



ANNUAL EDUCATION RESULTS REPORT  
2017-2018

THREE YEAR EDUCATION PLAN  
2018-2021



# Connect Charter School

IT'S NEVER JUST AN ORDINARY DAY





**MESSAGE FROM THE BOARD CHAIR,  
SUPERINTENDENT AND PRINCIPAL**



On behalf of the Board of Directors, administrative staff, teachers and school staff members, students and parents, it is our pleasure to present the Connect Charter School Annual Education Results Report for the 2017-2018 School Year and the Education Plan for 2018-2019 to 2020-2021.

We are proud to present the Annual Education Report and three-year Education Plan for Connect Charter School. Together, these documents outline the leadership and commitment Connect continues to demonstrate in fulfilling its mandate as we prepare our students to become extraordinary citizens. It builds on our accomplishments from the past school year and articulates a strong, focused vision for the future in keeping with our charter goals, mission, vision and guiding principles, and the ideals of the Alberta Education Ministerial Order on Student Learning. We have actively engaged students, staff members, and parents in the process of sharing feedback and identifying action strategies through various surveys, interviews, and dialogue sessions.

As we reflect on the 2017-2018 school year a variety of indicators demonstrate the rigor of process implemented as we continued to be an innovative hub of learning. Our commitment to a disposition of inquiry is reflected in the growth of enhanced meaningful learning opportunities for our students at the school and off-site.

The Connect Charter School’s Descriptors of Exemplary Learning, Exemplary Teaching and Exemplary Instructional Leadership reflect the Government of Alberta’s updated Professional Practice Standards for the Teaching Profession, Leadership Quality Standards and the Superintendent Leadership Quality Standards. Together, the competencies and indicators contained in these documents guide leadership and teaching, and ensure an optimal learning environment that is diverse, inclusive, and safe for our students. Furthermore, our plan outlines initiatives we believe have become hallmarks of the Connect Charter School: embracing collaboration and building relationships within and beyond the walls of the school, sharing what we do, learning from others and encouraging others to learn from us, all of which reflect our commitment to Lead-Share-Transform. Our work establishing relationships to acquire

and apply foundational knowledge about First Nations, Metis, and Inuit will continue to grow and guide our path forward. Our document also outlines how we continue to demonstrate innovation in teaching to further engage our students and to bring positive change to our broader education system.

On behalf of our stakeholders, I present to you the summary analysis of our data and feedback and our three-year plan with strategies for improvement, because at Connect Charter School it’s never just an ordinary day!

*Respectfully submitted,*

**DAVID ROBINSON,**  
Chair, Connect Charter School  
Society Board of Directors

**CHRIS GILMOUR,**  
Superintendent,  
Connect Charter School

**DR. PHIL BUTTERFIELD,**  
Principal,  
Connect Charter School



# The Annual Education Results Report for the 2017-2018 school year and the three-year Education Plan were prepared under the direction of the Board in accordance with its responsibilities under the School 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. Section 32 of the Public Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report. For the 2017/18 school year, Connect Charter School did not receive any disclosures.

*The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the three-year Education Plan for 2018/2021 on November 27, 2018.*



ROBUST INQUIRY-BASED LEARNING





VISION

Preparing our students as extraordinary citizens.



MISSION

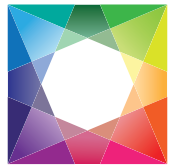
Promote innovation and the ongoing development of exemplary learning, teaching and leadership practices within an active inquiry-based learning community.

GUIDING PRINCIPLES

- We value our unique culture characterized by a strong sense of caring, teamwork and mutual respect among our students, parents and staff members.
- We promote innovation within an active, inquiry-based learning community. We embrace collaboration. We share what we do. We learn from others and others learn from us. We create broader relationships beyond the walls of our school to bring a positive benefit to our students and the broader educational community.
- We strive to build on the sense in the Connect Charter School that, “this is a good place to be and we are all in this together” as a school community.
- We provide leadership in the transformation of education to bring a positive benefit to our students and the educational community.
- We foster the authentic engagement of students and teachers as learners.
- We commit to bringing learning to life and life to learning.

PREPARING OUR STUDENTS AS EXTRAORDINARY CITIZENS





## At Connect we continue to place a great emphasis on meeting our obligation as a charter school for sharing our practice with other educators and for innovation.

Teacher and school Twitter accounts combined with a variety of learning management systems facilitated regular correspondence with stakeholders and allowed our school to share with the world student publications and products. Our students had more, meaningful learning opportunities through a disposition of inquiry in authentic learning environments than ever before. We continually seek feedback from our parents, teachers and students to ensure our practices exceed expectations. As a result, ongoing changes to programming are implemented, as outlined in the 'Future Directions' section of this document.

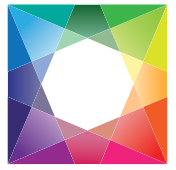
We continue to explore opportunities for opening a second campus. This would allow us to have a broader impact on teaching and learning in Alberta. With another school, we would be able to host a greater number of student teachers, it would provide for a greater infusion of creativity and expertise since more teachers will be part of the Connect family, it would allow us to reach more students who, when they transition into high school, will be advocating for a different means of learning and teaching, and it would provide for a larger parent community who are some of the best ambassadors for an inquiry-based approach.

In accordance with the Ministerial Order on Learning, we are obligated to, and fully accept the responsibility of, meeting the needs of a broad range of learners and so we require the same level of funding as other public schools who have the same responsibility.



SHARING OUR PRACTICE WITH OTHER EDUCATORS





**ACHIEVEMENT EVALUATION**

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

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





**IMPROVEMENT TABLE**

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result:

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**OVERALL EVALUATION TABLE**

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

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

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

**CATEGORY EVALUATION**

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

# Connect Goals



**NOTE**

The analysis of our school goals and provincial goals based on this data is an ongoing task for our school community. This process was started in late October 2018 and will continue through December 2018 with the goal of better understanding our successes and gaps. The process for our improved understanding involves the following timeline. This particular process is further addressed in the section, *Future Directions*.

**ACTIONS AND TIMELINES FOR CONNECT AND PROVINCIAL GOALS**

ACTIONS	TIMELINE
Formation of an extended leadership team to analyze school data	Oct 2018
Extended leadership team working with entire staff on data analyses	Oct-Dec 2018
Identification of key successes and concerns	Jan 2019
Generation of action plan (staff retreat)	Feb 2019





# Local Goals #1



## Promote exemplary learning, teaching and leading through a disposition of inquiry.

ALBERTA EDUCATION'S 21ST CENTURY LEARNING COMPETENCY	CONNECT EXEMPLARY TEACHING OUTCOMES	CONNECT EXEMPLARY LEARNING OUTCOMES
<p><b>Critical thinking, problem solving and decision-making:</b></p> <p>Students...</p> <p>Will use metacognition as a means of reflecting on their own strengths and challenges as a learner.</p> <p>Students will understand that a problem may be approached in a variety of ways and have multiple solutions.</p> <p>Build and co-create knowledge, skills, and attributes that can assist in solving future problems.</p>	<p><b>Teachers will demonstrate the characteristics of exemplary teaching:</b></p> <p>Establishing and sustaining positive relationships with students is seen as a key focus of teaching practice.</p> <p>Collaboration with colleagues to enhance meaningful implementation of curriculum and authentic assessment</p>	<p><b>Students will demonstrate characteristics of an exemplary learner, resulting in:</b></p> <p><b>Success in learning:</b> Students will learn in multiple ways and benefit from a variety of teaching approaches and resources as they build confidence and achieve success to the best of their abilities.</p> <p><b>Learner engagement:</b> Students will be active participants in our school community and seek opportunities to be engaged in their learning.</p>





MEASURES

- Intellectual Engagement (OurSCHOOL Survey)
- Skill vs Challenge (OurSCHOOL Survey)
- Student Achievement (PATs)

RESULTS

MEASURE	2016/17	2017/18
<b>Intellectual Engagement</b>		
Percentage of grades 7 to 9 students who are intellectually engaged in their work, as measured on the OurSCHOOL Survey	67% (Can. Norm is 56%) <b>Boys</b> = 71% (Can. Norm is 56%) <b>Girls</b> = 62% (Can. Norm is 57%)	57% (Can. norm is 56%) <b>Boys</b> = 59% (Can. Norm is 56%) <b>Girls</b> = 57% (Can. Norm is 57%)
<b>Skill Versus Challenge</b>		
Percentage of grades 7 to 9 students responding their perceived level of skill and the degree to which they are challenged in their core courses, as measured on the OurSCHOOL Survey	High skill & high challenge = 78% (57%) High skill & low challenge = 14% (28%) Low skill & high challenge = 8% (12%) Low skill & low challenge = 0% (3%) (Canadian norm in brackets)	High skill & high challenge = 72% (57%) High skill & low challenge = 18% (28%) Low skill & high challenge = 1% (12%) Low skill & low challenge = 9% (3%) (Canadian norm in brackets)
<b>Student Achievement (PATs)</b>		
Standard of Excellence	93.8% 35.9%	94.7% 42.7%



PROMOTING EXEMPLARY TEACHING





**MEASURES**

- Exemplary Teaching
- Superintendent Survey Results
- Level of Skill and Challenge

**RESULTS**

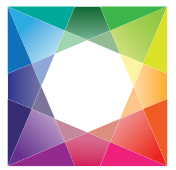
MEASURE	2016/17	2017/18
<b>Exemplary Teaching</b>		
Characteristics of exemplary teaching with the % who strongly agree and agree in each area. The top three areas are included.	Relationships = 100% Engagement in Learning = 100% Student Success = 100%	Relationships = 96% Engagement in Learning = 100% Student Success = 96%
<b>Level of Skill and Challenge</b>		
% of students responding their perceived level of skill and the degree to which they are challenged in their core courses, as measured on the OurSCHOOL Survey	81%	78%
<b>Superintendent Survey Results</b>		
The teachers are great. They have a huge drive to be able to engage every kid as much as they possibly can. They are open minded and easy to talk to. When you have a question, the teachers are very good at approaching the situation and they are honest. They are willing to try so many things which is amazing, and they were good with our child's IPP and set goals at the beginning of the year, and now these areas are no longer a concern.		



PROMOTING EXEMPLARY LEARNING



# Local Goal #2



Enhance learning and teaching through the appropriate and effective use of technology and maintain an intentional, authentic and innovative perspective in the use of technology.

ALBERTA EDUCATION'S 21ST CENTURY LEARNING COMPETENCY	CONNECT EXEMPLARY TEACHING OUTCOMES	CONNECT EXEMPLARY LEARNING OUTCOMES
<p><b>Digital and Technology Fluency:</b></p> <p>Students...</p> <p>Are aware of current and emerging technologies.</p> <p>Are able to identify and utilize the most appropriate application to address a specific problem or issue.</p> <p>Access information from a variety of sources to learn individually or with others</p> <p><b>Technology enhanced learning:</b> Students will use technology in meaningful ways to improve and extend their learning.</p>	<p><b>Technology enhanced learning:</b> Teachers are intentional, authentic and innovative in the use of technology to enhance learning and teaching.</p>	<p><b>Technology enhanced learning:</b> Students will use technology in meaningful ways to improve and extend their learning.</p>



MEASURES

- Superintendent Survey Results exemplary teaching (technology enhanced teaching).
- % Of teachers who rate themselves as above average using the Connect descriptors of Completion of three-year technology plan (Executive Summary\*).

RESULTS

MEASURE	2016/17	2017/18
<b>Superintendent Survey Results</b>		
	When the students were interviewed in May of 2017, 100% of them commented on an enhanced learning environment because of their use of technology. Representative comments include: "Technology enhances our learning and gets us to delve into topics, read for more information, and get our hands on more parts for our learning" and "Technology in science such as the GIS which is an interesting tool that provides us a variety of opportunities to learn skills in different classes. Technology makes it easier to do your work as you don't have to search through a textbook. 3D printer and stage lights."	The way technology is used encompasses my child to a "t". Any form of technology will drive him to do things that he would not otherwise do; Technology. They learn how to make good use of it; Technology is great. The more we get to use technology, the better it is; Technology. The students even have homework included in the technology; Our son struggled in grade four with technology. He needed to have strict boundaries set because technology was so available. In grade five, he began to treat technology as a learning tool. I am feeling blessed that he got through that experience at a young age and that he now understands the appropriateness of it; Technology; I love the technology aspect because the girls know their way around the technology and they are confident with it; After coming here, she became familiar with the iPad and is aware of the websites – which are good and which are bad; Technology. Starting with an iPad was great; Technology has been good; Technology is fabulous; Our world is changing and the kids needs to know about technology and how to manage programs and get their points across digitally.
"I am intentional, authentic and innovative in the use of technology to enhance learning and teaching in an inquiry-based learning environment."	Strongly agree and agree = 96.8%	Strongly agree and agree = 84%

**\*EXECUTIVE SUMMARY OF TECHNOLOGY THREE-YEAR PLAN:**

Connect Charter School will continue to enhance learning and teaching through the appropriate and effective use of technology and maintain an intentional, authentic and innovative perspective in the use of technology. Given our recent school re-certification as an Apple Certified School (2018-2021), teachers will continue to innovate and improve their own practice as it pertains to technology and learning. We have been focused on adapting our technology program and infrastructure to ensure that it is responsive to student and teacher needs. We are focused on unifying our learning management systems to improve the experiences for our students and stakeholders.



# Local Goal #3



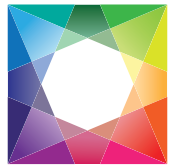
Engage students in meaningful, real-life learning activities in a variety of rich learning environments.

### MEASURES

- Student Interest and Motivation
- Intellectual Engagement

### RESULTS

MEASURE	2016/17	2017/18
<b>Student Interest and Motivation</b>		
Percentage of students who are interested and motivated, as measured on the OurSCHOOL Survey	<b>Grades 4 - 6 Students</b> 94% (Can. norm is 71%) <b>boys</b> = 95% (Can. norm is 68%) <b>girls</b> = 93% (Can. norm is 74%)  <b>Grades 7 - 9 Students</b> 45% (Canadian norm is 34%) <b>boys</b> = 47% (Can. norm is 35%) <b>girls</b> = 42% (Can. norm is 34%)	<b>Grades 4 - 6 Students</b> 89% (Can. norm is 71%) <b>boys</b> = 87% (Can. norm is 68%) <b>girls</b> = 92% (Can. norm is 74%)  <b>Grades 7 - 9 Students</b> 37% (Canadian norm is 34%) <b>boys</b> = 35% (Can. norm is 35%) <b>girls</b> = 41% (Can. norm is 34%)
<b>Intellectual Engagement</b>		
Percentage of students responding their perceived level of skill and the degree to which they are challenged in their core courses, as measured on the OurSCHOOL Survey (Gr. 7-9)	78% (Canadian norm is 57%)	57% (Canadian norm is 57%)



MEASURES

Meaningful Curriculum Implementation

- Percentage of teachers who agree that their students are engaged in meaningful, authentic learning activities, as reported on the annual teacher survey
- Percentage of teachers who agree that they utilize a variety of teaching strategies to bring the curricula to life, as reported on the annual teacher survey
- Percentage of teachers who agree that they promote learning through a disposition of

inquiry that connects learning to real-life experiences beyond the classroom, as reported on the annual teacher survey.

Effective Assessment

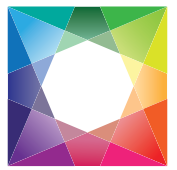
- Percentage of teachers who agree that they foster excellence and promote success through the use of a variety of assessment strategies designed to provide meaningful, ongoing and timely feedback for “myself, for my students and their parents”

RESULTS

MEASURE	2016/17	2017/18
<b>Meaningful Curriculum Implementation</b>		
Percentage of teachers who agree that their students are engaged in meaningful, authentic learning activities, as reported on the annual teacher survey	Strongly agree and agree = 100%	Strongly agree and agree = 100%
Percentage of teachers who agree that they utilize a variety of teaching strategies to bring the curricula to life, as reported on the annual teacher survey	Strongly agree and agree = 100%	Strongly agree and agree = 96%
Percentage of teachers who agree that they promote learning through a disposition of inquiry that connects learning to real-life experiences beyond the classroom, as reported on the annual teacher survey	Strongly agree and agree = 96.9%	Strongly agree and agree = 92%
<b>Effective Assessment</b>		
Percentage of teachers who agree that they foster excellence and promote success through the use of a variety of assessment strategies designed to provide meaningful, ongoing and timely feedback for “myself, for my students and their parents”	Strongly agree and agree = 96.9%	Strongly agree and agree = 88%



# Local Goal #4



Provide environmental, outdoor, and global education learning opportunities for students to experience and appreciate the world outside of the classroom and to develop social, leadership and stewardship skills.

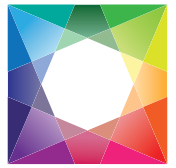


**DEVELOP SOCIAL,  
LEADERSHIP  
AND STEWARDSHIP  
SKILLS**





## MEASURES AND RESULTS



### MEASURES

- Environmental and Outdoor Education – I promote environmental and global awareness to inspire my students to become informed and active citizens.
- “I promote environmental and global awareness to inspire my students to become informed and active citizens.”

### RESULTS

MEASURE	2016/17	2017/18
<b>Service Learning and Community Involvement</b>		
Environmental and Outdoor Education – I promote environmental and global awareness to inspire my students to become informed and active citizens.	N/A	100%
“I promote environmental and global awareness to inspire my students to become informed and active citizens.”	Strongly agree and agree = 71.9%	Strongly agree and agree = 76%

### THE WORLD OUTSIDE THE CLASSROOM





Foster a culture of collaboration and caring relationships of mutual respect with students, staff members, and parents sharing a passion for learning together and from others, in the classroom, within the school and beyond.



SHARING A PASSION  
FOR LEARNING  
TOGETHER



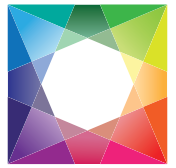
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**MEASURES**

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- The percentage of students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (AP data)
- Percentage of teachers who report through the Accountability Pillar survey that they believe students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school
- Percentage of teachers who agree that they foster excellence and promote success through the use of a variety of assessment strategies designed to “provide meaningful, ongoing and timely feedback for myself, for my students and their parents.”
- Superintendent Survey





RESULTS

MEASURE	2016/17	2017/18
<b>Safe and Caring Environment</b>		
The percentage of students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (AP data).	Strongly agree and agree= 84.9%	Strongly agree and agree= 82.4%
Percentage of teachers who report through the Accountability Pillar survey that they believe students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.	Strongly agree and agree= 99.1%	Strongly agree and agree= 93.5%
Percentage of teachers who agree that they foster excellence and promote success through the use of a variety of assessment strategies designed to "provide meaningful, ongoing and timely feedback for myself, for my students and their parents."	Strongly agree and agree= 96.9%	Strongly agree and agree= 88%
Superintendent survey	Staff reported positively on the culture of collaboration and caring relations of mutual respect on the Superintendent Survey. Representative comments were: "Our culture is what makes us a good school, the idea of school connectedness with students, staff, and parents as well as our commitment to excellence in education and being innovative. We have a highly supportive environment where people have enough resources to do what they need to do, with support from the Board, admin, parents, students, and other staff, and the belief that "We are all in this together."	"Culture of collaboration and mutual respect is fostered with students, staff, and parents. There is a lot of community and a lot of "we" there. The mutual respect part is very evident. The older students help so much.



Nurture thriving classrooms and other learning environments where teachers are informed by research and where students and teachers explore and develop deep understanding as active researchers.





## MEASURES AND RESULTS



### MEASURES

- Innovation and research
- Professional learning

### RESULTS

MEASURE	2016/17	2017/18
<b>Innovation and Research</b>		
"My classroom is a thriving place of active research where my students and I learn together and from each other. My practice informs and is informed by current educational practice and research"	Strongly agree, agree, or somewhat agree = 78.1%	Strongly agree, agree, or somewhat agree = 92%
"I am an innovator and I take measured risks to push my practice forward and promote an entrepreneurial spirit in my students"	Strongly agree, agree, or somewhat agree = 87.5%	Strongly agree, agree, or somewhat agree = 100%
<b>Professional Learning</b>		
"My professional learning is fostered through the intentional allocation of time and resources, resulting in responsive, progressive, job-embedded and ongoing professional development"	Strongly agree and agree = 81.3%	Strongly agree and agree = 72%
Superintendent Survey	Staff appreciate the support for professional development and ongoing growth in the school as reported on the Superintendent Surveys. Representative comments include: There is a focus on PD and it is supported through resources. Really appreciate the professional development and how educational assistants are also included and valued. Professional development is so valuable and PD opportunities have a school wide focus.	The annual staff survey noted that face-face interactions are key to collaborative efforts and is a critical component to professional learning.



# Provincial Outcome





**PROVINCIAL OUTCOME ONE**  
ALBERTA'S STUDENTS ARE SUCCESSFUL



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.8	95.2	93.0	93.0	93.8	94.7	VERY HIGH	MAINTAINED	EXCELLENT			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.3	32.3	34.1	31.0	35.9	42.7	VERY HIGH	IMPROVED	EXCELLENT			

**STRATEGIES**

1. Explore the ways inquiry-based learning within an outdoor education environment has increased PAT results.
2. Explore the ways inquiry-based learning is best paired with effective technology usage is related to increased PAT results.
3. Explore the ways a focus upon global education has contributed to increased PAT results.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.6	63.3	65.6	71.8	66.1	66.7	N/A	N/A	N/A			

**STRATEGIES**

1. Explore the ways Place-based education (PBE) has impacted teacher and parent views of lifelong learning.
2. Continue to reflect on how PBE is being integrated into experiential learning opportunities.
3. Explore how PBE deepens student learning.

PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.3	93.6	91.2	91.3	90.3	83.9	VERY HIGH	DECLINED SIGNIFICANTLY	ACCEPTABLE			
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.	92.7	90.7	89.5	93.1	90.6	91.1	VERY HIGH	MAINTAINED	EXCELLENT			

**STRATEGIES (SMART GOAL)**

1. In alignment with our vision, fostering the development of extraordinary citizens, we will explore student modeling of active citizenship characteristics.





<b>SPECIFIC</b>	Explore how Connect can improve student modeling of active citizenship characteristics through focus groups among staff, parents, and students.
<b>MEASURE</b>	APORI and qualitative methods (e.g. focus groups and consultations)
<b>ACTION/STRATEGY</b>	<ol style="list-style-type: none"><li>1. Focus groups with students</li><li>2. Explore Our School survey data with staff and students</li><li>3. Explore other strategies for measuring citizenship</li><li>4. Refine experiential, place-based, and outdoor education (EXPO) activities that foster the development of extraordinary citizenship.</li></ol>
<b>RESULT (ANTICIPATED)</b>	<ol style="list-style-type: none"><li>1. Identification of gaps in our school community related to active citizenship</li><li>2. Development of initiatives to improve active citizenship</li></ol>
<b>TIMELINE</b>	2018-19 School year +





**PROVINCIAL OUTCOME TWO**  
THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN  
FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL  
OTHER STUDENTS IS ELIMINATED



At this point, there is no data available for overall FNMI results, as we do not have any self identified students.

In reference to the Teaching Quality Standard (Alberta Education, 2018) document, “Supporting the application of foundational knowledge about First Nations, Metis, and Inuit”, our school has taken important steps towards fulfilling the following competencies and indicators:

(a) understanding the historical, social, economic, and political implications of:

- treaties and agreements with First Nations;
- legislation and agreements negotiated with Métis; and
- residential schools and their legacy;

(b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;

(c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and

(d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

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**KEY ACCOMPLISHMENTS:**

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➤ Calgary Foundation Grant: Partners in Place (January-June, 2018)

- Artists in residence program
- Professional development days (2)
  - Professional learning to support technology usage at Tsuut’ina schools
  - Co-host the North-West chapter of the Association for Experiential Education (May 2018)
- Parent and educator symposia
- Connect/Tsuut’ina Powwow at MRU
- Partnership with Fort Calgary and Tsuut’ina to create a legacy mural

➤ Research partnership with Mount Royal University (2017-to date)

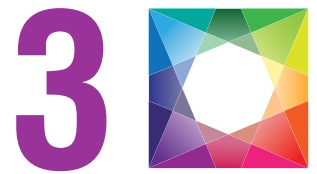
- Focused upon Place-based education and pre-service teacher preparation

➤ Indigenous guest speakers at our annual Peace Festival (week-long) events related to Indigenous learning (December, 2017)

- Evelyn Goodstriker
- Cowboy Smith
- Aubrey Hanson
- Nicole Rabbit
- Nathan Mequinis
- Anthony Starlight



**PROVINCIAL OUTCOME THREE**



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.6	93.6	93.3	93.1	93.0	90.6	VERY HIGH	DECLINED	GOOD			

**STRATEGIES (SMART GOAL)** Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

<b>SPECIFIC</b>	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
<b>MEASURE</b>	APORI data, Qualitative school data (focus groups and surveys)
<b>ACTION PLAN</b>	<ol style="list-style-type: none"> <li>1. Explore the details of this APORI report as a leadership team.</li> <li>2. Explore feedback from focus groups with key stakeholders (parents, students, teachers).</li> <li>3. Continue to pursue service-learning and citizenship-focused learning opportunities.</li> <li>4. Continue to support successful practices and staff capacity through professional learning.</li> </ol>
<b>RESULT (ANTICIPATED)</b>	<ol style="list-style-type: none"> <li>1. Improved understanding of this particular change through data analyses</li> <li>2. Crafted action plan(s) that address key gaps identified.</li> </ol>
<b>TIMELINE</b>	<ol style="list-style-type: none"> <li>1. Improved understanding of this particular change through data analyses (Sep 2019).</li> <li>2. Crafted action plan(s) that address key gaps identified (Oct-Dec 2019).</li> </ol>





**PROVINCIAL OUTCOME FOUR**  
ALBERTA HAS EXCELLENT TEACHERS,  
SCHOOL AND SCHOOL AUTHORITY LEADERS



PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2018	2019	2020
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.	81.9	80.7	79.5	82.4	86.1	80.9	HIGH	MAINTAINED	GOOD			

**STRATEGIES**

Continue to refine ways that enhance experiential learning opportunities inside and outside of our school campus. Thus far, we are focusing upon the following existing structures to address this particular provincial outcome:

1. Camps (two per grade)
2. EXPO field experiences (10-15 per grade per year)
3. Outdoor education electives classes (4)
4. Electives (22)
5. Guest speakers
6. Partners in Place Grant: Phase II
7. Band camp (1)
8. Fine arts field experiences (4-6 per year)





**PROVINCIAL OUTCOME FIVE**  
**THE EDUCATION SYSTEM**  
**IS WELL GOVERNED AND MANAGED**

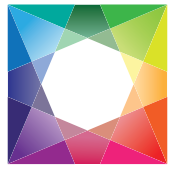


PERFORMANCE MEASURE	RESULTS (IN PERCENTAGES)						EVALUATION			TARGETS		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.5	87.0	84.8	83.8	80.8	77.7	HIGH	DECLINED SIGNIFICANTLY	ISSUE	81	82	83
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.6	91.7	87.2	89.9	91.5	88.6	VERY HIGH	MAINTAINED	EXCELLENT			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.7	96.3	95.2	95.6	94.0	93.3	VERY HIGH	DECLINED	GOOD			

**STRATEGY (SMART GOAL)** Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

<b>SPECIFIC</b>	Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
<b>MEASURE</b>	APORI data, Qualitative school data (focus groups and surveys)
<b>ACTION PLAN</b>	<ol style="list-style-type: none"> <li>1. Explore the details of our school data as a leadership team</li> <li>2. Consultation with key stakeholders (parents, students, teachers)</li> </ol>
<b>RESULT (ANTICIPATED) TIMELINE</b>	<ol style="list-style-type: none"> <li>1. Improved understanding of this particular change through data analyses (Sep 2019)</li> <li>2. Crafted action plan(s) that address key gaps identified (Oct-Dec 2019)</li> </ol>





The 2017-18 school year was characterized by some significant changes based upon two new initiatives: (a) the Experiential Place-based Outdoor Education (EXPO) program and (b) Partners in Place (Tsuut'ina Education partnership). In the spirit of innovation and research, we understood that these changes were ambitious and were prepared to be nimble enough to make any in-process adjustments necessary. As innovation and improvement can be taxing for any staff, we had put in place some structures to mitigate some anticipated challenges. These structures involved, frequent check-ins with staff, students, and parents. These check-ins included:

1. Parent meetings
2. Staff meetings
3. Staff focus groups
4. Staff survey (June and October 2018)
5. AP survey data review
6. Extended leadership team data review task force
7. Superintendent survey
8. PAT data

These data sources provided rich insights into our successes and challenges. In particular, the data obtained from the 2017-18 Accountability Survey Data indicated one “issue”, Continuous Improvement. There were some other declines in Safe and Caring Schools, Citizenship, and Quality of Education. Our Extended leadership team reviewed this data in detail and are currently in the process of better understanding this particular feedback. Thus far, we have implemented the following processes to more deeply understand these declines:

<b>DATE</b>	<b>TASK</b>	<b>OUTCOME</b>
19-Oct-2018	Extended Leadership Team Retreat	Focus upon collaboration and relationships through an inquiry lens
26-Oct-2018	PD day workshop on AP data	In process
07-Dec-2018	PD day workshop on AP data	
Jan 2018	Develop an action plan	Improvement in respect among students (Oct 2019)

Prior to receiving the AP data, the feedback from staff between January and June 2018 led towards some programming changes for the 2018-19 school year. These changes included: (a) Improved communication (staff grade reps) for our PE and PVA teams, (b) shared curricular planning time, (c) physical education field trip substitute teachers, and (d) more collaborative face-to-face interactions. In fact, our August staff retreat generated two themes for the 2018-19 school year: A strong commitment to (a) collaboration and (b) positive relationships through an inquiry lens for both staff and students. A recent staff survey and focus group (October 26th, 2018) indicated a significant positive change in our staff and considerable optimism regarding our students.



Similar to our efforts in better understanding our AP data, we have been placing energy into better understanding our improved PAT results in both grade 6 and 9 tests in all disciplines. Our staff was pleased with these results and eager to assess their own practices in regards to inquiry, as it translated to higher achievement. A group of teachers will access the drill-down analyses of the PATs in their respective disciplines as a starting point.

We are pleased with our progress thus far and can speak, in detail, about our AP data in addition to our experiences within the 2018-19 school year.

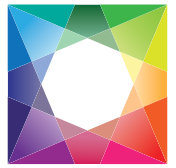




# Financial Results



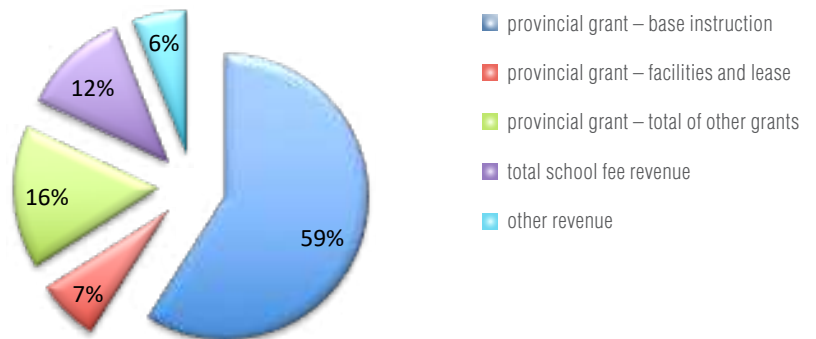


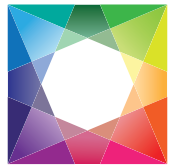


REVENUE	VALUE	% OF TOTAL
Provincial grant - base instructional	4,088,623	59%
Provincial grant - small board admin	206,463	3%
Provincial grant - transportation	248,148	4%
Provincial grant - socio-economic status grant	58,536	1%
Provincial grant - ELL	47,124	1%
Provincial grant - Inclusive Education	35,362	1%
Provincial grant - Equity of Opportunity Funding	62,418	1%
Provincial grant - teacher's retirement fund	365,181	5%
Provincial grant - Other	28,879	0%
School fee revenue - enrichment	333,587	5%
School fee revenue - transportation	309,741	4%
School fee revenue - Outdoor education	194,159	3%
Provincial grant - plant operations & maintenance	473,488	7%
Other revenue	435,384	6%
Total Revenue	6,887,093	100%

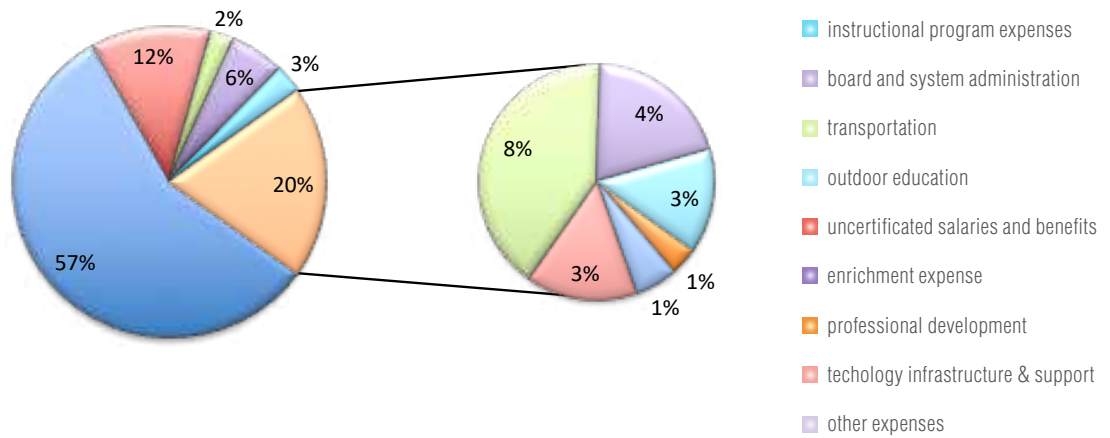
The figures above represent a summary of revenues for the 2017-2018 school year. Government grants account for approximately 82% of total revenues, with school fees and various other fees comprising the other 18%. The surplus of \$2,365 was on budget. More information can be found in our audited financial statements, available on our website at <http://www.connectcharter.ca/publications/plans/> or by contacting our Secretary Treasurer at 403 282-2890 ext.121.

**2017-18 REVENUES**



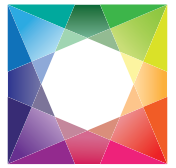


2017 - 18 EXPENSES



EXPENSES	VALUE	% OF TOTAL
Certificated salaries and benefits *	3,927,176	57%
Uncertificated salaries and benefits	845,919	12%
Facilities	169,492	2%
Lease	1	0%
Enrichment	382,567	6%
Outdoor Education	194,258	3%
Instructional expenses (non-enrichment)	201,619	3%
Professional development	53,168	1%
Board and system administration	78,114	1%
Technology (not incl. student laptops)	206,574	3%
Transportation (not including salaries & benefits)	553,969	8%
Other (Amortization, SGF)	271,871	4%
Total expenses	6,884,728	100%
Net Revenue (Deficit)	2,365	

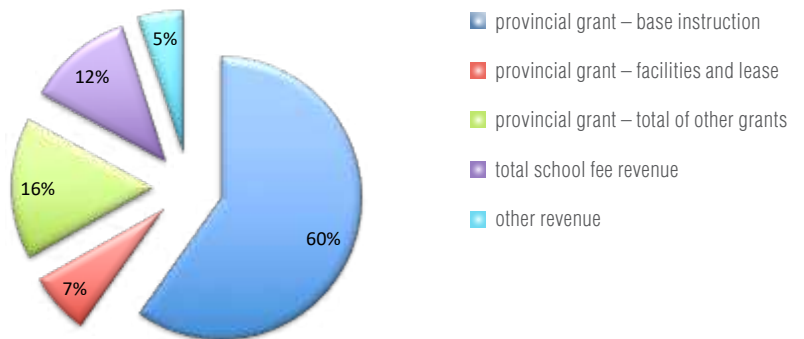
\*Certificated refers to positions which require a teaching certificate

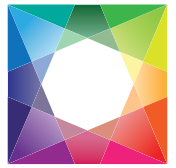


The development of the budget is a collaborative process including teachers, administration, senior administration and the Board of Directors. The projected budget will be strived for and monitored throughout the year.

REVENUE	VALUE	% OF TOTAL
Provincial grant - base instructional	4,128,320	60%
Provincial grant - small board admin	205,000	3%
Provincial grant - Teacher's Retirement Fund	375,000	5%
Provincial grant - Transportation	237,000	3%
Provincial grant - Equity of Opportunity	62,000	1%
Provincial grant - Inclusive Education	36,000	1%
Provincial grant - Other	193,000	3%
School fee revenue - enrichment	328,500	5%
School fee revenue - transportation	285,125	4%
School fee revenue - outdoor education	220,549	3%
Provincial grant - plant operations & maintenance	482,502	7%
Other revenue	343,100	5%
<b>Total Revenue</b>	<b>6,896,096</b>	<b>100%</b>

**2018-19 REVENUES**





EXPENSES	VALUE	% OF TOTAL
Certificated salaries and benefits *	4,001,949	58%
Uncertificated salaries and benefits	831,758	12%
Facilities	177,700	3%
Lease	1	0%
Enrichment	407,900	6%
Outdoor Education	215,375	3%
Instructional expenses (non-enrichment)	151,353	2%
Professional development	54,500	1%
Board and system administration	82,700	1%
Technology (not incl. student laptops)	204,000	3%
Transportation (not including salaries & benefits)	510,100	7%
Other (Amortization, SGF)	277,700	4%
Total expenses	6,915,036	100%
Net Revenue (Deficit)	-18,940	

\*Certificated refers to positions which require a teaching certificate

2018 - 19 EXPENSES

