ Expand student voice ♦ Small group First Nations, Metis, Inuit engagement sessions at variety of schools ♦ Larger engagement and assurance work in spring of 2020 to set next 3 year plan	• Key system messages have been identified and are supported • Various engagemnt committees actively provide feedback that is used demonstratively • Small group feedback sessions are held with our FNMI families • Larger engagement work produces clear direction for 2020-2023 planning cycle

2018-2019 HIGHLIGHT:

MAINTAINED ENHANCED SOCIAL EMOTIONAL SUPPORTS

OUTCOME FOUR:

ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of teacher, parent and student agreement that: students are safe at schools, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	87.2	86	88.4	86.5	87.5	High	Maintained	Good	87	88.2	89.3
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90	90.3	88.5	89	89	89.7	High	Maintained	Good	88.8	89.5	90.3
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.	83.7	81.6	79.9	80.1	78.1	81.9	High	Declined	Acceptable	79.4	81.6	83.7
Percentage of teachers and parents satisfied with parental involvement in decisions about thier child's education.	80.8	82.3	79.5	81.4	78.6	80.9	High	Declined	Acceptable	79.8	80.6	81.4
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	82.7	82.2	81.3	81.5	79.6	82.2	High	Declined	Acceptable	80.8	81.8	82.7

FIGURE 10

COMMENT ON RESULTS:

MHPSD continues to achieve a "high" result in these measures, however the results do represent a slight decline relative to previous years. We continue to seek out and support input from stakeholders including students, parents and staff through a variety of engagement and input opportunities.

CONNECTION TO MHPSD UNIVERSAL GOALS:

LEADERSHIP - As an extension of the classroom, formal leadership needs to be treated as a teaching position with specific, legislated responsibilities and authority.

OPTIMAL LEARNING - The Optimal Learning Environment (OLE) model will serve as a target at the centre of our decision making process. Resources and system structures will be built and allocated to support staff in achieving the high target set in the model.

CULTURE OF WELLNESS - CULTURE OF WELLNESS - We believe that supporting staff in self care is an important piece of the wellness puzzle. Coupled with efforts to build more effective, collaborative structures, we will see improvement in our collective wellbeing.

FIRST NATIONS, MÉTIS, INUIT STUDENT SUCCESS - Demonstrate commitment to First Nations, Métis and Inuit success by adhering to the key principles of: Success for all students, the awareness of the value of FNMI culture by all, and the importance of relationships.

19/20 STRATEGIES

COMMUNICATION AND ENGAGEMENT

- Communications plan works in conjunction with engagement plan
- Continuation of teacher voice
- Expand the role of studentvoice
- Consider communications required for new curriculum
- Continued us of OurSchool survey measures

PLANNING AND PROCESSES

- Improve ability and increaseopportunity for schools to work together with comparable data/material assessment and curriculum as a significant focus
- Further streamlining of reporting (school and system based)
- Continue professional learning at school
- Establish implementation guide updates at the school level
- Feed back through site superintendent
- Continue work with local and provincial stakeholders to monitor capacity at school sites
- Continue to revise processes to create meaningful planning documents thatcan serve as stakeholder communicationtools

TRAINING AND DEVELOPMENT

- Mentorship partnership with ATA
- Generative Dialoguework with school leadership teams – University of Lethbridge partnership
- Increase expectation foruse of various softwaretools
- Work with software provider, further improve/streamline tools
- Refine SchoolMessenger use and application in school and system communication plans
- Explore improvements to recruitfor specialized areas
- Facilitation of ongoing Developing Leaders cohorts

19/20 EVIDENCE

COMMUNICATION AND ENGAGEMENT

- Spring of 2020 begin work on a community engagement plan that allows us to connect with all stakeholders
- Feed back fromstakeholders used to identify core principals for next three year plan
- Teacher voice, student voice, parent voice, support staff voice all ontinued or initiated – each feed into engagement planning
- Specific questions fed into OurSchool survey to provide clarity on APORI questions
- Communications support in place for attendance campaign, new curriculum and other initiatives

PLANNING AND PROCESSES

- Professional learning sessions on how to utilize data to inform planning. Presented in a variety of formats including school based days, admin meetings and after school sessions
- Inclusion of comprehensiveschool health planning into school planning documents
- Division calendar utilized to maximize professional learning opportunities
- Monthly site meetings with superintendents
- Feed back gathered from stakeholders on value of information in school planning documents

TRAINING AND DEVELOPMENT

- New teachers feel supported as they enter the profession
- School administrators develop and act upon personal inquiry questions that support their learning goals
- School administrators understand the nature of generative dialogue and are prepared to utilize with their staff
- Necessary staff have confidence in software capabilities and are utilizing the relevant tools
- Identification of supports needed in the systemin spring and prioritized relativeto budget
- Developing leaders cohort completed and exit interviews conducted

SUPPORTING AN INCLUSIVE MINDSET

19/20 STRATEGIES	19/20 EVIDENCE
A MODEL OF RESPONSE	
♦ Collaborative response has been planned for in each school's staffing sheets ♦ CRM is part of the cadence of how the school operates ♦ Support directed to facilitating stronger CTM ♦ Meetings and utilizing software tools to support model ♦ Professional learning built on system needs as identified from staff input ♦ Updates to ISPs implemented – focus on learning intentions ♦ Professional learning on the impact of assessment changes and inclusive education requirements	• School planning centers on a collaborative model of response as evidenced in timetables and structures • Screens are used to identify students early and direct staff to respond through appropriate interventions • Teachers develop more sophisticated progress monitoring tools • Students are being successful as identified through relevant assessments • ISP goals report utilized to identify cohort needs and to develop relevant programming • Continued CST professional learning (monthly) in identified areas of need
ENGLISH LANGUAGE LEARNERS	
♦ Continue to review lead ELL teacher FTE and deployment at schools ♦ Review ELL, EA FTE related to school populations ♦ Review ELL student numbers, time remaining in grant cycle ♦ ELL teachers continue with participation in CST professional learning ♦ ELL teachers gather input on capacity building needs ♦ Provide "on-call" interpretive support	• Review of success/impact of "on call" interpretive support • Schools have utilized FTE supports in flexible ways to assist ELL learners in their classrooms • ELL lead teacher works closely with CSTs to understand and support intake needs for new families • Resources are adjusted to support ongoing enrolment fluctuations
FACILITATE REVIEW OF ALTERNATIVE PROGRAMS	
♦ Create sub committee to develop a vision for alternative programming for MHPSD ♦ Examine programming at each of our alternative programming sites ♦ Consideration of any new regulation requirements that might impact decisions ♦ Make recommendations for changes and/or implementation	• Committee develops recommendations by the end of the 2019-2020 school year • Recommendations are presented to executive and action plan is created • Review of role of in-reach funds
CLASSROOM SUPPORTS	
♦ CST learning plan implemented ♦ Software training for staff and new staff continued ♦ Increase support in area of universal design for learning ♦ Work with software partners to streamline and improve data ♦ Professional learning for FSLWs and success coaches related to school needs and individual needs ♦ Expand comprehensive school health planning ♦ Implementation of recommendations from Division program review(s) ♦ Continue two year commitment to in reach funds	• CSTs participate in monthly professional learning • CSTs develop understanding of various requirements that have shifted from centralized supports to school level including ELL, attendance, collaborative response, documentation requirements • Key staff participate in software training and are able to work with other staff to further staff capacity • All staff (teachers and support staff) participate in professional learning opportunity with Shelley Moore to deepen understanding of inclusion • Review of role of in-reach funds
INITIATIVES AND TRAINING	
♦ Educational Assistant Handbook for both Human Resources and Student Services ♦ OHS and emergency response training for Educational Assistants ♦ Casual employee HR onboarding, OHS and emergency response training ♦ Hour Zero emergency response program – ongoing training. ♦ Ongoing OHS training with all employees ♦ Training for online safety reporting ♦ Jurisdiction Health and Safety Committee training.	• Inspection results • Levels of employee active engagement in training • Safety issues addressed at regular meetings on ongoing • Accident/injury statistics • Hour Zero compliance data results • Training perception surveys results

2018- 2019 HIGHLIGHT: STUDENTS ACHIEVE EXCELLENCE AT ALL LEVELS

FUTURE

COMMUNITY ENGAGEMENT

Our board acknowledged that they need more varied, ways to engage the community in the work they do. We have been, and will continue, working to find ways to engage in deeper, face to face dialogue with students, staff and the community as well as avenues for communication via social media. The challenge of these efforts is in building structures that gather useful information to guide system direction, while ensuring that the dialogue is informed and respectful. While social media might provide accesible outreach opportunities, it has not proven to be the best way to gather thoughtful engagement from a broad range of stakeholders. We have built engagement strategies that have made use of modern media and engagement tools, as well as thoughtfully designed, face to face, opportunities to provide authentic, reciprocal communication with the community. We will continue to broaden the number and nature of opportunities for face to face dialogue in order to build programming that better meets the needs of the community we serve. This year we will add "parent voice" and "support staff voice" to our already robust teacher and student relationship structures.

STUDENT MENTAL HEALTH

Across the province, systems have been raising concerns regarding the availability of services and supports that are accessible to children and youth with mental health needs. We understand that the future of SEAB Regional Collaborative Service Delivery (RCSD) is uncertain at best. This coupled with the $3.8 million loss in grants that is expected for the 2020-2021 school year causes our system great concern, as we have augmented the supports received through RCSD and partners.

Not insignificant in this element is our collective concern for the wellness of our staff and the impact that has on the children we serve. Research tells us that staff wellness has a significant impact on the culture and climate of a school. We are deeply concerned that the loss of resources to support student mental health, coupled with reduced supports (teachers and EAs), will have a negative secondary impact on student wellness.

We believe that a great future challenge will be the continued mandate expansion in education as it relates to mental health. Families and communities often turn to schools for assistance, where we are not mandated to provide supports and do not have the resources to supply them. Unless barriers to service that exist between ministries, as well as the underfunding of these services, are resolved we fear that the crisis facing many youth will go unaddressed and that education (writ large) will serve as the focal point for the criticism for failure. It is critical to be clear that we do not believe that we are approaching a point of crisis in terms of mental health supports for children and youth; the crisis has arrived.

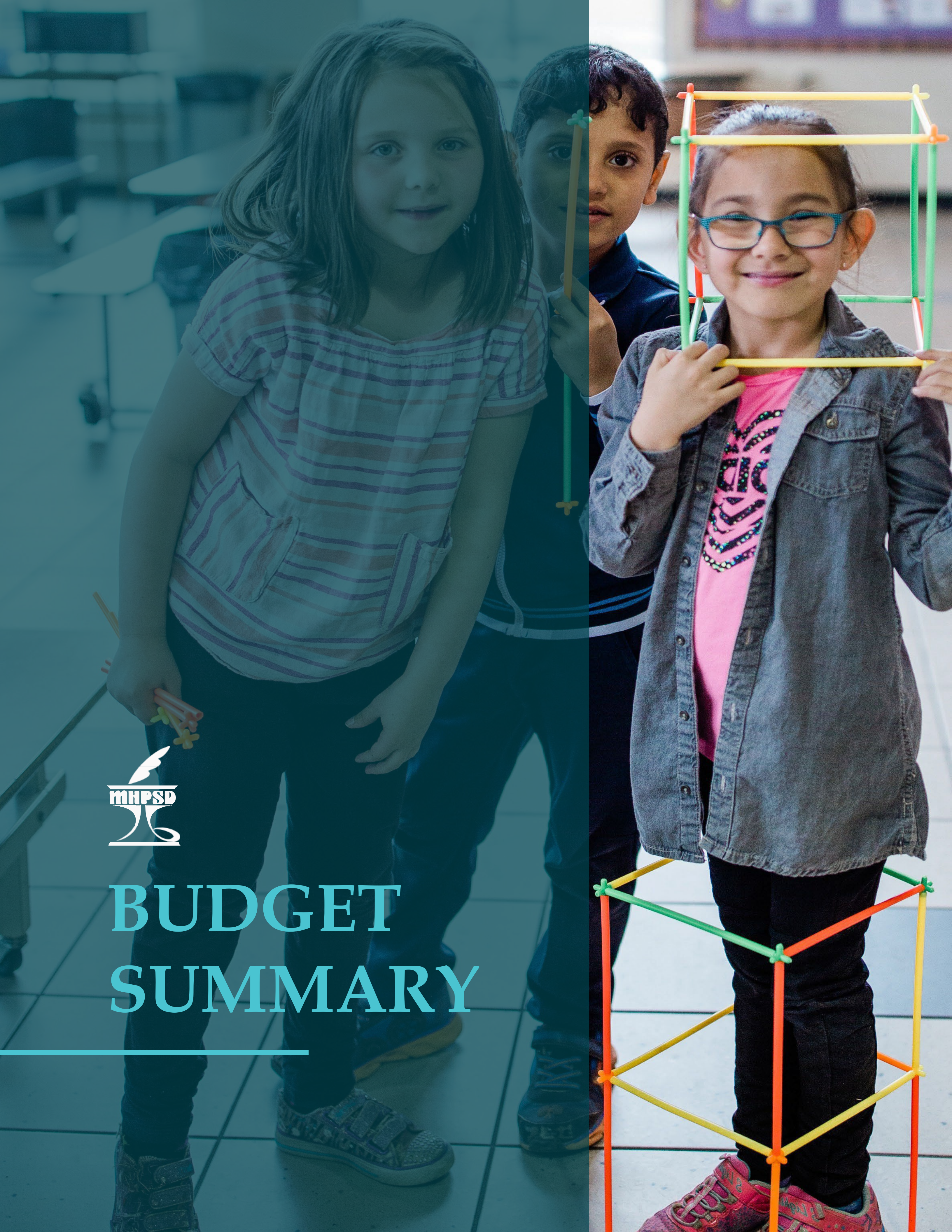
INCLUSION

We have experienced slow and steady growth for more than a decade. While the population of the region is largely unchanged, our system is growing. Much of the growth has included children and youth who come to school requiring a variety of supports. Economic, social emotional, learning disability and mental health needs have increased precipitously.

CAPITAL

While we have benefited greatly from provincial support for the completion of new school construction capital (Dr. Roy Wilson Learning Centre and Dr. Ken Sauer School) and a total modernization (Medicine Hat High School), MHPSD continues to experience enrolment pressures and challenges related to the maintenance and care of very old school buildings.

Enrolment growth in the south of the city has placed significant pressure on the facilities in South Ridge; necessitating a discussion of expanding capacity. Given the presence of a beautiful K-9 school (Dr. Roy Wilson Learning Centre); we envision the addition of an elementary school in a reserved site in the Hamptons that will alleviate pressure from WLC and George Davison School. Current enrolment and future trends indicate that a new school in the south is urgently needed and, therefore, this priority has become number one in the Division's Capital Plan.



BUDGET SUMMARY

SECTION 400 POLICY 400

MEDICINE HAT PUBLIC SCHOOL DIVISION FINANCIAL MANAGEMENT AND BUSINESS PRACTICES

BACKGROUND

The Board of Trustees are accountable to internal and external stakeholders, for providing effective and efficient stewardship of its funds, resources and assets.

The Board of Trustees are required to meet all applicable legislative requirements. These and other requirements drive the need for timely and accurate financial reporting and effective internal controls.

POLICY

The fulfillment of the Board's mission and vision is reflected in sound financial management and business practices. As such, the Medicine Hat Public School Division (MHPSD) shall conduct business affairs in a prudent and ethical manner, inclusive of ensuring that an adequate system of internal controls is in place to safeguard the assets of the MHPSD.

GUIDELINES

1. The operating costs of the MHPSD should not exceed the available resources.
2. The Board expects that the financial resources of the MHPSD will be managed in accordance with:
    - 21. generally accepted accounting practices;
    - 22 MHPSD policy;
    - 23. provincial policy;
    - 24. the Education Act; and
    - 25. other applicable federal and provincial statutes and regulations.
3. The MHPSD's financialplan shall:
    - 31. reflect the mission, goals, objectives, and priorities of the MHPSD and province;
    - 32 provide for staff salary variations in accordance with the fiscal conditions of the MHPSD and projected economic and market conditions;
    - 33. provide for growth or decline of revenues on the basis of local, provincial, and national indicators;
    - 34. achieve an immediate short term and long term balanced condition with regard to revenues and expenditures; and
    - 35. provide for realistic annual student population growth projections. The operating costs of the school Division should not exceed the available resources.
4. The MHPSD shall ensure that there is an adequate system of internal controls in place to safeguard the assets of the MHPSD.
5. Staff of the MHPSD shall not cause, allow or fail to take reasonable measures to prevent imprudent, illegal, disrespectful, or unethical business practices.

REFERENCES

Alberta Education – Education Act

Canadian Institute of Chartered Accountants - Handbook

Approved: September 7, 2004

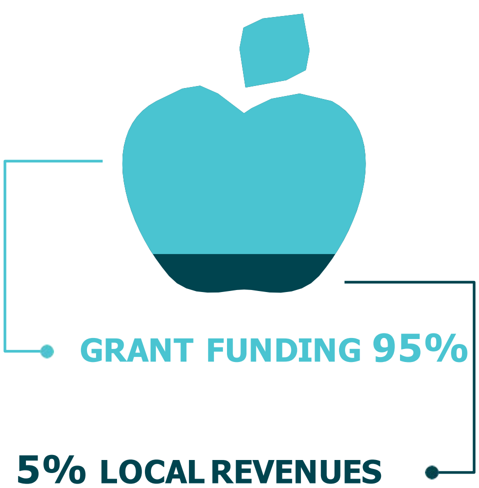
Revised: December 5, 2016

SUMMARY OF FINANCIAL INFORMATION

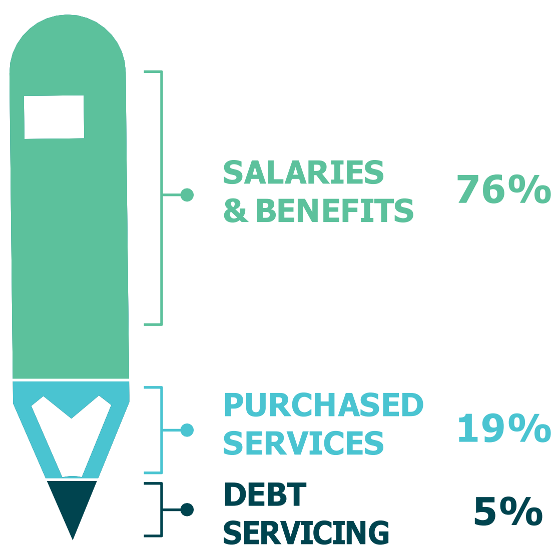
GENERAL SUMMARY

	2018-19 ACTUAL	2017-18 ACTUAL
REVENUES		
Grant Funding		
Operations	$ 83,987,988	$ 84,450,623
Debt Servicing (supported)	3,221,369	3,128,824
Sub-total Grants	87,199,357	87,579,447
Local Revenues	4,954,471	6,012,789
Total Revenues	$ 92,153,828	$ 93,592,236
EXPENDITURES		
Salaries	$ 55,759,244	$ 55,144,876
Employee Benefits	13,280,303	13,959,583
Sub-total Salaries & Benefits	69,039,547	69,104,459
Purchased Services, Supplies & Contracts	17,196,556	18,570,180
Debt Servicing (Amortization and interest)	4,49,700	4,394,317
Total Expenditures	$ 90,685,803	$ 92,068,956
Surplus (Deficit) for the year	$ 1,468,025	$ 1,523,280

REVENUE BY SOURCE



EXPENSES BY OBJECT



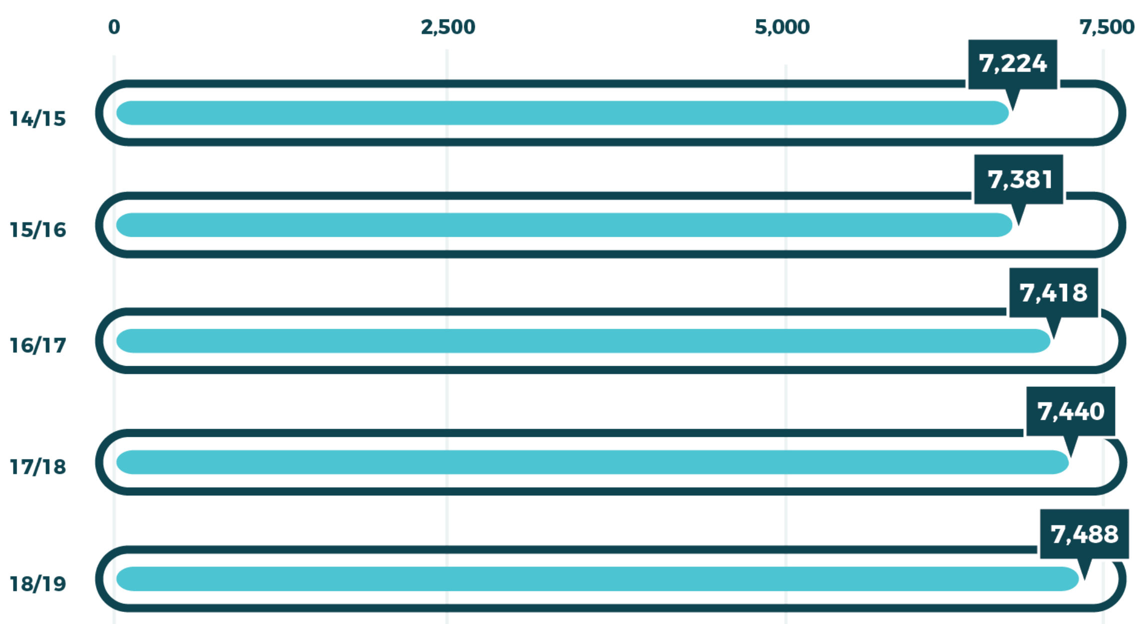
EXPENDITURE SUMMARY
- by Funding Block

	2018-19 ACTUAL	2017-18 ACTUAL
INSTRUCTIONAL BLOCK	$ 73,136,489	$ 73,258,566
SUPPORT BLOCK		
Plant Operations & Maintenance	11,269,407	11,918,688
Transportation	2,328,505	2,250,333
Board Governance & Administration	2,916,232	2,838,043
External Services	1,035,170	1,803,326
Total Support Block	17,549,314	18,810,390
Total Expenditures	$ 90,685,803	$ 92,068,956

OTHER COST INFORMATION

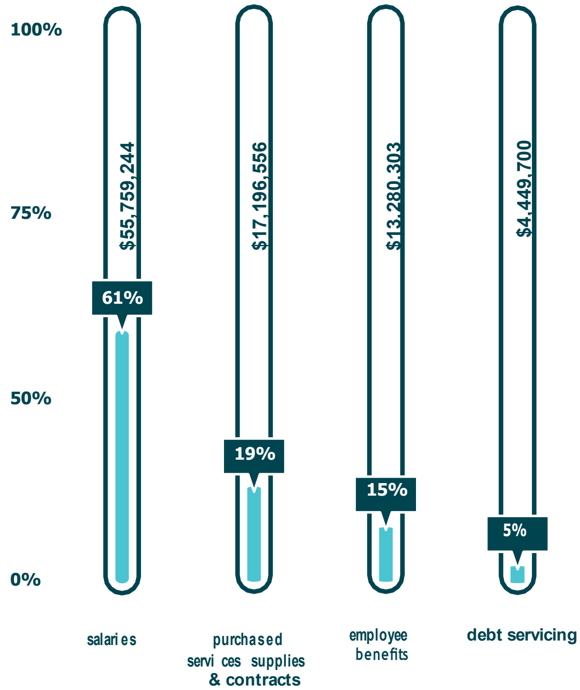
	2018-19 ACTUAL	2017-18 ACTUAL
STUDENT ENROLMENT	7,488	7,440
COST PER PUPIL BY FUNDING BLOCK		
Instruction	$ 9,767	$ 9,847
Operations & Maintenance	1,505	1,602
Transportation	311	302
Governance & Administration	389	381
Total	$ 11,972	$ 12,132

STUDENT ENROLMENT - *5 YEAR TREND*

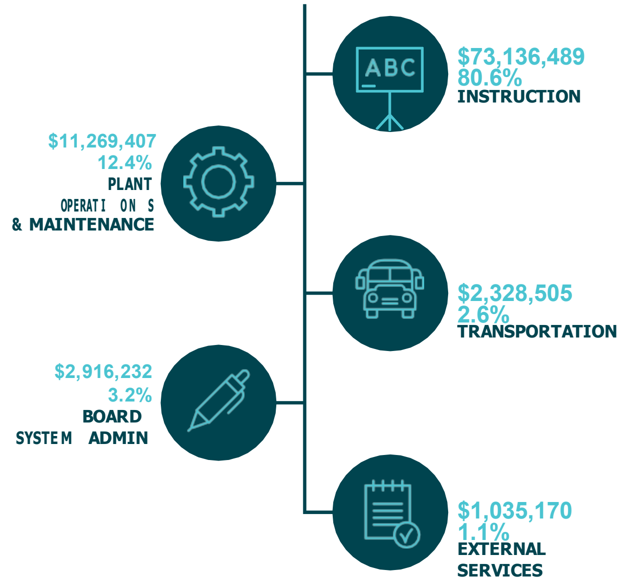


EXPENDITURES: 2017-2018

EXPENSE TYPE - (BY OBJECT)



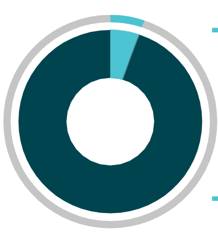
EXPENSE BY FUNDING BLOCK



BUDGETED REVENUES & EXPENSES

REVENUES: 2017-2018

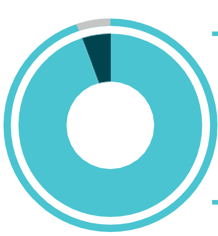
FUNDING SOURCE



5%

LOCAL REVENUES

$4,954,471



95%

GRANT FUNDING

$83,987,988

BUDGETED STATEMENT OF OPERATIONS

	FALL BUDGET 2019-20 *current year*	INCREASE (DECREASE)	%	SPRING BUDGET 2019-20 *current year*	INCREASE (DECREASE)	FALL BUDGET 2018-19 *previous year*
REVENUES						
Alberta Education	$83,127,500	($2,965,500)	3.4%	$86,093,000	($461,200)	$86,554,20
Other - Government of Alberta	$506,900	-	-	$506,900	-	$506,90
Sub-Total - Government of Alberta	$83,634,400	($2,965,500)	3.4%	$86,599,900	($461,200)	$87,061,10
Other Alberta School Authorities	$109,800	-	-	$109,800	($46,000)	$155,80
Fees	$1,269,000	$448,000	54.6%	$821,000	($67,000)	$888,00
Other Sales and Services	$2,181,000	$185,000	9.3%	$1,996,000	($80,500)	$2,076,50
Investment Income	$161,500	-	-	$161,500	$15,000	$146,50
Gifts and Donations	$215,000	$10,000	4.9%	$205,000	-	$205,00
Rental of Facilities	$75,000	-	-	$75,000	-	$75,00
Fundraising	$420,000	($130,000)	(24%)	$550,000	-	$550,00
Total Revenues	$88,065,700	($2,452,500)	(2.7%)	$90,518,200	($639,700)	$91,157,90
EXPENSES BY PROGRAM						
Instruction - ECS	$10,532,200	$479,200	4.8%	$10,053,000	($206,900)	$10,259,9
Instruction - Grades 1-12	$62,584,400	($822,700)	(1.3%)	$63,407,100	($239,700)	$63,646,8
Sub-Total - Instruction	$73,116,600	($343,500)	(0.5%)	$73,460,100	($446,600)	$73,906,7
Plant Operations and Maintenance	$10,996,100	$195,000	1.8%	$10,801,100	($82,200)	$10,883,3
Transportation	$2,282,800	$15,200	0.7%	$2,267,600	($68,200)	$2,335,80
Board and System Administration	$2,981,000	$44,000	1.5%	$2,937,000	($51,700)	$2,988,70
External Services	$1,039,200	($13,200)	(1.3%)	$1,052,400	$9,000	$1,043,40
Total Expenses	$90,415,700	($102,500)	(0.1%)	$90,518,200	($639,700)	$91,157,9
Operating Surplus (Deficit)	($2,350,000)	($2,350,000)		-	-	

FTE RECONCILIATION

	current yea		%	PRINGBUDGET 2019-20 *current yea*	INCREASE (DECREASE)	FALL BUDGET 2018-19 *previous ye*
STAFF - PER WAGE & BENEFIT ANALYSIS						
CERTIFICATED						
Instruction - School Based	411.7	(7.5)	(1.8%)	419.20	(5.9)	425.1
Instruction - Central or Non-School Based	4.0	-	-	4.0	-	4.0
Sub-total	415.7	(7.5)	(1.8%)	423.20	(5.9)	429.1
Board & Administration	3.0	-	-	3.0	-	3.0
Total - Certificated	418.7	(7.5)	(1.8%)	426.20	(5.9)	432.1
NON-CERTIFICATED						
CUPE						
EAs - Division funded	99.2	9.4	10.5%	89.8	(8.9)	98.7
EAs - PUF funded	57.5	(6.4)	(10%)	63.9	(0.1)	64.0
Total - EAs	156.7	3.0	2.0%	153.7	(9.0)	162.7
Clerical	38.7	-	-	38.7	-	38.7
Custodial	43.5	-	-	43.5	-	43.5
Total - CUPE	238.9	3.0	1.3%	235.9	(9.0)	244.9
Non-Unionized	69.5	1.0	1.5%	68.5	(4.7)	73.2
Total (Non-Certificated)	308.4	4.0	1.3%	304.4	(13.7)	318.1
Grand Total - All Staff	727.1	(3.5)	(0.5%)	730.6	(19.6)	750.2
STAFF - PER FUNDING BLOCK						
CERTIFICATED	418.7	(7.5)	(1.8%)	426.2	(5.9)	432.1
NON-CERTIFICATED						
Instruction - General	159.5	10.4	7.0%	149.1	(13.0)	162.1
Instruction - PUF	60.3	(6.4)	(9.6%)	66.7	-	66.7
Sub-total Instruction	219.8	4.0	1.9%	215.8	(13.0)	228.8
POM	55.9		-	55.9	(0.6)	56.5
Transportation	1.0		-	1.0	-	1.0
Board & Administration	18.8		-	18.8	-	18.8
External	12.9		-	12.9	(0.1)	13.0
Total - Non-Certificated	308.4	4.0	1.3%	304.4	(13.7)	318.1
Grand Total - All Staff	727.1	(3.5)	(0.5%)	730.6	(19.6)	750.2

KEY BUDGET ASSUMPTIONS INFORMATION

ENROLMENT:	**Fall 2019-2020**	**Spring 2019-2020**	**Increase**
Budget is based on student count.	7,406	7,407	(1) student

Grant Rates:

Instruction

- Base Grants (frozen last 3 budgets) **0%**
- Class Size .... **(100%)**
- Classroom Improvement Fund .... **(100%)**
- Student Fee Replacement Grant .... **(100%)**
- One Time Transition Grant **100%**
- All other instruction grant allocations were maintained at the 2015/2016 funding rates **0%**

Facilities

- POM - Plant Operations and Maintenance **0%**
- IMR - Infrastructure Maintenance and Renewal **0%**

Transportation **0%**

WAGES & BENEFITS:

The wage and benefit projection is based on known and estimated increases.

- Teachers **0%**
- Reasonable provision has been made for other groups

IN SUMMARY:

The budget reflects a balanced budget.

SPRING COMMENTS

GRANTS:

Instruction - Budget was based on student count of 7,407 students.
As well the grant rates below were changed as follows:

- Base grants & class size funding - decreased by .8% or ($414,500) due to a decrease in enrolment.
- Small schools by necessity (SSBN)- decreased by ($215,200), it is expected Herald School won't qualify in 2019-2020.
- Nutrition Funding - maintained as status quo at $334,000.
- Classroom Improvement Fund (CIF) - maintained as status quo at $913,000 - with this funding there are 8.7 FTE of certificated staff used to support embedded professional development.
- Family Liaison Worker grant - from the City at $58,100 - that was a one-time 18 month grant and has expired.
- Regional Collaborative Services - increased $29,000 due to a conversion of services into direct funding from RCSD.
- Teacher Pensions - decrease of ($23,400) due to a reduced teacher complement.
- PUF - increased $152,400 or 2.1%.
- Supported Amortization - decreased ($18,000).
- Other Instructional Grants-were maintained at the 2015-2016 levels.
- Overall the grant revenues decreased by .8 of 1% or ($559,800).

FACILITIES:

- POM - increased .5% of 1% or $26,900.
- IMR - was maintained with no increase or decrease.
- Supported Amortization- decreased ($3,800).

TRANSPORTATION:

- Funding rates were unchanged from 2015-2016 (fifth year). However, the students qualifying for funding are expected to increase slightly resulting in $75,500 more in 2019-2020.

EXTERNAL SERVICES:

- No changes are expected in funding for 2019-2020.

SPRING COMMENTS *continued*

GRANTS:

- Grants in total are expected to decrease .5 of 1% or ($461,200) - but if the items are removed that are enveloped or have direct offset costs - such as PUF, IMR, and Supported Amortization - the reduction increases in discretionary grants to .7 of 1% or ($568,400).
- Funding of Enrolment Growth - The Division is not anticipating enrolment growth, however if there is growth in the Fall we would expect the Province to fund that growth.

LOCAL REVENUES:

- Anticipated decrease in Local Revenues of ($178,500) of which ($64,000) is from the number of students who pay to attend an ELP program. The remaining decrease of ($114,500) is largely due to a deduction in the International Program particularly from Brazil.
- Other changes: termination of the OHS sharing with MHCBE resulting in a loss of revenue of ($46,000).

SALARIES AND BENEFITS (S&B):

- Salaries and Benefits decreased by .5% or ($318,300).
- Certificated FTE have decreased by 5.9 FTE and non-certificated have increased by 13.7 FTE, for a total decrease in staff of 19.6 FTE.
- Certificated - Reduced Optimal Learning Consultants from 11 to 8, and classroom teachers by 2.9 due to an anticipated reduction in enrolment.
- EAs - Reduced Division allocated EAs from 10 down to 5, the other (4) FTE are due to frozen funding and increased costs of teachers at the central bargaining table (approx. $430,000) and grid movement.
- Non-Union - Reduced 4.7 staff - 4 project staff (Carpenter/Electrician/2 helpers) and .7 from Facilities due to a mid year retirement that will not be replaced.

While we reduced (19.6) positions or (2.6%) of our staff, S&Bs only went down ($318,300) or (.5) of 1% due to other pressures noted above.

Arbitrated Teacher Settlement - We have not budgeted anything for a wage increase for teachers - however, if there is an increase due to the centrally negotiated contract we would expect the Province to fund that increase.

PURCHASED SERVICES:

Instruction - with offset funding:

- PUF decreased by ($55,400)

Without offset funding:

- Cut ($252,700) from various areas mostly in the area of discretionary projects.

Gross decrease in expenditures in Instruction of ($308,000).

PLANT, OPERATIONS AND MAINTENANCE (POM):

Increased by $69,800 mostly due to utilities and insurance. IMR has been left at the current levels.

TRANSPORTATION:

Decreased by ($67,600) mostly due to one less school day in 2019-2020.

BOARD AND ADMINISTRATION:

Decreased by ($49,400), mostly due to the Barager software maintenance $18,000 and OHS Training $17,000.

EXTERNAL SERVICES:

Reduced by ($5,200) mainly to offset wage costs in the MyPlace & HUG projects as funding is expected to remain at the 2018-2019 levels.

Purchased Services decreased by ($67,000) overall. However, if you remove the reductions that had offset funding reductions you are left with a net decrease of ($293,500).

CAPITAL EXPENDITURES AND FUNDING:

There are no major capital projects budgeted for 2019-2020.

FALL COMMENTS

ENROLMENT:

Decline of 82 students or (1.1%) year over year. The actual decline was one more student than we had projected in the Spring budget.

OPERATIONS SUMMARY:

There were significant changes in the Fall budget due to the late release of the Provincial Budget in October. Three significant grants were eliminated - Class Size ($3.1 M), Student Fee Reduction funding ($615 K) and Classroom Improvement Fund ($913 K). These grants were partially replaced with a one-time Transitional Grant ($1.4 M). The net reduction in Instructional funding amounted to ($3,127,800).

The Teacher FTE that related to the CIF funding was withheld resulting in 7.5 less teachers in the system. The CIF cut was anticipated so this FTE was never resourced at the school level. Due to the lateness of the announcement the Board directed that the Operating Deficit of ($2,210,500) would come from Reserves.

The real impact of these cuts will not be felt until next year. All things being equal with the removal of the one time transitional grant, the Division will need to find $3,626,300 in cost reductions.

To add to the uncertainty for 2020-2021 there is a full funding review under way. The impact of the review should become clearer early in 2020.

CAPITAL EXPENDITURES AND FUNDING:

Minor adjustments were made for the amended IMR grant and some funds that were moved from operating to capital.

For more information contact Secretary Treasurer, Jerry Labossiere 403.528.6700

Complete audited financial statements, including notes and schedules, for the year ended August 31, 2019 and detailed information on school generated funds are available on the MHPSD website.

Links:

- Audited financial statements
- 2019-2020 budget
- SGF fund information (page 31)
- Roll up of AFS information
- 2018-2019 AERR Summary - http://bit.ly/MHPSDAERR-18-19highlights
- 2018-2019 AERR - http://bit.ly/MHPSD-AERR18-19

2018-2019 HIGHLIGHT:

OFFER A BROAD PROGRAM OF STUDIES THAT SUPPORTS ALL LEARNERS

FACILITY & CAPITAL

PROJECTS AND PLANS

FACILITY AND CAPITAL PLANS

Three-Year Capital Plan 2020-2023 - **PROGRAM CHANGE HIGHLIGHTS:**

September 2022:

- New Hamptons elementary school opens
- Connaught School modernization and addition is complete

September, 2023:

- Crestwood School modernization is complete

September, 2024:

- Alexandra Middle School modernization and addition is complete
- River Heights School modernization is complete

3 Year Capital Plan 2020-2023

PROJECT	CATEGORY		COST
2020-2021			
Hamptons Elementary	**New**		**$14,345,500**
Connaught Modernization and Addition	**Modernization**		**$19,566,600**
		Subtotal	**$33,912,100**
2021-2022			
Crestwood Modernization	**Modernization**		**$12,396,300**
		Subtotal	**$12,396,300**
2022-2023			
Alexandra Modernization & Addition	**Modernization**		**$15,822,600**
River Heights Modernization	**Modernization**		**$6,547,400**
		Subtotal	**$22,370,000**
		Total 3 years	**$68,678,400**

SCHOOL RENOVATIONS *Total Expenditure $88,000*

SCHOOL	PROJECT	DESCRIPTION
CENTRAL OFFICE	**Courtyard**	Created a fenced patio from the Grant Henderson Learning Centre for an outdoor space to be used by staff when attending training and during lunch breaks.
CHHS	**Football Building**	Assisted the school in the construction of a 20-foot addition to the existing building.
	Classroom Moves	Various renovations completed in six classrooms to relocate teachers and accommodate grade 7 &8 to an area which separates them from high school grades.
	Front Entrance Landscaping	Constructed new concrete barrier and re-landscaped the front entrance.
CRESTWOOD	**Landscaping**	Upgraded the landscaping around the front of the school.
DR KEN SAUER	**Outdoor Classroom**	Assisted school with the preparation of the building permit and line locates for the creation of outdoor classroom.

INFRASTRUCTURE MAINTENANCE AND RENEWAL PROGRAM

Total Expenditure $2,656,470

September 2018 to August 2019

SCHOOL	PROJECT	DESCRIPTION
ALEXANDRA	**Parking Lot Asphalt**	Replaced asphalt parking lot in coordination with city as they upgraded the storm sewer system
CRESTWOOD, DR. KEN SAUER, ELM STREET, ROSS GLEN, AND SOUTHVIEW	**Security Cameras**	Installed exterior security cameras at five schools.
ALEXANDRA, CHHS, MHHS	**Teaching Wall/Egan boards**	Upgraded the teaching walls in the final three schools: included Egan board, projector, sound system, teacher workstation, whiteboards and tackboards and repainting
CHHS	**Staff Room Ceiling**	Repaired ceiling in staff room
	Unit Heaters	Installed two unit heaters in carpenter shop
	Controls	Upgraded the HVAC controls system over two years
	Lighting	Upgraded to LED lighting in automotive & woodwork shops
CRESTWOOD	**Ventilation Unit Replacement**	Replaced original ventilation unit for the 1969 section and relocated from inside the school onto the roof
	Student Washrooms Upgrade	Converted girls and boys washrooms in the 1969 section into gender neutral washrooms
	Learning Commons	Removed wall, insulated and drywalled exterior walls, replaced carpet and installed new interactive projector
ELM STREET	**HVAC Unit Replacement**	Replaced the ventilation system
	Flooring	Replaced flooring in library, music room and stairwells
	Boilers	Completed the replacemen t of the boiler, pumps and modifications to the ventilation system, that commenced last year
GEORGE DAVISON	**Flooring**	Replaced flooring in library and administration offices
	Air Conditioning	Replaced air conditioning compressor unit in the 1981 section
HERALD	**Vestibule**	Relocated east vestibule to accommodate the addition of the two modular classrooms the previous year
	Ceilings & Lighting	Replaced all lighting fixtures with LED fixtures and upgraded the ceilings
	Flooring	Replaced remainder of linoleum flooring throughout hallways with porcelain tiles
MHHS	**Site Work**	Storm sewer extension at sports team building and finished landscaping around South Building
	Fine Arts - Heating System Upgrade	Upgraded the heating system in the Fine Arts building from water to glycol system
	Window Replacement	Replaced windows in counsellors offices overlooking the courtyard
RIVER HEIGHTS	**Flooring**	Replaced flooring in administration offices
	Gymnasium Flooring	Repainted games lines and refinished the hardwood gymnasium floor
SOUTHVIEW	**Lighting**	Replaced all lighting with LED fixtures and upgraded ceilings

CAPITAL PROJECTS

Total Expenditure $7,788,712

September 2018 to August 2019

SCHOOL	PROJECT	DESCRIPTION
CAPE SCHOOL	**Modernization**	Funding for the CAPE Modernization was announced in January 2014 in conjunction with the MHHS Modernization. The plan consisted of renovating the north west area of the old Medicine Hat High School for the CAPE charter school. The design and tendering were completed in 2017. Construction costs came in at $5.5 million with a budget of $4.2 million. Alberta Education increased the budget to cover the increased cost. Construction was completed in October 2018 and turned over to CAPE in early November, 2018. CAPE started classes in January 2019. The school's estimated capacity is 296.
HERALD SCHOOL	**Modular Classroom Addition**	Carried over from 2018, two modular classrooms were relocated from Canmore to Herald School. With the continuing French Immersion program growth and the closure of the English program in June 2019 at Connaught School, there was planned enrolment growth at Herald School in September 2019. Two modular classrooms that were initially approved in November 2017 for installation at Connaught were redirected to Herald. Tendering and Alberta Infrastructure approval were completed in August 2018. Construction was completed April 2019.
MEDICINE HAT HIGH SCHOOL	**Running Track**	This project will complete the remainder of the Running Track that was not included in the MHHS Modernization Project. Construction commenced May 2019 and is expected to be complete by the end of October 2019, with the exception of the running track flooring which is anticipated to be complete by December 2019, and some landscaping to be completed in Spring 2020.

A copy of the Long Range Facility Master Plan is available at the
Medicine Hat Public School Division office located at:
601-1 Avenue SW, Medicine Hat, Alberta, T1A 4Y7
phone 403.528.6700
fax 403.529.5339
mhpsd.ca or by clicking on the following link:
http://bit.ly/2yOlJRK

A copy of the Long Range Facility Master Plan is available at **www.mhpsd.ca**

COMPLIANCE

PARENT INVOLVEMENT

Opportunities for parental involvement in MHPSD's improvement plans include:

- Highlights from the Division three year plan are shared at council of school council meetings
- School councils review school based school plan reports
- Division three year plan is posted on MHPSD website

TIME LINES AND COMMUNICATION

This plan is communicated to the parents and public through the following:

- School councils
- Online at: www.mhpsd.ca
- The council of school councils that meet annually
- Public board meetings
- Information disseminated through schools (for information on school results reports, contact the school principal)
- MHPSD Facebook page

Each school is expected to involve their school council in the preparation of individual school plan reports. These are generally brought to school council meetings for discussion and approval. Links to school plans and AERR reports can be found on school websites.

WHISTLE BLOWER PROTECTION

The Public Interest Disclosure (Whistle Blower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the chief officer make an annual report on the number of disclosure and investigations.

As a result of Section 32 of the Public Interest Disclosure Act (2013) MHPSD developed Policy 534: WHISTLE BLOWER PROTECTION. Policy 534 can be read in full here: Policy 534

https://www.mhpsd.ca/documents/dd18ff88-2902-4c7f-8501-53c7d04a3980

Disclosures are reported in this annual report for MHPSD relating to the Whistle Blower Protection Act.

Number of Inquiries: 0
Number of Complaints: 0

APPENDIX A

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Reflections & Planning *(Figures 3-6)*

18/19 STRATEGIES	18/19 EVIDENCE
IMPROVE OUR COLLECTIVE DATA ANALYSIS SKILLS	
♦ Using Dossieras the vehicle forthis learning, transferable to other tools (APORI, OurSchool) ♦ Utilize Southern Alberta Professional Consortium (SAPDC) resources in this area ♦ After school specials for administrators/leads ♦ Continued common reporting tools ♦ Data used in March collaborative planning staffingmeetings	• School administrators use data in their conversations and in their reporting • Improved communication of our results and connected to relevant performance measure(s) • Improved ability forschools to work together with comparable data • Data informed decisions areembedded in staffing model and school learning plans
DATA UPLOADING	
♦ Completein early Sept for quick access ♦ Review accessing atSept ad min council ♦ Work with Intellimedia to clean data	• School administrators and teachers will have immediate access to data in Dossier • Data being used in collaborative response meetings • Confidence that the data is reliable
ACTION PLANNING EMBEDDED INTO SCHOOL AERR REPORTS	
♦ Detailed analysis of results ♦ Create targeted plan for supporting students in identified areas ♦ Identification of lead indicators ♦ Connection to professional learning plans	• Schools will point to specific data thatthey are using as evidence of areas of improvement and can identify connected actions • Students will receivetimely supports throughout the school year as they are identified throughlead indicators • Professional learning plans will be based on evidence of student need
OLE	
♦ Professional learning aligned with OLE elements and processes ♦ Early literacy framework aligned with OLE	• OLE model will movefrom draft version to implemented • Schools will build their own continuum of supports in relation to the OLE
EMBEDDED COLLABORATIVE TIME	
♦ Full staff involvement in CTMs ♦ Full staff participation in collaborative planning ♦ Site superintendents to review and support	• Each school will have embedded collaborative time in their timetables to facilitate CTM meetings at every grade level and to facilitate collaborative planning time for staff
OPTIMAL LEARNING COACHES	
♦ Revised OLC priority school assignments ♦ Identification of OLC lead roles supporting school and system goals connected to assessment, literacy, numeracy, engaged learning culture, and leveraging digital ♦ OLCs connected to collaborative timeat schools to support alongsideteachers ♦ Range of professional learning opportunities created (after school specials, facilitated professional learning full and half day sessions, teacher partner observations and more) ♦ OLCs connected to new curriculum implementation model	• Teachers identify OLCs as job embeddedsupports to meet professional learning needs in response to student learning needs • Teachers and administrators attend professional learning sessions and evidence of the learning is connected to responses through CRM meetings and student plans • Individual OLCs are connected to a rangeof teachers beyond those at their priority schools • OLCs are connected to gradelevel and department collaborative meetings to provide embedded professional learning supports • OLCs partner with teachers in planning for new curriculum
COLLABORATIVE RESPONSE MODEL IN ACTION	
♦ Schools lead teams implement sitebased plans ♦ CRM teams review meeting norms ♦ CRM implementation guide distributed ♦ Use different types of meetings: CTMs, programming team meetings and caseconference team meetings	• School wide participation in the model • Every student is supported; by end of year data is being entered into Dossier CRM Module • Continuum of supports on display and referenced • The right people areat the right meetings

18/19 STRATEGIES *continued* | 18/19 EVIDENCE *continued*

SCREENS

- Kindergarten teachers administer the Reading Readiness Screening Tool (RRST)
- Grade 1 teachers trained on RRST
- Begin development of early numeracy screens
- MIPI and STAR administered to all grade 2-10 students
- Analysis of screens supports school, grade level, and teacher priorities for instructional focus, intervention, and connection to the continuum of supports

Evidence:

- All kindergarten students complete the RRST and evidence is used for intervention planning
- All students in grade 2-10 complete the MIPI screen. Data is uploaded to Dossier
- All students in grade 2-10 complete the STAR reading screen data is uploaded to Dossier
- Evidence of screen data to inform teacher planning
- Connected to OLE, teachers develop instructional plans and assessments to support progress monitoring based on goals

CSTs

- August training – individual student plan (ISP) process clarification
- Year long training plan
- Shelley Moore professional learning
- Goal setting and assistant superintendent individual support
- Increase FTE at all sites
- Connection to external service providers

Evidence:

- Clear goals embedded in student ISPs
- CSTs have more time to support teachers and students in classrooms
- CSTs provided with external check in and support system
- System understanding of our approach to student inclusion is fostered

BEST

- Addition of a second BEST
- Support ELP/K to grade 8 (increase from grade 2-6 in 2017)
- Referrals go straight to BEST, ensuring quick response by performing observations, and triaging needs in schools
- BEST email address so staff can access team questions, referrals and requests
- Surveys sent to schools after the team has left; gathering feedback to help inform practice and to be responsive to the needs in schools

Evidence:

- Team works with staff at the school to build capacity and assist in creating a behaviour support plan that will support the student to remain in the classroom
- The team will support the classroom teacher and CST to provide programming to assist the student in self or co-regulation strategies
- The team will continue to share professional reading and strategies to support students in the classroom

ACCOMMODATIONS

- Accommodations (universal/targeted) for students documented in Dossier
- Communication with families
- Monitor resource pressures that schools may face with universal accommodations
- Monitor impact on achievement

Evidence:

- Improved communication for families and advocacy for students
- Universal accommodations part of teacher daily practice
- Student achievement on local and provincial measures after three years will improve
- Data collected will inform practice

DIVISION REPORTING INITIATIVE

- Teacher and parent communication documents to support implementation of assessment and reporting
- Continued professional learning tailored to teacher and school needs
- Alberta assessment consortium cohorts for 20 teachers
- Digital teacher learning exchange to support communities of practice across schools
- Assessment policy and administrative procedure rewritten and approved

Evidence:

- Assessments explicitly linked to outcomes
- Schools will identify student exemplars of learning conversations vs grading conversations
- Students will identify increased clarity of individual learning progress connected to goals
- OLC assessment team will create supportive exemplar documents for teachers; support whole school staff and individual teachers in connections between daily assessment practice and reporting
- Parents identify opportunities to share perspective, reporting that accompanying support documents assist in a clear understanding of student achievement, progress, and next steps

ATTENDANCE SUPPORTS

- Implement new policy and administrative procedures
- Create attendance committee with system representatives
- Research other system initiatives, attendance rates
- School based attendance plans in place
- Develop reports and notifications through Dossier to improve early intervention

Evidence:

- Schools will develop clear attendance plans that reference the continuum of supports
- Schools will utilize new Dossier/Powerschool data to inform attendance and re-engagement efforts
- Committee (and communications coordinator) to create proactive attendance campaign, set for Fall
- New administrative procedure to support attendance

20/21 FUTURE PLANNING

OPTIMAL LEARNING ENVIRONMENT & MODEL OF RESPONSE

- See above

A MODEL OF RESPONSE

- Schools have refined the key elements of the model to fit their local context, including: scheduling, screens, interventions, collaboration, meetings, etc.
- Schools are furthering their understanding of differentiation and progress monitoring

DATA UPLOADING AND ANALYSIS

- Capacity is built across the system in utilizing data tools to support analysis and progress in a variety of areas

ASSESSMENT

- Software is fully functioning and grades K-9 are utilizing the software to report progress and communicate with families
- Revisions to reporting are made based on feedback from learning community
- Support is put in place for deepening assessment practices at the secondary level
- School assessment plans continue to be developed and posted for their school community

CLASSROOM SUPPORT

- Continued role clarity for CSTs
- Continued and target professional learning for CSTs

STAFF DEVELOPMENT

- Continuation of program contingent on partners and available grants
- Executive continues generative dialogue work with school administrators
- School administrators begin to utilize generative dialogue and personal inquiry with professional teaching staff
- Determination is made about future of OLC support
- Developing leaders (cohort two) continues

SUPPORTING ATTENDANCE

- Adjustments are made to attendance processes based on feedback from previous year
- Supporting software tools are used at all schools
- Sharing of processes with sister school divisions through CASSIX
- Year over year clean data allows us to begin making better planning decisions

DIVISION PLANNING CYCLE

- Review our planning functions to see how we can further support across departments
- Schools begin to fold generative dialogue and inquiry questions into school based planning
- Schools identify and share local measures to assist in triangulation of data

18/19 STRATEGIES / 18/19 EVIDENCE

LOCAL MEASURES

Strategies
- Students to meet regularly with principal council
- Share with students how their input is used in decision making
- Development of Division student voice committee

Evidence
- Qualitative increase in student connectedness to schools in APORI/Our School data
- Feed back from students on strategies
- Student feedback on the processes we used to capture their voice

COLLABORATIVE RESPONSE

Strategies
- Administration of screens
- CTMs including cross curricular meetings
- Analysis of instructional practice
- Changes to teacher advisor/chat programs to include more choice, more accountability
- Monitor student progress and promote use of tutorial time
- Weekly instruction meetings for departments

Evidence
- Positive feedback from students and parents about student choice and interest in school as collected in local measures and APORI data
- Improvement in attendance
- Increased credits to keep students on graduation path
- More students staying in -1 streams
- Increased enrolment, students accessing spaces in new ways

RE-DESIGN

Strategies
- Changes to math 10C prep course to include more key grade 7-8 learner outcomes
- Added a new course in geography
- Continued offering of option courses in each core discipline
- Consideration of full year chemistry 20/30 and physics 20/30

Evidence
- Positive feedback from students and parents about student choice and interest in school as collected in local measures and APORI data.
- Improvement in attendance
- Increased credits to keep students on graduation path
- Improved offerings create opportunities to complete more diploma level courses

COMPLETION STRATEGIES

Strategies
- School wide assessment plans developed to provide clarity and direction for teachers and students
- Continued credit recovery strategies
- Comprehensive school guidance committee
- Supporting early intervention for graduation tracking
- Renewed focus on high school redesign & student centered learning
- Examining grade 9-10 registration processes
- Division attendance committee formed

Evidence
- Increase of CEUs earned by grade 10-11 students
- Implement of recommendations from school guidance committee
- Implement of new registration procedures
- Implement of attendance committee recommendations

DROP OUT RATE STRATEGIES

Strategies
- Continue to monitor and support early intervention for graduation tracking
- Improved mental health supports
- School wide implementation of CRM
- Focus on how the data impacts teacher instruction
- Division attendance committee formed

Evidence
- Increased credit earning opportunities in high school re-design leads to improved graduation and transition rates
- Clear understanding of how various student groups impact transition/ drop out/high school completion rates
- Access to supports will lead to improved attendance
- CSTs support teachers leads to individual student success
- Students accessing tutorial support during breaks
- Students utilizing spaces in school
- Implement attendance committee recommendations

TRANSITION RATE STRATEGIES

Strategies
- Comprehensive guidance counsellor committee
- Examining grade 9-10 registration processes
- Examining graduation tracking processes
- Study impact of second year grade 12 students
- Continue connection with colleges/universities
- Promote/offer academic scholarships to students

Evidence
- Implementation of recommendations from comprehensive guidance committee
- Data informed decisions on graduation tracking practices
- Data informed decisions on second year grade 12 students
- Implementation of attendance committee recommendations

20/21 FUTURE PLANNING High school

OPTIMAL LEARNING ENVIRONMENT
- OLE progressions lend themselves to establishing progressions across the continuum of supports
- New curriculum is a central focus for teachers, using the OLE as the framework for implementation
- Teachers across grades continue in professional

SOFT MEASURES
- Multi-year data sets for cohorts to be examined and planned for now that we have the information
- Continued support of student voice opportunities
- Sharing of locally developed measures across schools

SCHEDULING
- Ongoing course corrections based on profile of students
- Clarity of purpose established during collaborative time, rubrics developed

HIGH SCHOOL PLANNING
- Consideration of impact new curriculum has on assessment practices and how high schools can prepare for these changes
- Continuation of attendance processes with feedback from stakeholders
- Monitor and reflect on school review processes

HIGH SCHOOL COMPLETION
- Strategies to maintain mental health supports in times of fiscal restraint
- Continue to monitor attendance
- Participation in Alternative Programming review and recommendations to support alternative pathways to graduation
- Review of work from guidance committee

18/19 STRATEGIES

COMMUNICATION AND ASSURANCE

- Publicize terminology related to citizenship measures at school and in social media
- Develop and share (with other schools) local measures to better understand parent response
- Share reports with stakeholder groups that have participated in previous facilitation days

18/19 EVIDENCE

- January and February of 2019 – appropriate awareness campaigns
- Work off of baseline data to triangulate APORI data
- Analysis of surveys embedded into school/system plans
- Engagement with appropriate stakeholder groups has occurred

STUDENTS

- Create student voice committee
- Training for student facilitators.
- Ongoing administration of OurSchool Surveys (twice per year)

- Student voice in developing and reviewing of policies and procedures at school and system level
- Student leaders identified and mentored
- Data gathered by schools flows into existing planning processes

- See high school strategies in above table

- See high school evidence in above table

20/21 FUTURE PLANNING Student & Parent Responses

PLANNING

- Planning process is familiar to all, we begin to look for efficiencies in the process, expand connections between departments

ENGAGEMENT

- Stakeholders are drawn into data conversations as we share information with them
- A successful transition to an Assurance Model of reporting
- Continued involvement with stakeholders as we reflect on our implementation plan
- Make course corrections as required efficiencies in the process, expand connections between departments

OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, METIS, AND INUIT STUDENTS' FOR SUCCESS

Reflections & Planning *(Figures 7-8)*

18/19 STRATEGIES	18/19 EVIDENCE OF SUCCESS
POLICY AND ADMINISTRATIVE PROCEDURES ♦ Develop FNMI policy on student success ♦ Develop of Indigenous voice policy (Treaty Recognition)	• Amend current policy 730 to recognize current realities; or develop new 730 policy that specifically addresses student success • Implementation and utilization of policies • Distribution of signage • Acquisition of Treaty 7 Flag and Métis Flag in the board office
DATA USAGE ♦ Complete data analysis of PATs/diploma, attendance and APORI measure	• Specific gaps identified and action plan for these areas. • On-going monitoring data • (See attendance Administrative Procedure)
BUDGETING ♦ Examine our system budget priorities ♦ Changes to our inclusive education distribution formula ♦ Concentrate FNMI non-staff budget on professional learning, student learning and strategic goal	• Effective 2018-2019 programming budget with concentration of funds on professional learning, student learning • Supporting positive role modeling – guest speakers
COMMUNITY ENGAGEMENT – PROCESS STRATEGIC GOALS ♦ With students, administrators, families and community organizations	• Meet with youth, families and other community members to gather input on direction, needs, etc. • Gather and utilize feedback on draft plan
PROFESSIONAL LEARNING ON TRUTH AND RECONCILIATION ♦ Meet with declared FNMI students for academic, career & post-secondary assistance ♦ Meet with MHHS/CHHS to setup days/space for meeting. ♦ FSLWs connect with students at other schools	• Meet with MHHS/CHHS to setup days/space for meeting - minimum 1/day per week at each • FSLWs make documented positive contacts with students and families at all schools • Access for FSLWs to PowerSchool/Dossier
CLASS PRESENTATIONS TO THE SCHOOLS BY COORDINATOR ♦ Indian Act (grade 1-12) ♦ Circle of courage (grade 4-12) ♦ Residential schools (grade 4-12) ♦ Myths and facts of treaty status (grade 1-12) ♦ Living on the reserve (grade 1-12) ♦ Blanket exercise (grade 5-12) ♦ Young Offenders' Act (grade 4-12) ♦ Medicine wheel (grade 1-12)	• Schools sign up for presentations • System wide understanding of FNMI realities • Data tracking of classes receiving the presentations • Executive and trustees attend presentations • Feedback collected from schools, used to make adjustments to promotional materials
STUDENT SELF-IDENTIFICATION ♦ Positive culture development – role modeling and personal connections ♦ Increase students and families declaring FNMI ♦ Create FNMI information pamphlet ♦ Website re-design/enhancement for FNMI program ♦ FNMI letter with registration package ♦ Work with families to understand what self-declaration means (and does not mean)	• Role modeling and personal connections create positive culture that is conducive to self-declaration • Educational materials provided for schools and families around declaration • Information pamphlet developed and distributed • Positive testimonials from students and families • Student involvement – student voice committee • FNMI website developed • Registration package letter sent home - explain what student declaration means (and does not mean)
HIGH PROFILE GUEST SPEAKER PROGRAM (FALL & SPRING) ♦ Provide positive role models ♦ J.R. LaRose – Sept 2018; Spring 2019	• Track participation for sharing • Gather feedback and testimonials • Connection to self-identification declaration
MENTAL HEALTH SUPPORTS FOR FNMI FAMILIES AND/OR STUDENTS ♦ FNMI professional development for FSLWs ♦ Access Division psychologists as needed ♦ Professional learning for success coaches	• Develop a clear understanding of resources available in community • Connected to the engagement piece above • System understanding of our approach • Families better connected (documented)

18/19 STRATEGIES *continued*

ATTENDANCE SUPPORTS

- Implement new attendance administrative procedure
- FNMI coordinator on committee

- Explore possibility of FNMI scholarship for MHPSD graduated & declared FNMI students attending post-secondary in Sept 2019
- Continuation of feather recognition at graduation

SYSTEM STAFF DEVELOPMENT

- Class presentations
- Board of trustees participation – shared dates, or in board meeting
- New teacher orientation

PROFESSIONAL DEVELOPMENT

- Vancouver - November – FNMI coordinator
- CASS - April – FNMI coordinator/assistant superintendent
- Participation in CASSIX, SAPDC meetings

CELEBRATIONS

- Spring celebration day - National Aboriginal day – seek board permission to move earlier?
- Work with communications coordinator to develop theme around reconciliation

CONNECTING WITH EXTERNAL PARTNERS

- Miywasin
- Medicine Hat College (MHC)
- Develop new partnerships
- Conference development or partnership

GRANT APPLICATIONS

- Mental health capacity building (MHCB) expansion – application for FNMI success coach
- Civil Forfeiture Grant – leadership program through MHCB

18/19 EVIDENCE OF SUCCESS *continued*

- Utilize attendance continuum of supports
- Utilize community conferencing
- Software used to improve communication

- Clarity on what do we do now
- Funding source identified
- Post-secondary incentive created
- Greater involvement of FNMI personnel in graduation

- School staff participate in at least one of the five class presentations and/or blanket exercises in 2018-2019
- Mental health staff participate in blanket exercise (FSLWs, MHCB success coaches)

- Build professional networks in province and western Canada.
- Share strategies and goals
- Implement learning into plans

- FNMI coordinator, communications coordinator work with school reps to develop plan for Sept 2019
- Theme is used to direct planning for following year

- Network with local organizations creates coordinated responses.
- Staff participation in MHC Conference
- Determine local and regional interest to host a conference in 2019

- Successful application
- Hire related staff members
- Implement programming

20/21 FUTURE PLANNING

TRUTH AND RECONCILIATION

- Engagement sessions turn into a regular meeting group that maintain a small group feel and are connected to foundational knowledge
- Expand conference - consider offering session out of MH.
- Continued professional learning experiences for new teachers, administrators and experienced teachers
- Greater student involvement in our planning
- Continued updates to digital resources

CLASSROOM SUPPORTS

- Consideration of new curriculum in connection with TQS, LQS.
- Continuation of classroom presentations
- Increased Division support for FNMI initiatives & outcomes.
- Guest speaker series
- Orange shirt day events are coordinated and supported
- Spring celebration enters year two, increased community collaboration
- Exploration of additional land-based learning opportunities

SOCIAL EMOTIONAL SUPPORTS

- Addition of staff to support balance between educational deliverables and supporting social emotional needs.
- Exploring the link between FNMI foundational knowledge and Division wellness plan
- Monitoring of student and family health through regular engagement
- Continued professional learning for social emotional support workers
- Continued student involvement

STUDENT SELF IDENTIFICATION

- Increase numbers of students and families self identifying as we deepen understanding across schools and with families
- Community partners are more aware of our processes and assist families by encouraging self identification

OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Reflections & Planning *(Figure 9)*

18/19 STRATEGIES / 18/19 EVIDENCE OF SUCCESS

CONTINUED COLLABORATIVE RESPONSE STEERING COMMITTEE

Strategies

- Publication of CRM implementation guide
- Schools sharing CTM schedules
- Kurtis Hewson visits (January/March) to observe and provide feedback on CTMs
- Steering committee participation and feedback in CTMs
- March professional learning day built around CRM steering committee recommendations

Evidence of Success

- All teachers will have participated in CTMs
- Continuum of supports connected to school plans
- Schools will improve their processes around CTMs through the feedback cycle
- Implementation guide will support carving out time for tier III and tier IV conversations
- Professional learning day feedback is positive and connected to relevance of the work

CSTS

Strategies

- Increase FTE allocations for CST based on school size and need
- August training for CSTs
- Year long learning plan developed for CSTs
- Clarification on ISPs and goal setting.
- Individual support for CSTs
- Collaborative planning staff meetings
- CRM implementation guide developed

Evidence of Success

- CSTs indicate they have more time to do their work
- CSTs are in classrooms more often
- ISP goals are clear and CSTs have been able to support the development of ISPs
- Schools consider adding FTE to CSTs in March staffing planning to fill needs in the model

OLCS AND INCLUSION TIER I

- See outcome #1

BEST AND INCLUSION AT TIER IV

- See outcome #1

FNMI SUPPORTS

- See outcome #1

ENGLISH LANGUAGE LEARNERS (ELL) SUPPORTS

Strategies

- ELL teachers will be deployed to schools based on changing enrolments
- Lead ELL teachers connected to specific schools' staffing as in-addition CST support (CHHS/WLC)
- Lead ELL teachers participate in CST professional learning
- ELL EAs deployed to schools based on changing enrolments
- Benchmarking continued in Dossier
- Recommendations from student services review implemented

Evidence of Success

- Schools with higher populations receive the most support
- Lead ELL teachers are connected to a school
- Professional learning is shared back to build capacity in school based staff
- Benchmarks are updated and indicate student success
- Data used to support teachers in developing learning plans for students

SOFTWARE AND OTHER TOOLS

Strategies

- All screen data uploaded to Dossier
- Accommodations part of regular practice and noted in Dossier
- Data linked to Dossier CRM module and utilized in CTM meetings

Evidence of Success

- Data has informed classroom instruction
- Teachers recognize how accommodations can support at the universal design level
- Schools report that they are using the CRM module and that the data is effective. Expect that they may also request to have more data connected

STUDENT SERVICES PROGRAM REVIEW

Strategies

- Hire FSLWs across the system
- Hire new MHCB success coaches
- Bring partners together to plan for school based mental health
- Make school based mental health plan part of the school plan
- Work with AHS partners to monitor changes – successes and gaps in service
- Gather feedback from stakeholders on the effectiveness of changes
- Program reviews for specialized programs at Herald School and Outreach

Evidence of Success

- Clarity of all programming and alignment with and between each other and schools
- Schools expand their mental health supports
- Success coaches indicate positive connections to schools and their stats indicate higher levels of usage
- Clarity on Division programming to support students and recommendations for any changes to these supports
- Engagement of stakeholders

INITIATIVES AND TRAINING

Strategies

- Continue updating first aid training
- Implement last phase of the Hour Zero program
- WHMIS training updated for all school staff
- Continue required staff safety training updates
- Bill 30 implementation
- Hazard assessment and standard operating procedures program development
- Ongoing site inspections
- Completion of revised Occupational Health & Safety manual

Evidence of Success

- Necessary staff trained for VTRA protocols
- Necessary staff trained for OHS protocols to meet the regulations
- 90% of employee safety training now completed
- Hour Zero training completed and implemented; improved and consistent communication
- Increased awareness of school zone safety measures
- Medicine Hat Police Service built relationships in our schools

20/21FUTURE PLANNING

A MODEL OF RESPONSE

- Scho ols have refined the key elements of the mo del to fit their lo cal context, including: scheduling, screens, interventions, collaboration,meetings,etc.
- Scho ols are furthering their understanding of differentiation and progress monitoring
- Greater focus on the role of assessment and inclusion and how to bestalign practice
- Software tools will havebeen refined and utilized seamlessly
- Continued CST professional learning based on identified needs.

ENGLISH LANGUAGE LEARNERS

- More sup ports located within school FTE
- Programming requirements document developed and utilized by school based administrators and CSTs
- Co mmunity engagement with ELL families and co mmunity organizations

FACILITATE AND REVIEW OF ALTERNATIVE PROGRAMS

- Bas ed on co mmittee reco mmendatio ns and Board directio n, actio n plan is initiated to support alternative programming and alternative pathways to graduation

CLASSROOM SUPPORTS

- Continued professional learning
- CSTs are well established at the tier II/III level ofsupportand have developed a clear sense of role
- CSTs wo rking sideby side withteachers to develop programming for students that req uire additional sup ports
- Continuation of postsecondary support as budget allows

INITIATIVES AND TRAINING

- Standards and codes of practice implementation.
- Development of Sharepoint for training and information sharing
- Revision of international field trip procedures
- Teacher/administrator evaluation administration procedures revision
- Review of HR p o licies to reflect Ed ucatio n Act an d o th er legis lation
- Division employee wellness initiatives
- Development of online employee policy review and training

OUTCOME THREE: ALBERTA HAS EXCELLENT TEACHERS AND SCHOOL AUTHORITY LEADERS

Reflections & Planning *(Figure 9)*

18/19 STRATEGIES	18/19 EVIDENCE OF SUCCESS
DATA ANALYSIS	• See outcome #1
COMMUNICATION ♦ Creation of communications coordinator role ♦ Improvements to websites ♦ Highlight system goals, personnel, and achievements ♦ Development of a communications plan ♦ Re branding through name changes, graphics and mission / vision development	• System cohesion on messaging • Improved responsiveness to student need and community feedback • Improved communication with media and stakeholders • Communication of mission/vision with all stakeholders
OLCS	• See outcome #1
ADMINISTRATIVE PROFESSIONAL LEARNING ♦ Continue participation in after school specials ♦ Administrators observe CTMs alongside jigsaw learning to broaden learning and reflection on effective CTMs and the provision of feedback ♦ University of Lethbridge to facilitate generative dialogue sessions with principals and vice principals ♦ Develop leaders cohort supported by admin to enhance awareness and understanding of LQS	• Administrators engage with learning alongside teachers and colleagues providing specific feedback regarding CTMs and the role of leadership • Administrators will identify deepening understanding and application of LQS through generative dialogue • Administrators will be leaders in shaping the application of LQSs to case studies alongside participants of developing leaders
COMMUNITY CLASSROOMS ♦ Continued resource support for schools - targeted and purposeful engagement in local contexts and curriculum through community classroom ♦ Review of processes to support targeted and purposeful engagement with curriculum and community classrooms	• Increased number of schools engage in effective integration of community classroom to provide students with real life learning experiences • Community class rooms will be intentionally planned for and targeted based on the curriculum outcomes
INSTRUCTIONAL PRACTICE FOCUS ♦ All staff involved in CTMs, allowing all students to be supported in the model ♦ Focus at CTM's shifts from individual students to instructional practice based on the needs of the cohort ♦ Implementation guide in place to support ♦ Steering committee visits and feedback	• Collaborative time becomes more focused • Instructional planning impacts a greater number of learners and achievement improves • Teachers can identify evidence that supports their instructional decision making • Schools are more efficient at implementing the model
BROAD PROGRAM OF STUDIES INCLUDING MUSIC, DRAMA & SECOND LANGUAGES ♦ Continue to explore program of studies electives based on feedback ♦ Use of high school redesign to support work ♦ Continue communication with stakeholders	• Enhanced communication of offerings will improve response on the performance measures • Schools are responsive to stakeholder input in considering how they structure programming
FRENCH IMMERSION (FI) PLANNING ♦ Communication re: program changes for 19/20 school year ♦ Continued stakeholder engagement with Canadian Parents for French and coordination with new learning opportunities ♦ Common OLC focus/support at both FI sites ♦ Recruitment plan for FI staff	• Registration and planning processes support the system in student and staff transitions • FI community support from K-12 • Improved student achievement • Increased access to courses in FI in grade 10-12 • Schools have a larger pool of quality FI teaching applicants
OTHER DATA COLLECTION TO SUPPORT LEARNING ♦ Establish new administrative procedure(s) ♦ Professional learning ♦ Establish attendance committee ♦ PowerSchool analyst position created	• Data supports instructional decisions and supports. • Staff capacity is built • Improved communication between school and home • Consistency from school to school • New attendance supports developed
WELLNESS ♦ Implement Not Myself Today with focus on promotion of psychologically safe workplace ♦ Promote EFAP ♦ Reduce number of claims sent for ASEBP EDB ♦ Promote and increase enrolment in the ASEBP early intervention program ♦ Implement an attendance awareness program ♦ Promote modified work for all staff ♦ Introduction and implementation of the health wellness and attendance advisor	• Committee formed in 2016-2017 • Survey developed and completed in Fall 2017 • Data from survey analyzed by committee and recommendations put forward • Improved wellness measures on survey administration • Wellness – presented at all staff meetings as a focus • December 2018 administrors and wellness champions were trained in mental health first aid • Division events were planned for 2018-2019 and information is available on the website.

20/21FUTURE PLANNING

OPTIMAL LEARNING ENVIRONMENT

- OLE progressions lend themselves to establishing progressions across the continuum of supports
- New curriculum is a central focus for teachers, using the OLE as the framework for implementation
- Teachers acro ss grades continue in professional development

LEADERSHIP DEVELOP ME NT

- Continuation of generative dialogue work with administrators with site superintendents facilitating
- Scho ol administrators begin utilizing generative dialogue with teaching staff
- Both school leaders and teachers have a deeper understanding of the TQS and LQS and utilize theseas primary tools in gro wth planning
- New lead ership cohort cycles contin ue, refinement to programming is based on system needs and feedback fromparticipants

LEADING TEACHING

- Strategic plan for OLE element leveraging digital to be the focus for the coming years
- Implement FI programming vision for Division.
- Replicate curriculum committee roll out for K-4 into our grade 5-9 grouping and high school leads
- Review new curriculum and intentional conn ection to new opportunities through structures such as co mmunity classrooms (grad es K-4)
- Cons ideration for all portions of our OLE and response model are built into the schools' plan (timetable, etc.)
- New curriculum en h an ces d elivery of elective co urses

SOFTWARE TOOLS

- Majo rity of families are able to use vario us online solutio ns we provide: Scho olEngage for registration, Scho olMessenger and Safe Arrival for attendance and communication
- Schoo l based software tools are utilized in a seamless manner to supp ortprogramming for students (Dossier, PowerSchool)
- Continuation of digital student record processes.
- Ongoing support in these areas

ASSURANCE AND ENGAGEMENT

- Reflec tio n p ro cesses are built in to th e cad en ce ofth e year to monitor our progress
- Voice co mmittees continue and/or expand as necessary
- Co mmunity partnerships are established and thriving for our FNMI stud ents and families

OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Reflections & Planning *(Figure 11)*

18/19 STRATEGIES	18/19 EVIDENCE OF SUCCESS
SYSTEM COMMUNICATION ♦ Creation of communications coordinator role ♦ Further revisions to school planning documents incorporated. ♦ Superintendent site visits ♦ Continued engagement plan, support from communications coordinator	• Communications coordinator facilitates processes and supports the work of the system • Reporting formats streamline data collection • Superintendent site visits to gauge level of success and progress related to implementation of changes • Student voice committee created • Planning cycle established
PROFESSIONAL LEARNING ♦ Early September upload of achievement data ♦ Full upload of screen data ♦ Additional software training for school teams ♦ Classroom teachers accessing and using the data in planning	• School administrators use data in their conversations and in reporting • School based PD utilizes the available tools
DEVELOPMENT OF THE OLE **OLCS** **CSTS**	• See outcome #1 • See outcome #1 • See outcome #1
THOUGHTEXCHANGE ♦ OurSchool survey conducted twice during school year ♦ Comparisons to baseline data apparent in Spring planning ♦ Student engagement increased ♦ FNMI engagement increased	• Baseline comparisons are completed and embedded into Spring 2019 planning • Input from students used to inform decision making • Input from FNMI stakeholders is used to update our strategic plan • Schools utilize data to inform decision making
EDUCATIONAL ASSISTANT PROFESSIONAL LEARNING ♦ Embed professional learning time for EAs as connected to school plan ♦ EAs to attend two staff learning days during year	• EAs learning alongside teaching staff • EAs connected to the CRM model will be better positioned to support programming in classrooms
CRM LEADERSHIP TEAM DAYS ♦ CRM lead teams to continue at site level ♦ Utilization of the CRM implementation guide ♦ Steering committee visits ♦ Kurtis Hewson visits coordinate by lead teams ♦ Planning for March 2019 sharing	• CRM lead teams review implementation guide and support at the school level • All staff participate in CTMs • School teams share evidence of learning at March 2019 professional learning day
SCREENS **DOSSIER AS A TOOL** **EMBEDDED COLLABORATIVE TIME**	• See outcome #1 • See outcome #1 • See outcome #1
SCHOOL COUNCILS AND COUNCIL OF COUNCILS ♦ Council of school council to meet three times ♦ CSC to review three year plan in January 2019 ♦ Examine trustee time at school council meetings	• Input from council of school councils used in future planning and policy development • Trustees are able to be better connected to schools • Improved communication as a system
DEVELOPMENT OF COMMON APORI, AERR AND SCHOOL PLAN REPORTS ♦ Continue with common reports ♦ Utilize new school planning document with embedded planning modules	• Consistency of communication across schools • Creation of baseline data to allow easier comparisons year over year • Improved correlation to system plan • Cadence of planning improves – Fall 2019 school plans are near completion by June of 2019
CRM MODULE IN DOSSIER ♦ Acquire licence ♦ CRM module training in September 2018 ♦ On going training support and feedback	• All schools will have attempted using the module during a CTM in 2018-2019 school year • Schools utilize data from CRM module in CTMs
SCHOOL MESSENGER ♦ Develop common protocols to use SchoolMessenger at MHPSD schools	• Unified messages across platforms • Ability to push out emergency communications with greater consistency and across platforms
SHARED EMERGENCY RESPONSE	• See outcome #3
CAPITAL PLAN AS IT RELATES TO PROGRAMMING ♦ Support transition of English students from Connaught to new boundary school ♦ Install modulars as necessary ♦ Continue to review and submit capital planning priorities	• Spring 2019 registrations supported at new boundary schools. • Related transportation changes communicated • Creation of three year capital plan • Creation of 10 year capital vision

18/19 STRATEGIES *continued*

18/19 EVIDENCE OF SUCCESS *continued*

18/19 Strategies	18/19 Evidence of Success
CAPITAL PLAN AS IT RELATES TO PROGRAMMING ♦ Support transition of English students from Connaught to new boundary school ♦ Install modulars as necessary ♦ Continue to review and submit capital planning priorities	• Spring 2019 registrations supported at new boundary schools. • Related transportation changes communicated • Creation of three year capital plan • Creation of 10 year capital vision
STAFFING PROCESS ♦ Bill 30 implementation – employment standards alignment with collective agreements ♦ Attendance management policy and administrative procedures implementation ♦ Implementation of apply to education process ♦ Completion of job descriptions, performance appraisal documents and processes ♦ Prepare for upcoming collective bargaining ♦ Policy roll out to employees including harassment and drug and alcohol policies ♦ Complete outstanding policies and an review for revisions of all existing HR policies and administrative procedures.	• New processes allow for easier movement of staff within the system. • School system and schools better trained to recruit new teachers and administrators • Focused and purposeful application of HR policies and administrative procedures leading to more efficiency and effective/transparent outcomes • Monitored employee absences and duty to accommodate provisions being put in place. Increased focus on the expectation that employees will be responsible for managing their absences. • Employee relationship issues have declined because of supervisor training and policy development.
BUILDING ASSURANCE INTO OUR SYSTEM ♦ Strategic plan built with communications coordinator ♦ FNMI engagement session(s) ♦ Creation of student voice committee ♦ Implementation of updated school plan template ♦ Continue support for OurSchool ♦ Continue to increase APORI participation	• Clarity of processes • Feedback from stakeholders in plan • Student feedback becomes a large part of planning cycle • OurSchool data is used in May cypress planning • APORI participation surpasses 3000 respondents
SCHOOL BASED ACHIEVEMENT ACTION PLANS ♦ Action planning embedded into school based achievement and diploma reports ♦ Reviewed at site superintendent meetings ♦ Three year achievement data is used in instructional planning	• Action planning isn't separate, but rather a part of schools' planning.

20/21 FUTURE PLANNING

COMMUNICATION AND ENGAGEMENT

- ♦ OLE progressions lend themselves to establishing progressions across the continuum of supports
- ♦ New curriculum is a central focus for teachers, using the OLE as the framework for implementation
- ♦ Teachers across grades continue in professional

PLANNING AND PROCESSES

- ♦ Continuation of generative dialogue work with administrators with site superintendents facilitating
- ♦ School administrators begin utilizing generative dialogue with teaching staff
- ♦ Both school leaders and teachers have a deeper understanding of the TQS and LQS and utilize these as primary tools in growth planning
- ♦ New leadership cohort cycles continue, refinement to programming is based on system needs and feedback from participants

TRAINING AND DEVELOPMENT

- ♦ Strategic plan for OLE element leveraging digital" to be the focus for the coming years
- ♦ Implement French Immersion programming vision for Division
- ♦ Replicate curriculum committee rollout for K-4 into our grade 5-9 grouping and high school leads
- ♦ Review new curriculum and intentional connection to new opportunities through structures such as community classrooms (grade K-4)
- ♦ Consideration for all portions of our OLE and response model are built into the schools' plan (timetable, etc.)
- ♦ New curriculum enhances delivery of elective courses

APPENDIX:

FIGURE 1

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 (6e

Et 9e année), French language arts (6e et 9e année), mathematics (grades 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 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.

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 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.

10. 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.

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.

FIGURE 2

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 (6e

et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 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 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.

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 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.

10. 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.

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.

FIGURE 3

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. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. 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.

FIGURE 4

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. 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.

4. 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.

FIGURE 5

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

4. 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.

5. 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.

6. 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.

7. 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.

8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

9. 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.

FIGURE 6

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.

FIGURE 7

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. 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

FIGURE 8

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

4. 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.

5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

7. 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.

FIGURE 9

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

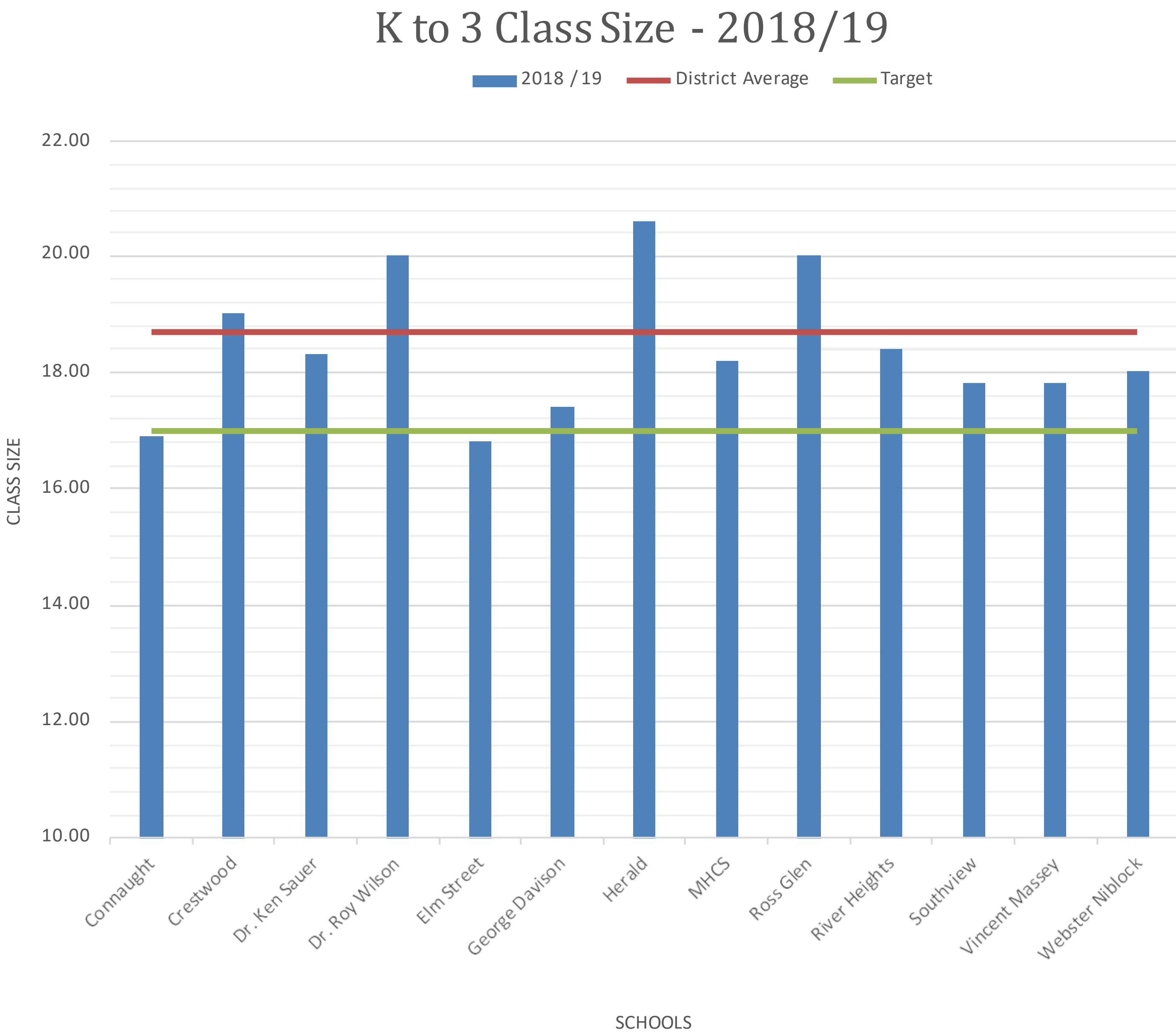
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

FIGURE 10

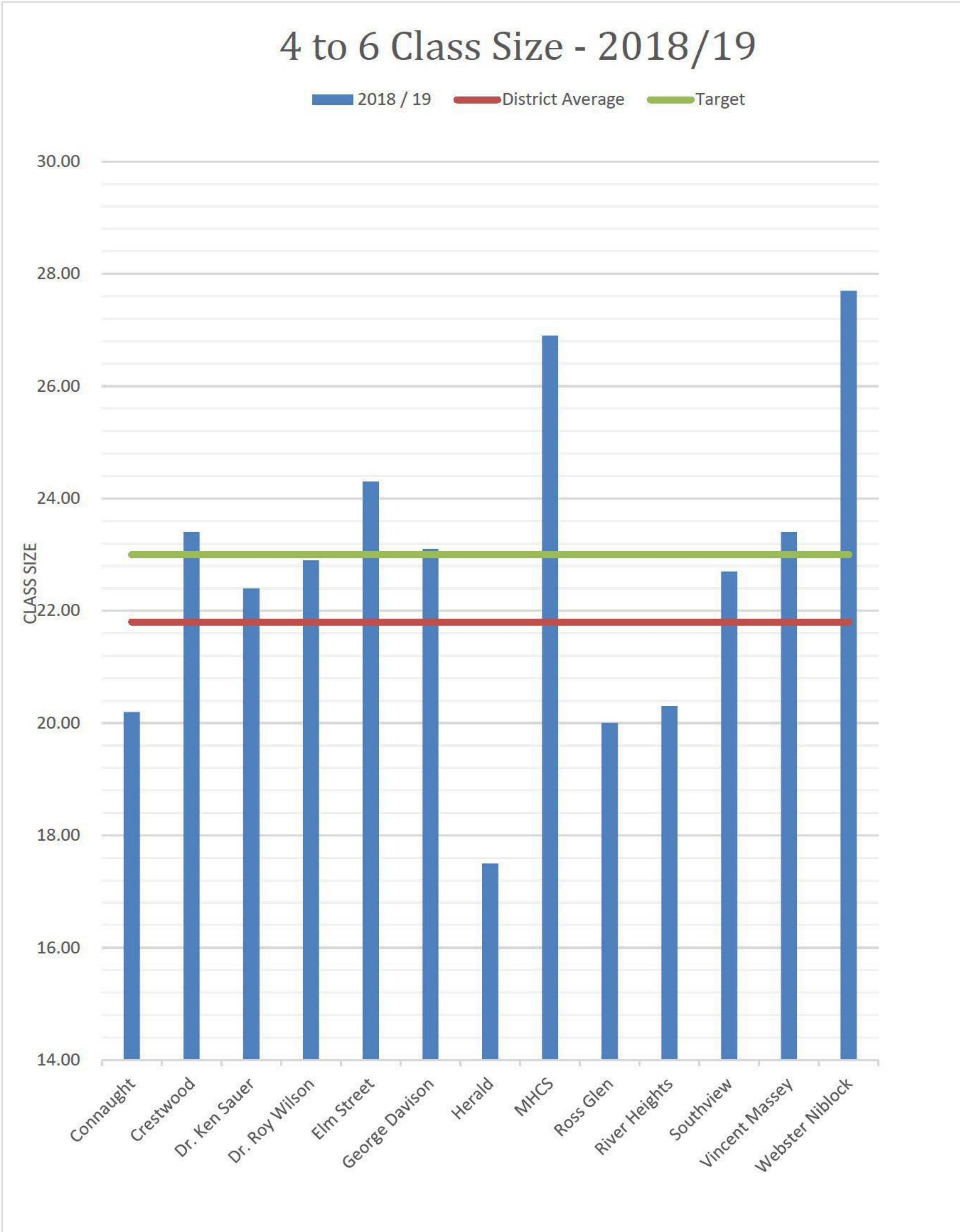
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

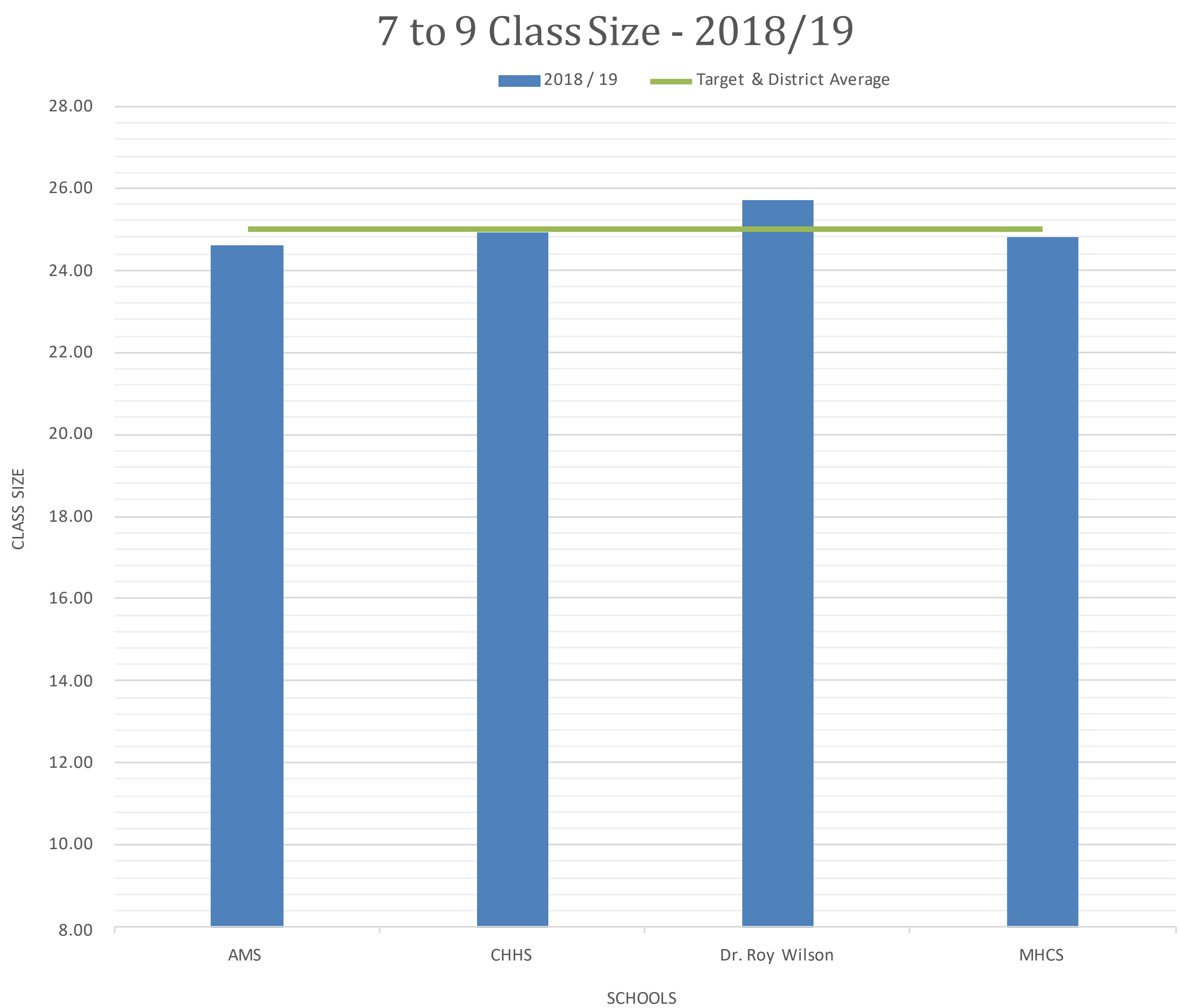
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

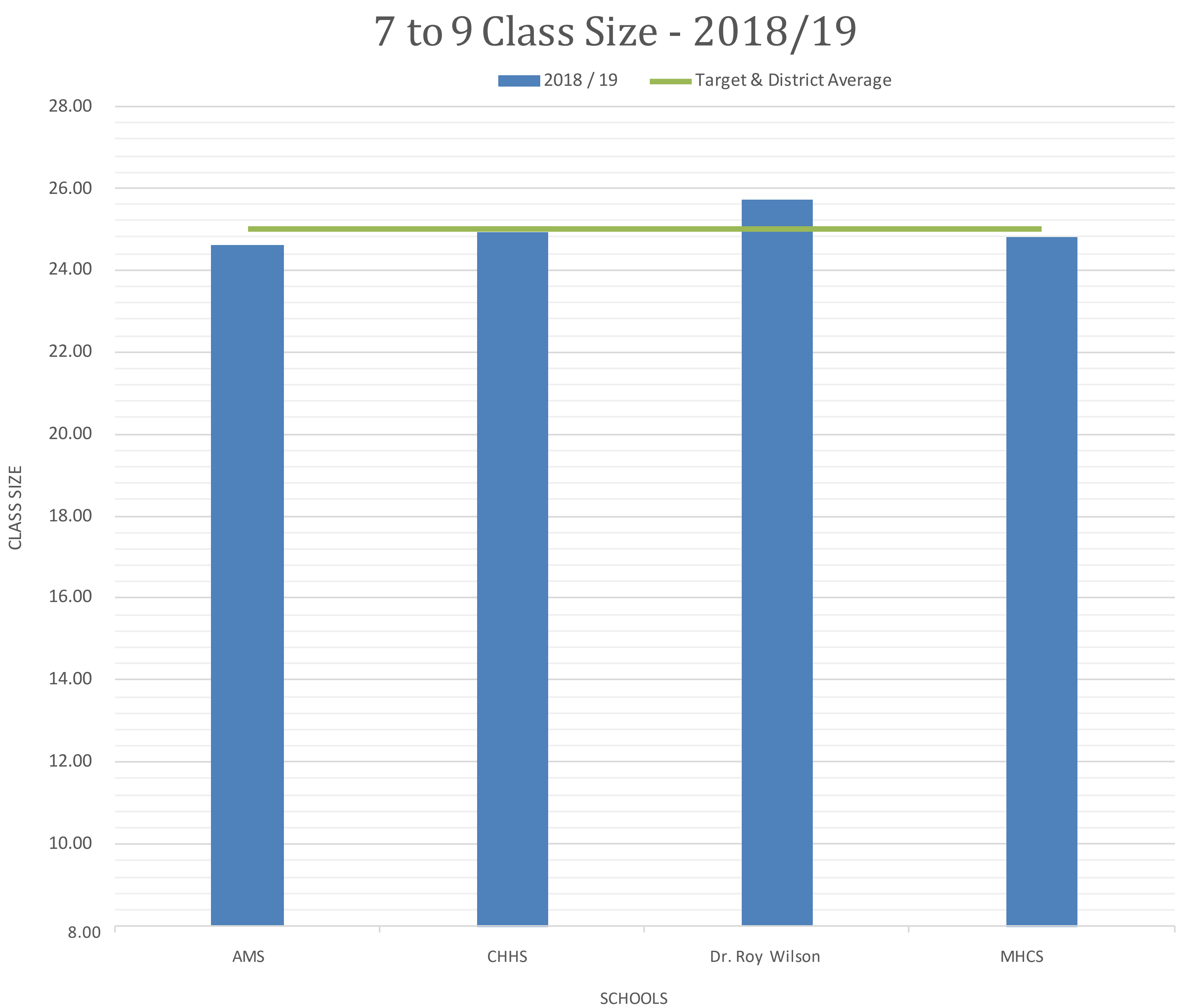
Medicine Hat Public School Division - Alberta Education Class Size Information 2018-2019 School Year.

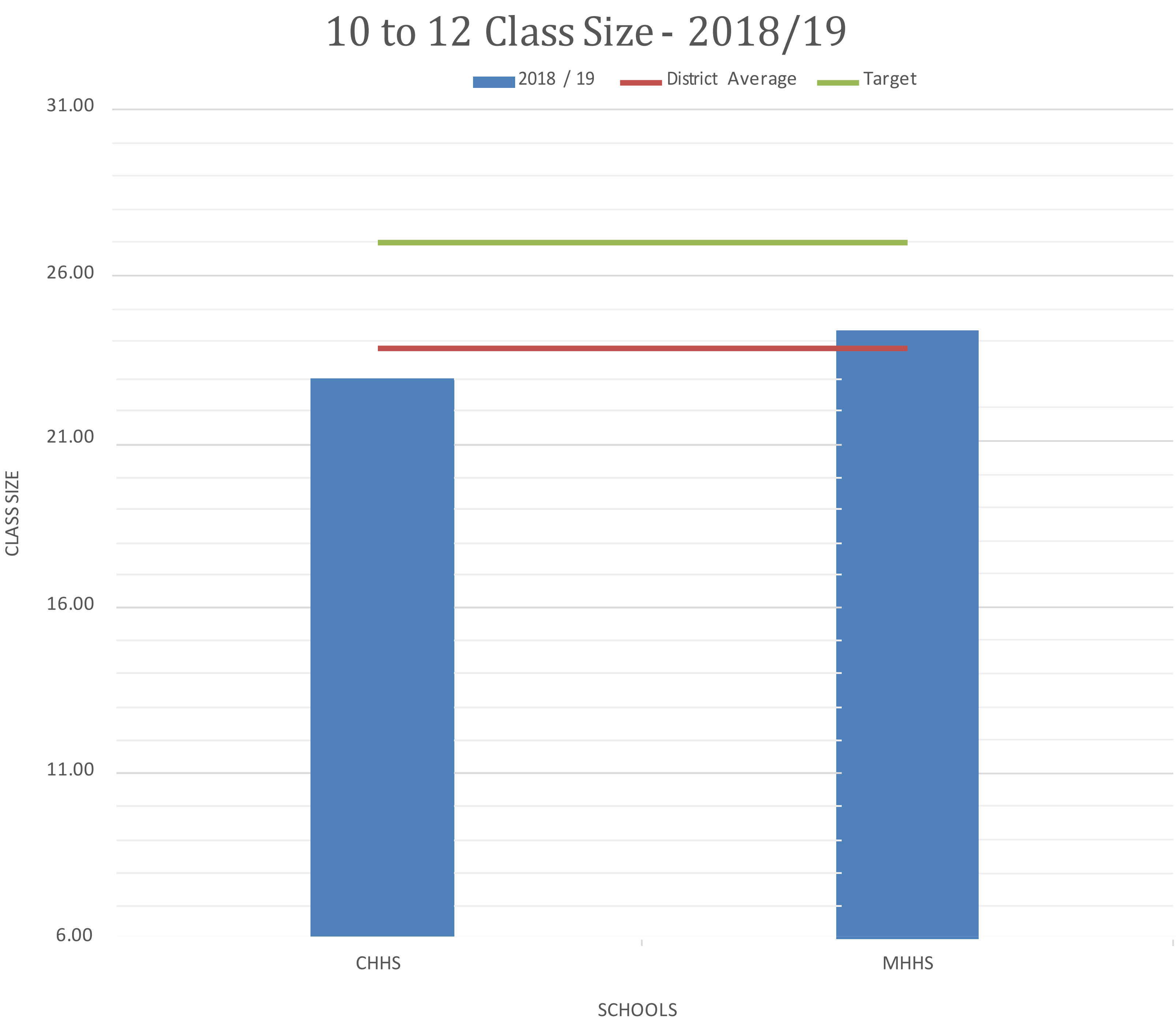


January 2019


4 to 6 Class Size - 2018/19
2018 / 19
District Average
Target
CLASS SIZE
30.00
28.00
26.00
24.00
22.00
20.00
18.00
16.00
14.00
Connaught
Crestwood
Dr. Ken Sauer
Dr. Roy Wilson
Elm Street
George Davison
Herald
MHCS
Ross Glen
River Heights
Southview
Vincent Massey
Webster Niblock


7 to 9 Class Size - 2018/19
2018 / 19
Target & District Average
28.00
26.00
24.00
22.00
20.00
18.00
16.00
14.00
12.00
10.00
8.00
CLASS SIZE
AMS
CHHS
Dr. Roy Wilson
MHCS
SCHOOLS


7 to 9 Class Size - 2018/19
2018 / 19
Target & District Average
28.00
26.00
24.00
22.00
20.00
18.00
16.00
14.00
12.00
10.00
8.00
CLASS SIZE
AMS
CHHS
Dr. Roy Wilson
MHCS
SCHOOLS


10 to 12 Class Size - 2018/19
2018 / 19
District Average
Target
31.00
26.00
21.00
16.00
11.00
6.00
CLASS SIZE
CHHS
MHHS
SCHOOLS

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction: **The Medicine Hat School Division [A.3050]**

Number of Schools Reported: **16**

Total Number of Schools: **16**

	Kio 3			4 to6			7to9			10to12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total fo r Ju risd iction	**18.6**	**18.7**	**18.5**	**21.6**	**21.8**	**21.8**	**24.5**	**25.0**	**25.2**	**24.1**	**23.8**	**23.9**
	13.7			21.5								
Alexandra Middle School							23.9	24.2	24.6			
Connaught School	19.7	18.4	16.9	19.5	170	20.2						
Crescent Heights HighSchool							25.4	25.3	24.9	24.4	22.9	23.0
Crestwood School	19.6	20.7	19.0	23.0	23.4	22.2						
Dr. Ken Sauer School		18.4	18.3		22.4	17.6						
Dr. Roy Wilson Learning Centre	17.8	19.1	20.0	21.8	22.9	22.2	25.4	25.7	27.8			
Elm Street School	20.2	17.8	16.8	22.0	24.3	20.8						
George Davison Elementary School	18.1	19.8	17.4	23.6	23.1	25.7						
Herald School	14.7	17.3	20.6	19.0	17.5	19.3			20.0			12.7
Medicine Hat Christian School	18.2	18.2	20.2	22.6	26.9	26.7	21.3	24.8	23.7			
Medicine Hat HighSchool										23.9	24.3	24.7
River Heights Elementary	18.0	19.5	18.4	19.7	20.3	21.9						
Ross Glen School	21.3	18.9	20.0	22.6	20.0	22.8						
Southview Community School	18.0	18.5	17.8	25.3	22.7	25.0						
Vincent Massey School	19.5	19.0	17.8	23.0	23.4	19.7						
Webster Niblock School	18.5	15.9	18.0	19.2	27.7	23.3						

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr.10 to 12 average
Special Education classes areincluded
Team taught classes are reflected as an instructional PTR size (i.e., a class of50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/ al tern ati ve schoolsh aveb een exclud ed
Virtual/Home Ed/Distance Ed programs have been excluded

Jurisdiction Summary

CORE SUBJECTS ONLY

Jurisdiction: The Medicine Hat School Division [A.3050]

Number of Schools Reported: 16

Total Number of Schools: 16

	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	**18.7**	**18.9**	**18.7**	**21.5**	**21.7**	**21.7**	**25.0**	**25.8**	**25.7**	**25.6**	**25.0**	**24.3**
	14.0			21.5								
Alexandra Middle School							23.9	24.2	24.4			
Connaught School	20.0	18.4	17.0	19.5	17.1	20.2						
Crescent Heights High School							26.3	26.3	25.7	25.6	23.7	23.2
Crestwood School	19.6	20.3	18.7	22.7	23.3	22.1						
Dr. Ken Sauer School		18.9	18.2		22.4	17.6						
Dr. Roy Wilson Learning Centre	17.9	19.5	20.3	21.8	22.9	22.2	25.8	28.0	28.9			
Elm Street School	20.1	18.4	17.9	22.0	24.3	20.8						
George Davison Elementary School	18.4	20.0	17.9	23.3	23.1	25.7						
Herald School	15.3	17.9	20.4	19.0	17.5	19.3			20.0			12.7
Medicine Hat Christian School	17.8	17.8	19.9	22.7	26.9	26.7	22.4	23.8	23.7			
Medicine Hat High School										25.7	25.9	25.5
River Heights Elementary	17.9	19.4	19.2	19.7	20.3	21.9						
Ross Glen School	21.3	19.5	19.8	22.6	20.0	22.8						
Southview Community School	17.8	18.1	18.8	25.3	22.7	25.0						
Vincent Massey School	19.9	19.0	17.9	23.0	23.4	19.7						
Webster Niblock School	18.6	16.2	18.2	19.2	27.7	23.3						

Note:
3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded

ALL SUBJECTS

Jurisdiction: **The Medicine Hat School Division [A.3050]**

Number of Schools Reported: **16**

Total Number of Schools: **16**

Total Number of FTE Teacher Assistants: **139.4**

Number of FTE Teacher Assistants assigned to students with special needs: **110.2**

	Kio 3			4106			7 lo 9			10 lo 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	18.6	18.7	18.5	21.6	21.8	21.8	24.5	25.0	25.2	24.1	23.8	23.9
Number of Students with Severe Disabilities per cl	1.3	1.4	1.6	0.7	0.8	0.8	0.5	0.6	0.7	0.3	0.3	0.5
Number of Mild/Moderate Students per class	2.5	2.3	2.1	2.0	1.8	1.8	3.2	3.6	3.3	3.3	3.3	3.1
Number of Gifted/Talented Students per class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Number of ESL Students per class	0.3	0.4	0.5	0.7	0.8	0.9	0.7	0.8	0.9	1.4	1.9	1.9
Smallest Class	10.0	5.0	5.0	6.0	6.0	8.0	10.0	4.0	3.0	3.0	2.0	1.0
Largest Class	31.0	33.0	28.0	34.0	32.0	30.0	36.0	40.0	43.0	56.0	60.0	67.0

Distribution of Class Sizes - %	Kio 3			4 to6			7 lo 9			10 lo 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		0.7	0.9					0.2	1.9	0.4	1.9	2.2
6 to 10	1.7	0.5	3.5	2.3	3.9	5.1	0.2	1.7	1.2	2.4	4.5	5.5
11 to 15	14.4	17.3	13.0		8.9	6.5	2.1	4.8	**4.2**	11.3	6.0	8.5
16 to 20	61.0	53.1	47.8	32.8	16.1	21.2	9.0	9.9	12.6	13.0	19.9	16.5
21 to 25	22.4	28.3	32.8	48.5	52.1	45.9	47.9	25.4	24.5	27.1	22.5	17.3
26 to 30	0.4		2.1	16.3	17.7	21.2	36.9	52.3	45.9	25.9	26.2	25.0
31 to 35	0.1	0.2		0.1	1.3		3.7	5.3	8.2	19.0	18.4	23.2
36 to 40							0.	0.2	1.2	0.4		0.7
Over 40									0.5	0.4	0.7	1.1

Distribution of Class Sizes - #	Kio 3			4106			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		8	8						8		5	6
6 to 10	24	6	32	16	27	35		7	5	6	12	15
11 to 15	207	206	119		61	45	9	20	18	28	16	23
16 to 20	879	631	438	224	111	146	39	41	54	**32**	53	45
21 to 25	322	336	300	331	359	316	208	105	105	67	60	47
26 to 30	6		19	111	122	146	160	216	197	64	70	68
31 to 35	2	2			9		16	22	35	47	49	63
36 to 40									5			2
Over 40									2		2	3

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction: The Medicine Hat School Division [A.3050]

Number of Schools Reported: 16

Total Number of Schools: 16

Total Number of FTE Teacher Assistants: 139.4

Number of FTE Teacher Assistants assigned to students with special needs: 110.2

Average by Subject Category	Kio 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
ECS	17.8	17.7	17.2									
Language Arts English/French	18.7	19.1	18.8	21.3	21.4	21.6	25.1	25.9	25.0	26.6	25.4	26.8
Mathematics	18.6	18.9	18.9	21.5	21.7	21.7	24.5	25.8	24.9	25.1	25.1	25.8
Science	18.6	19.1	18.9	21.5	21.8	21.8	24.8	25.8	25.7	26.4	26.8	25.0
Social Studies	18.6	19.0	18.9	21.5	21.7	21.7	24.8	25.7	25.4	27.0	26.8	24.3
Health	19.2	19.0	19.1	21.5	21.8	21.7	25.8	26.4	25.2			5.8
Physical Education	19.2	19.3	19.1	21.8	21.8	21.8	25.7	27.4	28.5	25.6	23.1	22.2
Art	18.6	19.2	18.9	21.5	21.7	21.6	24.1	28.8	27.1	30.3	28.0	26.0
Music	18.8	18.9	19.1	21.5	22.0	21.9	25.3	20.9	25.4	30.2	35.6	33.2
Drama							23.4	27.7	21.2	21.5	22.4	28.0
Second Languages				22.4	22.1	22.0	20.0	16.0	20.7	21.5	23.8	22.3
Religious Instruction/ Studies	17.6	17.6	17.3	22.0	27.3	26.7	21.3	31.0	23.7			
Environmental and Outdoor Education							22.8	17.8	27.0			
Social Science										25.5		32.0
Career and Life Management										24.8	25.4	18.3
Biology										29.6	27.0	24.0
Chemistry										26.8	25.5	25.7
Physics										23.1	25.0	21.2
Career and Technology Studies							23.7	23.0	23.6	22.4	22.2	23.0
Career and Technology Foundations									22.0			
Knowledge and Employability							18.8	20.0	12.7	13.5	14.5	19.4
Special Education								14.0		12.1	7.8	11.0
Local Developed Course							22.7	23.3	27.8	21.7	25.1	23.8
Other			17.7			23.3	21.0	20.0	18.0	12.0	13.5	23.7

Note: 314 combined classes are included in the Gr. 4 to 6 average
6f7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
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CORE SUBJECTS ONLY

Jurisdiction: **The Medicine Hat School Division [A.3050]**

Number of Schools Reported: **16**

Total Number of Schools: **16**

Total Number of FTE Teacher Assistants: **139.4**

Number of FTE Teacher Assistants assigned to students with special needs: **110.2**

	Kto 3			4106			7 to9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Average Class Size	18.7	18.9	18.7	21.5	21.7	21.7	25.0	25.8	25.7	25.6	25.0	24.3
Number of Students with Severe Disabilities per cl	1.0	1.1	1.2	0.7	0.8	0.8	0.5	0.6	0.7	0.3	0.2	0.5
Number of Mild/Moderate Students per class	2.5	2.1	2.1	1.9	1.8	1.8	3.1	3.6	3.3	2.9	3.0	2.8
Number of Gifted/Talented Students per class	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
N umber of ESL Students per class	0.4	0 .5	0.6	0.7	0.8	0.9	0.8	0.8	0.8	1 .4	1.8	1.5
Smallest Class	10.0	5.0	5.0	6.0	6.0	8.0	11.0	4.0	3.0	8.0	2.0	1.0
Largest Class	31.0	33.0	28.0	34.0	32.0	30.0	36.0	40.0	43.0	56.0	60.0	67.0
Distribution of Class Sizes - %	Kio 3			4106			7 to9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		0.8	1.0					0.3	2.5		2.1	3.3
6 to 10	1.1	0.6	3.5	2.6	4.1	5.1		0.7	1.3	1.7	2.7	7.1
11 to 15	13.2	14.0	10.5		9.1	6.4	1.8	4.3	2.9	8.6	3.2	8.2
16 to 20	62.0	53.1	48.7	33.1	16.0	21.7	6.7	6.6	10.8	11.5	18.2	12.1
21 to 25	23.0	31.3	34.4	48.5	52.2	46.4	45.6	19.2	19.4	21.3	19.8	13.7
26to 30	0.5		1.9	15.7	17.5	20.4	41.6	63.2	52.5	28.7	31.0	26.9
31 to 35	0.2	0.2		0.2	1.1		4.0	5.3	8.6	27.0	21.9	26.4
3 6to 40							0.3	0.3	1.3	0.6		0.5
Over40									0.6	0.6	1.1	1.6
Distribution of Class Sizes-#	Kio 3			4106			7 to9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1 to 5		8	8					1	8		4	6
6 to 10	12	6	28	16	25	32		2	4	3	5	13
11 to 15	144	132	83		56	40	6	13	9	15	6	15
16 to 20	674	501	385	203	99	136	22	20	34	20	34	22
21 to 25	250	295	272	297	322	291	150	58	61	37	37	25
26to 30	5		15	96	108	128	137	191	165	50	58	49
31 to 35	2	2		1	7		13	16	27	47	41	48
36to 40							1	1	4	1		1
Over40									2	1	2	3

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CORE SUBJECTS ONLY

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Languag e Arts English/French	18.7	19.1	18.8	21.3	21.4	21.6	25.1	25.9	25.0	26.6	25.4	26.8
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Physical Education	19.2	19.3	19.1	21.8	21.8	21.8	25.7	27.4	28.5	25.6	23.1	22.2
Art	18.6	19.2	18.9	21.5	21.7	21.6	24.1	28.8	27.1	30.3	28.0	26.0
Music	18.8	18.9	19.1	21.5	22.0	21.9	25.3	20.9	25.4	30.2	35.6	33.2
Special Education								14.0		12.1	7.8	11.6
Career and Ufe Management												
Biology												
Chemistry												
Physics												

Note: 3/4 combined classes are included inthe Gr. 4 to 6 average
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THIS IS US,

and we are all in for kids.

2018 - 2019 Highlights

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