



**RI BAKER MIDDLE SCHOOL**

**School Goals**

**Palliser Regional Schools**

**2016-2017**

**Vision: Shaping tomorrow today.**

**Mission: To foster an inclusive environment where we work together to succeed, while taking pride in ourselves and our school**

## School Goals 2016-2017

### Goal 1 (Highest priority)

<p>Palliser Regional Schools has aligned division goals with those established by Alberta Education.          These goals are:          •Success for every student.          •High quality education through collaboration and innovation.          •Success for First Nations, Métis and Inuit students (FNMI).</p>			<b>Principal Comments</b>
School Goal	Strategies	Measures: including school developed measures	Data/evidence on how well the strategies worked
<ul style="list-style-type: none"> <li>•The number of students at are reading at or above grade level will increase by 10%</li> <li>•Teacher assessments will become consistent among subject areas and grading practices will follow the guidelines in the staff handbook.</li> </ul>	<p><b><u>1) Instructional Supervision and Guidance:</u></b>          Administration will develop an in depth plan to ensure that instruction is directed towards this common goal. Various "look for's" will be targeted during each visit.</p> <p><b><u>2) Personal Literacy Targets-</u></b> Professional staff will make personal Literacy targets for the 2016/2017 school year. These goals will be monitored and supported by administration.</p> <p><b><u>3) Classroom Library Inventories and Book Purchases-</u></b> A formal classroom library inventory will continue to be monitored by school admin. This will be a continuation of the work done last year. Level, genre, and organization will be examined. Teachers will then be given a recommended book list based on their individual inventory and student F&amp;P levels.</p> <p><b><u>4) The implementation of LLI kits</u></b>          The intervention will start with the below grade level students. This focus will assist us on providing us with more student information and raise levels in all areas.</p>		

	<p>All grades will be using the Leveled Literacy Intervention</p> <p><b><u>Words Their Way</u></b></p> <p>5) <b><u>“F&amp;P follow up meetings”</u></b> After each F&amp;P reporting period and at the year-end transition meetings staff will meet with the principal to discuss the results compared to last periods.</p> <p>6) <b><u>Bakers Best Reads</u></b> – ALL staff at RI Baker will put on display books they currently are reading or highly recommend. This will promote a love for reading and dialogue with students around literacy. They will also be posted on our flat screens in the Foyer.</p> <p><b><u>Teacher Push-Ins</u></b></p> <p>9) <b><u>District experts:</u></b> Staff will take part in F&amp;P workshops as well as utilize us in house and district expertise. LLI, WTW, WW</p> <p>11) <b><u>Passion Teaching Configuration-</u></b> Teachers will teach within their passion areas /areas of expertise. This will not only expose students to the very best instruction we have to offer, but also give all teachers an opportunity to build more positive relationship</p> <p>12) <b><u>School Wide Data Reporting -</u></b> All student F&amp;P data is to not only be submitted to the school principal but recorded in a spreadsheet on the H drive for all teachers to have access to. This will give teachers who may not have done the F&amp;P testing data to better their classroom instruction.</p>		
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## Goal 2 (second priority)

<p>Palliser Regional Schools has aligned division goals with those established by Alberta Education.          These goals are:          •Success for every student.          •High quality education through collaboration and innovation.          •Success for First Nations, Métis and Inuit students (FNMI).</p>			<p><b>Principal Comments</b></p>
School Goal	Strategies	Measures: including school developed measures	Data/evidence on how well the strategies worked.
<p>The percentage of parents and students agreeing with the statement “Teachers care and treat students fairly” on the AP will increase.</p>	<p><b>1) <u>Community Building</u></b> Meeting with new parents/families to communicate expectations and begin to build relationships. Increase variety of communication with parents, Heightened awareness &amp; supervision, locker and student searches. Walking the walk- all staff model appropriate respectful behaviors.</p> <p><b>2) <u>Staff Meeting "10 min talks"</u></b> to discuss students at risk (behaviorally, academically and socially).</p> <p><b>3) <u>FSLC, LRPS, Health Unit, District personnel</u></b>. We will continue to use our "in house" experts to reinforce our school goal.</p> <p><b>4) <u>Lunch buddy Program</u></b>- Our Learning Support teacher will hold daily opportunities at lunch for students who could benefit from discussion around proper social behavior. These meetings could also include students who appear uncomfortable or anxious at school.</p> <p><b>5) <u>Positive behavior classroom/school programs</u></b>:          Co-operative work/games/group-work is emphasized in CGA and bear group activities. Focus on healthy relationships through instruction in health classes and throughout the</p>	<p>*Safe and Caring classroom discussions          -Surveys administered 3X per year.</p> <p>*Individual classroom teachers collect data on positive behavior programs. This could include students receiving BEAR GROUP POINTS and celebrating when students go out of their way to respect the school, adults and peers.</p> <p>*Accountability Pillar results, School Review data.</p> <p>*Parent council feedback</p> <p>*School Incidence reporting</p> <p>*Checklists, Observations</p> <p>*10 minute kid talks in staff meetings. This will be recorded in our minutes.</p>	

	<p>day. All teachers encourage creating diverse groupings within the classroom (School discipline/support plan, POD parties).</p> <p><b><u>6) Student Reference Letters</u></b>- When students display outstanding leadership and model what it takes to be a successful student, the principal will write and send a formal letter of reference home by mail. Students can use the letter for future employment opportunities as well as a keepsake. This will motivate students at RIBMS to step up and prepare themselves for the workplace.</p> <p><b><u>7) Student Leadership Council</u></b> – RIBMS will form a student leadership council. This will give students a voice but also help spread the importance of responsibility and leadership.</p>		
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Measure Category	Measure Category Evaluation	Measure	R. I. Baker Middle School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.8	87.1	90.1	89.5	89.2	89.1	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	88.3	85.3	88.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	85.7	88.5	91.4	90.1	89.5	89.5	Intermediate	Declined	Issue
		Drop Out Rate	n/a	*	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	82.3	85.9	86.4	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	25.8	20.4	23.2	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	78.6	67.8	84.1	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	84.1	77.3	83.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	82.0	82.4	82.6	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	84.1	83.0	86.2	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk

