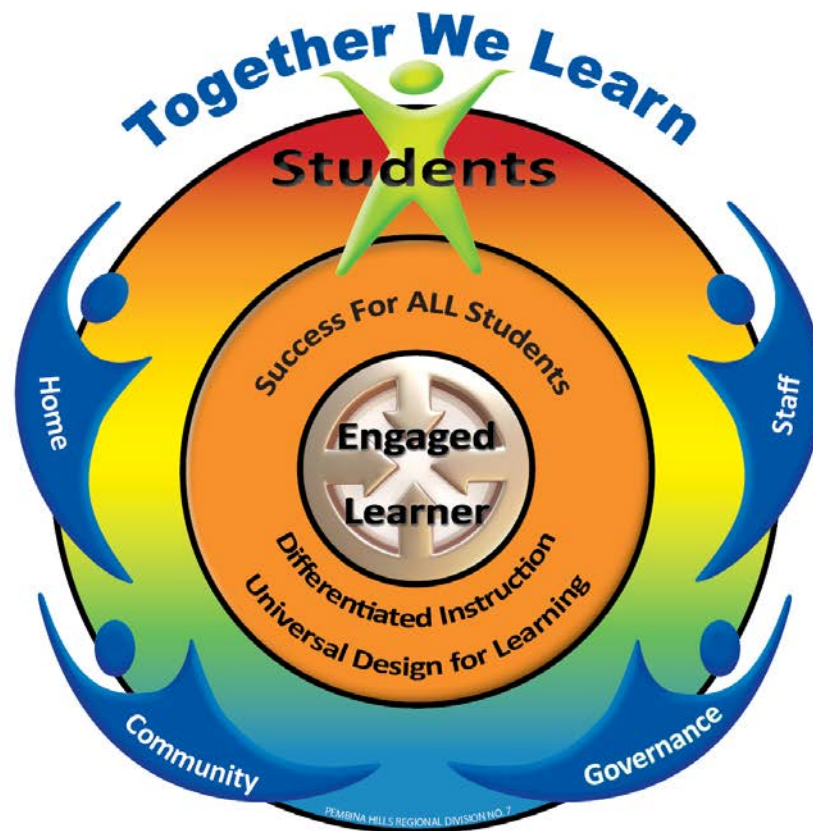


SWAN HILLS SCHOOL

Three Year Education Plan 2015-2018

08/15/2015



(Version Date: 2015-11-18)

Table of Contents

Section 1: School Context: History, Geography, Demographics and Foundation Statements 3

Section 2: Provincial, Jurisdictional and School Goals, Outcomes, Measures, and Strategies..... 6

 Outline of Goals and Outcomes for 2015-2016 6

 Goal 1: An Excellent Start to Learning..... 7

 Goal 2: Success for Every Student..... 8

 Goal 3: Quality Teaching and School Leadership 15

 Goal 4: Engaged and Effective Governance 21

Appendix 1: Measurement Data (Tables and Graphs)..... 25

 Goal 1: An Excellent Start to Learning..... 25

 Goal 2: Success for Every Student..... 26

 Goal 3: Quality Teaching and School Leadership 33

 Goal 4: Engaged and Effective Governance 37

PHRD Priorities: Engaged Learners and Success for ALL Students..... 42

 2015-2016: Professional Learning Community Focus Division 2..... 42

 2015-2016: Professional Learning Community Focus Division 3/4..... 43

Section 1: School Context: History, Geography, Demographics and Foundation Statements

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting. At this meeting, held this year in January, stakeholders have input into the identification of priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These are then provided to the schools.

At Swan Hills School the Education Plan is presented to the Parent Council in March prior to the planning meeting. At that time they are asked if they would want to make recommendations on any of the systems four goals. These recommendations are taken to the planning meeting in April. This year the Parent Council's position was that we should not change any of the school goals because they were consistent with the Board of Education's focus and they believed that the school was just starting to make an impact.

Education Plan Distribution

This Education Plan will be posted on the School website at: www.phrd.ab.ca where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office.

The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHRD Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

SCHOOL VISION

"To promote confident, caring, responsible and productive global citizens that are lifelong learners."

MISSION STATEMENT

Together, in cooperation, we will provide a diverse education which challenges individuals to achieve exemplary academics, character and citizenship.

MOTTO

Together we can; Together we will

TEACHERS

We believe that we must risk new methods of teaching and explore new ways of learning to meet the needs of the children that attend our school.

LEARNING

We believe learning is unique to each individual and that all children can learn.

EDUCATION

We believe that education is a life long endeavour. It is empowering.

Historical Background

Swan Hills is a young community developed during the resource exploration years since 1959. The first school consisted of 2 portables placed on site in 1960. Two classrooms were added in 1962 and by 1964 the community had grown to the point where some permanent facilities were needed. An addition consisting of 6 classrooms, a science room, an ancillary room (large classroom), a library and the present large gym were added. This complex served the community until 1972 when 2 more portable classrooms were added. These were removed in 1985. In 1974 the school board with its own funds added space for gym storage and a mechanical room. In 1975, 6 classrooms were added to the building. At the same time the Town of Swan Hills funded an indoor heated swimming pool.

In 1979, 2 classrooms, 2 ancillary rooms (present stage), a primary gym and a new library were added. Aside from regular upgrading the facility remained the same until 1995 when a new administrative suite, staff work room, no barrier washroom, wheel chair access, counsellor's office, staff washrooms, computer lab, conference room and a renovated staff room were added.

Swan Hills School offers the best academic, physical, social and emotional development for students. Currently housing Play School through to Grade 12, Swan Hills School serves the needs of this vibrant community with an attached swimming pool, pre-school, PAWS programming and two gymnasiums.

The school has a very open communication policy with its parents and the greater community. While the parents are updated on school activities through monthly newsletters, the school also showcases its activities to the business community through administrative updates in the community newsletter and news articles posted in the Grizzly Gazette.

The school has a School Council that provides feedback to the school administrators from both the parents and the community. The education staff work hard to recruit volunteers for the school to help with the numerous special events held throughout the year.

Technologically, the school is one of the best equipped throughout the province of Alberta. Each classroom in the school has computers, televisions, interactive SMARTboards, and LCD projectors. In addition, the school boasts three fully equipped computer labs and a fourth "mobile laptop" lab for classroom use. In 2012, we added a set of iPads for our primary students. In 2014, we added Chrome books in our div. 2 and are piloting one-to-one computers in our Grade 9 classroom. With this easy accessibility to computers, students are well-served when it comes to the research and resources that can be found on line. The school prides itself on its ability to democratize technology and allow social media and its related applications into classrooms.

The school's motto, "Together We Can; Together We Will" speaks to the program model that is in place at the school. We have committed ourselves to work as a team of staff, students and parents to provide the best opportunities for our students and children. We ensure a high standard of personalized instruction for all children. Swan Hills School provides excellent programs for students who's learning, physical or mental disabilities range from mild to severe through programs to assist with high school completion issues. The school has established an instructional support team of special education teachers, special needs aides, counsellors and an administration team that works closely with the parents, students, community and outside agencies so that all the needs of the students are met. The program focuses on both preventing problems and supporting students through a number of ways:

Division One students participate in an ERI (Early Reading Intervention) program to bring student's reading ability to grade level. We are now transitioning to the LLI program that will expand the ERI program to reach even more students.

The school provides skilled aides and instructional teacher support for identified special needs students and for students in the school experiencing difficulty or are at risk of non-completion of their high school program.

Principals of Swan Hills School

1960/61	Mr. Arkenstal
1961/65	Ms. R.W. MacGregor
1965/68	Mr. C.C. Moore
1968/70	Mr. Ed McGill
1970/75	Mr. Larry Lambert
1975/94	Mr. Doug Seebach
1995/97	Mr. Ron Kenworthy
1997/00	Mr. Cam Oulton
2004/06	Mr. Robert Gallagher
2006/09	Mrs. Pauletta Renkema
2009/11	Mr. Bryan Richardson
2012/present	Mrs. Sheila Gardiner

Demographics

Swan Hills School serves the town of Swan Hills. The area essentially serves the oil and gas industry. Born in the legends of the native Indians and developed through the discovery of oil, in many ways the story of Swan Hills is an echo of the story of Alberta.

The name Swan Hills was first given to the area by the Indigenous People of the area, who believed that giant swans nested on the estuary of the Assiniboine River. During the summer prairie thunderstorms it was said the thundering wing beats of these great birds filled the air as they fled for shelter. The settlement of the Swan Hills Area by European homesteaders seemed almost accidental. Originally bound for the rich farmland in the province's northern Peace River region, early settlers set off from Edmonton by way of the Swan Hills in order to make use of the shortest route around the muskeg so prevalent in the area. But the route was difficult, and many were forced to either turn back or stake a claim in a place that was not their destination.

The government of Alberta virtually ignored the entire area until pressure from these waves of settlers forced it to open a wagon trail through the Swan Hills Area in 1911. However, after this achievement, the area once again fell into oblivion, and remained so for the first half of the 20th century, as settlers cleared and homesteaded, and tried to build a new life for themselves. Eventually they succeeded, and once again began to pressure the government to create a transportation link with the rest of the province that would allow them to take their grain and livestock to market. But it wasn't until the mid-1950s that the government of Alberta agreed to construct a major highway through the area.

This road construction was to change the fate of The Swan Hills Area forever. In September, 1956, a foreman with Home Oil named Fred Willock set out along the new road to prospect for oil in the area; only one of many oil prospectors who converged on the area, sending down their wellshafts in the hope of striking it rich. Willock did. In the spring, he helped drill the well that brought in the Swan Hills field; which became the third largest oil discovery in Canada (containing an estimated four billion barrels of oil), and helped to propel Alberta into the decades of oil prosperity that it has enjoyed ever since.

In 1959, the oil company Amoco Canada, together with British American (Gulf) helped make history by striking the first well of the South Swan Hills Unit. By the time the field's boundaries were defined in 1963, the South Swan Hills Unit encompassed 100 square miles, had a capacity of producing 831 million barrels of oil and had 193 working wells.

There's nothing like an oil boom to help build a town, and like so many other Alberta communities that owe their existence and prosperity to oil, Swan Hills is no different. During the years of the oil boom, the base camp that had been set up for the workers quickly exploded into a town site as homes, schools and recreational facilities were put in for the oil companies' employees. In 1967, Swan Hills again took a place in history by becoming the first township incorporated during Canada's centennial year. The town is young, and because of that its residents enjoy a wonderful lifestyle incorporating new schools, new technology, new facilities and a young and vibrant population. It's a young town full of the opportunity that has always characterized the west. Part of this opportunity culminated in the development of the Alberta Special Waste Treatment Facility . Built in 1987, this world-class facility helps to diversify Swan Hills' economy.

In 2009, the Town of Swan Hills celebrated its 50th Anniversary. Swan Hills School saw over 275 alumni return to Swan Hills to enjoy the festivities and fun of the week long celebration. At the start of the 2010-11 school year thirty students and their families left the Town of Swan Hills and this was of great concern to us. We have implemented better measures as a school to ensure that population swings would not affect staffing or resources to the school.

Section 2: Provincial, Jurisdictional and School Goals, Outcomes, Measures, and Strategies

Outline of Goals and Outcomes for 2015-2016

Bold, black text usually represents Goals and Outcomes defined by Alberta Education.

Blue text represents Outcomes, Measures, Priorities and Strategies defined by the Jurisdiction

Goal 1: An Excellent Start to Learning

Engaged Learners

Success for ALL Students

- Outcome 1.1** Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Goal 2: Success for Every Student

Engaged Learners

Success for ALL Students

- Outcome 2.1** Students achieve student learning outcomes.
- Outcome 2.2** Students demonstrate proficiency in literacy and numeracy.
- Outcome 2.3** Students demonstrate citizenship and entrepreneurship.
- Outcome 2.4** The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Goal 3: Quality Teaching and School Leadership

Engaged Learners

Success for ALL Students

- Outcome 3.1** Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.
- Outcome 3.2** PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Goal 4: Engaged and Effective Governance

Engaged Learners

Success for ALL Students

- Outcome 4.1** The education system demonstrates collaboration and engagement.
- Outcome 4.2** Students and Communities have access to safe and healthy learning environments.
- Outcome 4.3** The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Goal 1: An Excellent Start to Learning

Goal 1: An Excellent Start to Learning

Outcome 1.1 Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Swan Hills Strategies Include:

- Increase Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
- Continue with LLI reading program (Leveled Literacy Intervention)
- Our teachers will meet with our lead literacy teacher to gain knowledge, support and understanding of early literacy strategies.

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Administration will ensure availability and access to multiple levels of LLI program resources

Goal 2: Success for Every Student

Goal 2: Success for Every Student	
Outcome 2.1 Students achieve student learning outcomes.	
<u>Accountability Pillar Measures: PDE Acceptable and Excellence</u>	
2.1a	Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).
<u>Accountability Pillar Measures</u>	
2.1b	High school completion rate of students within three years of entering Grade 10.
<u>Accountability Pillar Measures: Drop Out rate</u>	
2.1c	Annual dropout rate of students aged 14 to 18.
<u>Accountability Pillar Measures: Transition Rate (6 yr)</u>	
2.1d	High school to post-secondary transition rate of students within six years of entering Grade 10.
<u>Accountability Pillar Measures: Rutherford Scholarship Rate (Revised)</u>	
2.1e	Percentage of Grade 12 students eligible for a Rutherford Scholarship.
<u>Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams)</u>	
2.1f	Percentage of students writing four or more diploma exams within three years of entering Grade 10.
<u>Jurisdiction Measures (View Measurement data in Section 3)</u>	
2.1g	Percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence in courses tested by Provincial Diploma Exams. Using final marks (combining school and exam marks).
2.1h	Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
2.1i	Number and Percentage of students qualifying for provincial extracurricular events.
2.1j	Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
2.1k	Number of coded students who graduate.
2.1l	Percentage of students with Individual Program Plans (I.P.P).
<u>Commentary on Results (June, 2015)</u>	
<p>High school staff will make a commitment to the 'Moving Forward with High School Redesign' project and will continue to develop plans for transforming our high school into a flexible learning environment for all students. Since we are not able to have an Outreach program, we have developed an Inreach program for those students who struggle with the traditional learning environment. We will also have a teacher oversee our 'Flex Room' and ADLC program. This will provide opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.</p> <p>Administration will continue to encourage our students to get involved in Work Experience, RAP and other CTS programming offered at the school. We will continue to expand those options that include Rec Studies, Music and Cosmotology. Career awareness for our grade 7 to 12 students will continue to be a focus, and Administration will coordinate career programming at our school. We will also facilitate career guest speakers coming in to our school to speak to our students on a variety of career opportunities. Our junior high students will engage in the new CTF curriculum as it will be one option available to them.</p> <p>In order to engage our students, we will continue our Leadership Group that allows students more input into decision making that affects them, and we will implement a Positive Reinforcement System that allows them to earn points throughout the year for various rewards and recognition. We will also continue to tighten up</p>	

our discipline and attendance policies to provide students with the structure they need to be successful. Attendance will be a priority for administration in the upcoming years.

Each division will have a PLC focus on issues pertinent to their division. Elementary teachers will be focused on building literacy skills while the junior/senior high teachers will focus on flexible learning environments that include project-based learning and UDL.

Commentary on Results (Nov. 2015):

Overall, we did quite well on our PAT and DPEs this past June. In grade 6, we increased the number of students who achieved excellence in Language Arts by about 10%. In grade 9, again in Language Arts, our students did very well. We increased those who achieved acceptable by nearly 40% and those who achieved excellence by about 6%. Our grade 9s also did very well in Social Studies and Science with an increase of about 30% who achieved acceptable standards in each as well as about a 10% increase in excellence in Science. In high school, we fared better in both the humanities and the sciences. We saw increases in results in English 30-1 and Social Studies 30-1 and both our Pure and Applied Math.

Focused School Strategies Include:

- Strategies to impact literacy:
- Increase Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
- Continue with LLI reading program (Leveled Literacy Intervention)
- Precision Reading will be used to help increase student's fluency and reading skills (depending on funding and time available)
- Continue buddy reading with mixed grades
- Time will be dedicated for all students to practice reading, as well as being read to for at least 20 minutes
- Incorporating strategies from Balance Literacy and Daily 5 Structure
- Using collaborating PLC time to work on developing student writing skills- focus on story organizers and story writing
- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)
- Conflict Resolution programs - Kelso's Choices; Zones of Regulation

Strategies to impact DI, PBL and UDL implementation:

- UDL: Being cognizant of students who need varied ways to learn and represent learning
- PBL: Cross-curricular projects developed with like curriculum
- DI: Multiple intelligences and different ways to represent student knowledge: plays, songs, essays, videos, etc.
- PLC: Allowing teachers time to collaborate on cross-curricular projects
- Experiment with joint delivery of classes and extending class periods beyond regular timetables

Key School Level Strategies

Teachers will have evidence that they have used formative assessment in each of the core subjects which they teach. (May include things such as: use of criteria/rubrics, performance assessment tasks, sharing of learning outcomes with students parents, examples of work which has changed and been revised over time based on feedback from teacher and/or peer self-evaluation, or the use of diagnostic tasks to inform planning, in addition to test, quizzes or other forms of summative evaluation).

Special needs students will be able to demonstrate literacy skills in accordance with English Language Learner Outcomes at each grade level or as determined in IPP's.

We will continue to provide Early Reading Intervention for identified students in grade 1 and introduce the Leveled Literacy Interventions Program in a variety of grades.

We use a variety of strategies and programs designed to provide students with the opportunities for success and to overcome academic difficulties. (Literacy blocks, Balanced Literacy, school-wide reading time, paired

reading, mentors, Exam Bank, 6+1 Writing Traits etc).

Students in Grades 4 to Grade 6 will practice math facts daily.

All students and staff will engage in the attributes and Character Education program planning and activity roll-outs.

We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic. Where possible, and given staff involvement we will plan to be involved in at least one extra-curricular event next year for boys and girls at the high school and junior high school levels.

We will continue to provide Quality Daily Physical Education and Music to grades 1 through 12.

PHRD recognizes the Alberta Education High School Completion Strategic Framework as a valuable resource for supporting jurisdiction strategies for increasing High School Completion.

Strategy 1: Personalized Learning: “Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”

- We will work on goal setting with at-risk students and their parents.
- Students in K-12 will achieve their individual goal as identified in the October reporting period.
- At risk students will achieve 100% of their IPP goals within the classroom with the use of assessment for learning tools.

Strategy 2: Successful Transitions: “Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”

- We will have grade to grade transition meetings for grade 3, 6 & 9 students as they move from one Division to another.
- The school will also participate in partnerships with Career Next Generation for improved student programming possibilities
- We will implement the CTF curriculum in grades 5-9.

Strategy 3: Collaborative Partnerships: “Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities.”

- Administration and staff will provide support to students to build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
- We will facilitate student involvement in community programs that set the stage for social justice projects or to become more aware of social issues as lifelong learners. (music, computer, community service projects, refereeing, shared reading, mentoring of students, and recycling projects).

Strategy 4: Positive Connections: “Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta’s High School Completion Framework.”

- We will focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling) in academic and non-academic pursuits by growth in one subject area or participation in one school activity or afterschool program offered by PAWS.
- We will employ programs such as DARE, Kelso’s Choices and others that help students learn to make positive behaviour decisions.
- Regarding Counselling:
- We are committed to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, formative assessment practices,

a respectful – Safe and Caring Environment, and guidance and career.

- Regarding Career Planning :
- We will encourage and support student participation in Career Fairs and similar events.
- SHS and PAWS staff will engage guest speakers to discuss career opportunities where and when possible.

Strategy 5: Tracking Progress: “Identify barriers and success factors related to high school completion.”

- We will continue to keep running records of student major and minor misbehaviours.
- We will continue to work closely with PHRD’s FNMI worker to track and support at-risk students.
- Regarding Attendance:
- Parents and students in will be informed of the attendance policy and it will be followed.
- There will be a reduction in the student lates for the year as compared to the last school year.
- There will be a reduction in the number of periods missed by students in Swan Hills School.
- Administrators will closely monitor attendance patterns; recognize and award excellent attendance. A monthly attendance summary will be sent to the care-givers of children not attending school regularly.
- Students will be referred to the Attendance Board when a child has a profile that will demonstrate over 20% days missed over the course of the year.

In alignment with PHRD’s Mental Health Strategy:

- Our School will identify teachers and program assistants whose assignments require them to support Tier 2 and 3 students with challenging behaviors associated with mental and emotional conditions and/or issues to work collaboratively with the PHRD Student Support Specialist. The purpose will be to increase the professional capacity of our staff teams.
- Staff (teachers and program assistants) will be released (with expenses subsidized by the district Mental Health Strategy), to participate in collaborative professional learning onsite, and in specialty workshops facilitated by PHRD or others.
- Our school will collaborate with PHRD Student Services staff to collectively prioritize students who may require psycho-educational assessments

In alignment with PHRD’s Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school’s LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Administration will ensure availability and access to multiple levels of LLI program resources

In alignment with PHRD’s strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 2: Success for Every Student

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy.

Accountability Pillar Measures: PAT Acceptable and Excellence

2.2 a Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Jurisdiction Measures (View Measurement data in Section 3)

2.2b Grade 3 writer results at the acceptable standard in English Language Arts reading and writing.

2.2c Grade 9 cohort results at the acceptable standard in Mathematics.

Commentary on Results (October, 2015)

Overall, we did quite well on our PAT and DPEs this past June. In grade 6, we increased the number of students who achieved excellence in Language Arts by about 10%. In grade 9, again in Language Arts, our students did very well. We increased those who achieved acceptable by nearly 40% and those who achieved excellence by about 6%. Our grade 9s also did very well in Social Studies and Science with an increase of about 30% who achieved acceptable standards in each as well as about a 10% increase in excellence in Science. In high school, we fared better in both the humanities and the sciences. We saw increases in results in English 30-1 and Social Studies 30-1 and both our Pure and Applied Math.

Focused School Strategies Include:

Strategies to impact literacy:

- Increase Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
- Continue with LLI reading program (Leveled Literacy Intervention)
- Precision Reading will be used to help increase student's fluency and reading skills (depending on funding and time available)
- Continue buddy reading with mixed grades
- Time will be dedicated for all students to practice reading, as well as being read to for at least 20 minutes
- Incorporating strategies from Balance Literacy and Daily 5 Structure

Using collaborating PLC time to work on develop student writing skills- focus on story organizers and story writing

- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)

Key School Level Strategies

Strategies to improve achievement, in general:

Each teacher in will commit to: continue to develop formative assessment strategies, including the effective use of assessment rubrics; attend related divisional workshops; participate in collaborative sharing; access available in-class coaching from peers and coaches.

Staff will work on goal setting with at-risk students and their parents.

We will identify at risk students and use individualized approaches to engage learners.

We will continue to partner with ADLC to use the ADLC distributed learning programs and team teaching

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Administration will ensure availability and access to multiple levels of LLI program resources

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 2: Success for Every Student

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

Accountability Pillar Measures: Citizenship

2.3a Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Accountability Pillar Measures: Work Preparation

2.3b Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Jurisdiction Measures (View Measurement data in Section 3)

2.3c PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school.

2.3d Number of service projects/groups facilitated by the school in which students participated.

2.3e Number and Percentage of students involved with or who participated in service projects.

2.3f Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).

2.3g Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

2.3h Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

2.3i Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

2.3j Number and Percentage of grade 7-12 students participating in sessions for students on career decision-

making.

2.3k Number of parents participating in sessions for students on career decision-making.

Commentary on Results (June, 2014)

Swan Hills School will increase community communications in a variety of ways over the next three years. Student Union events and activities will be supported by our school staff and all students will be encouraged to participate in at least one event during the school year. The school will focus on providing increased opportunities for our students at the school, both afterschool and on weekends in collaboration with the PAWS Project.

We will continue to focus on the CTS and CTF course offerings to our students. We have combined our junior/senior high options classes to provide high school opportunities to take more of a variety of CTS courses in a classroom. These include Robotics, Cosmetology, Rec Studies, Art, and Music along with exploring different career options in the CTF program.

We will continue to work with ADLC to provide the most variety of delivery options for our students and we will offer two camping trips for our students – one in the fall and one in the spring.

We will continue to expand our Work Experience and RAP programs to provide our high school students with hands on experiences. There will also be an expectation that students at all levels will participate in district events ie. Science Fair, Music Festival, Robotics.

Our high school students will be involved in Career Development opportunities and planning by attending a Career Fair in Whitecourt, using my Blueprint and having presentations by various people including Lorraine Jackson from Careers Next Generation.

We will work to maintain our community service projects and add one addition one over the course of the next three years. This year we did Santa's Elves, Terry Fox Run, MS Readathon and Cancer Awareness month.

Key School Level Strategies

Strategies in Support of Social Skill Development:

Staff will refer students to the office only when they have been unable to rectify behavioural issues. An Office Referral form will be used to communicate details of all incidents and provide for clear communications on the positive outcomes that resulted from it.

Staff will continue the school-wide attribute and character education program within the school which involves students, staff, parents and the greater community.

Parents and students will be informed of the attendance policy and it will be followed.

Staff will work on goal setting with at-risk students and their parents.

Strategies in support of Learning Technologies:

We will continue to use develop teacher skills in the use of the Interactive whiteboards as a tool to enhance learning.

Staff will learn about and use the WordQ and SpeakQ technology.

Teachers will use SMART technologies to enhance English language arts instruction.

Teachers will integrate technology into student assignments and projects and increase the use of web-based applications to support academic achievement.

We will implement ever-greening plans to maintain computers and technology to an effective level.

Administration will promote professional development in technology for the staff.

Teachers will encourage students to share examples of their technology use with parents.

We will democratize technology through the introduction of social media and applications that support same.

Teachers will provide students with instruction in digital citizenship and new technologies intended to increase support, strategies and structures designed to improve their learning.

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies,

or project based learning

- Exploring innovative and iterative approaches to Literacy and Numeracy instruction
- Integrating technology as an instructional tool and as an assistive tool for students with needs
- Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
- Adapting to the pedagogy associated with the shift to High School Redesign

Goal 2: Success for Every Student

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other students is eliminated.

Commentary on Results (June, 2015)

We have worked very closely with our district FNMI worker and our high school completion teacher to ensure the success of our FNMI population.

We also created a section in our library of First Nations.

School Level Strategies

We will host an FNMI event yearly that creates awareness of FNMI traditions and cultural understandings. We will work closely with PHRD's FNMI staff to track and support at-risk students.

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Administration will ensure availability and access to multiple levels of LLI program resources

Goal 3: Quality Teaching and School Leadership

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Accountability Pillar Measures: Program of Studies

3.1a Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

3.1b (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused,

systematic and contributed significantly to their ongoing professional growth.

- 3.1c PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.1d PHRD Satisfaction survey: Percentage of students satisfied with opportunities to choose high school courses and programs.
- 3.1e PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.1f PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.
- 3.1g PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.1h PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 3.1i Number and percentage of certificated staff acting in a leadership role.
- 3.1j Professional Growth, supervision and evaluation measures: Principal's summary of the professional growth plan discussions and reviews describing process and effect on teacher practice and student achievement. (Amended in May 2012)
- 3.1k The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 3.1l Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 3.1m Average age of computers in schools.

Commentary on Results (June, 2015)

We have made gains as a school team in addressing negative behaviors that affect classroom learning this past year due to a consistent and fair discipline plan for all students. To also help in this regard, staff is focusing on DI throughout the next three years and adding UDL as a resource to help our teachers with developing their DI classrooms. We will also work to identify K & E students early and adapt their programs. This will also go a long way in curbing negative behaviors in the classroom.

Our school continues to work towards a safe and caring environment. Over the next three years we will be continuing to develop our school-wide discipline plan. We will also address all misbehaviours and track and record data on the progress we are making through long term trended data analysis comparing the upcoming years to the ones prior. We will take special efforts to recognize all staff for the contributions they make to our school. This recognition will be provided to selected staff monthly at a school level through our monthly celebrations of learning. We will also continue our monthly Character Education program.

Administration will continue to take an active role in working with staff to develop their PGP's and provide PD opportunities for staff to hone their craft. PLC's will focus on developing UDL and DI strategies in the classroom. Committees in a variety of areas will serve to develop leadership and collaboration with staff. We will also continue to find opportunities for teachers to meet with teachers to collaborate.

Focused School Strategies Include:

Strategies to impact literacy:

- Increase Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
- Continue with LLI reading program (Leveled Literacy Intervention)
- Precision Reading will be used to help increase student's fluency and reading skills (depending on funding and time available)
- Continue buddy reading with mixed grades
- Time will be dedicated for all students to practice reading, as well as being read to for at 20 least minutes
- Incorporating strategies from Balance Literacy and Daily 5 Structure

Using collaborating PLC time to work on develop student writing skills- focus on story organizers and story writing

- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)

Strategies to impact DI, PBL and UDL implementation:

- UDL: Being cognizant of students who need varied ways to learn and represent learning
- PBL: Cross-curricular projects developed with like curriculum
- DI: Multiple intelligences and different ways to represent student knowledge: plays, songs, essays, videos, etc.
- PLC: Allowing teachers time to collaborate on cross-curricular projects
- Experiment with joint delivery of classes and extending class periods beyond regular timetables

Key School Level Strategies

Our school will continue to focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, high school redesign, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling) in academic and non-academic pursuits by growth in one subject area or participation in one school activity or afterschool program offered by PAWS or school staff.

Regarding Personalized Learning

- Students will achieve their individual goal as identified in the October – November goal setting period.
- Alberta Distance Learning will be utilized by High School students wishing to add to their academic program choices

Regarding Formative Assessment:

- Teachers will have evidence that they have used formative assessment in each of the core subjects which they teach. (May include things such as: use of criteria/rubrics, performance assessment tasks, sharing of learning outcomes with students parents, examples of work which has changed and been revised over times based on feedback from teacher and/or peer self-evaluation, or the use of diagnostic tasks to inform planning, in addition to test, quizzes or other forms of summative evaluation).
- Every teacher will implement formative assessment strategies in at least one new subject area in order for students to be more engaged in their learning.
- Teachers will increase the number of Assessment Rubrics used in the classroom per year.

Regarding Attendance:

- There will be a reduction in the number of Swan Hill’s student lates for the year as compared to the last school year.
- There will be a reduction in the number of periods missed by students in Swan Hills School.
- Swan Hills School will send attendance letters home to the parents and guardians within the first week of each month
- Students will be referred to the Attendance Board when a child has a profile that will demonstrate more than 20% of days missed (unexcused absences) over the course of the year.

We are committed to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling.

- School Counselling time will be maintained.
- A continued focus on Career Planning at the High School level will be undertaken

Supporting Teacher Professional Development:

- We will use staff meetings and Early Dismissals to focus on literacy strategies, PBL, Differentiated Instruction and UDL and best teaching and learning practices.
- All long range plans for core curriculum will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment tools in class.
- The administrators will continue to do regular Walkabouts to support teacher growth.

School Level Maintenance Strategies

- The administrators will read report cards prior to distribution to parents.
- We will offer a broad range of studies including the fine arts, career and technology studies, health, and physical education.
- We will continue to provide a range of appropriate co-curricular and extra-curricular activities for students, both academic and athletic.

Swan Hills School will continue to:

- implement Character Education initiatives that include a focus on respect .
- celebrate student and staff accomplishments at the school or within the community on a monthly basis.
- communicate regularly to parents, through PowerSchool and other methods to specifically emphasize positive behaviors, achievement and growth of its students.
- nominate teachers and support staff for awards.

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 3: Quality Teaching and School Leadership

Outcome 3.2 PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures (View Measurement data in Section 3) (Measures 3.2c, d and e, are **new in 2015**)

- 3.2a PHRD Satisfaction survey – Assessment and Feedback: Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 3.2b PHRD Satisfaction survey – Active Professional Learning Community: Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 3.2c PHRD Satisfaction survey – Clarity of Learning Goals: The prevalence at which teachers clarify lesson goals in awareness of the variance of students' skills, knowledge and previous understanding. Teacher and student survey.
- 3.2d PHRD Satisfaction survey – Responsive to Diversity: Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students experiences that range in difficulty and complexity.
- 3.2e PHRD Satisfaction survey – Meeting Learning Needs: Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary on Results (June, 2015)

School staff will participate in regular professional development opportunities and be encouraged to visit other schools in the Division for support and professional development. As our PAWS funding is once again in place for three more years, we will be working towards a systemic model being in place that utilizes the PAWS mental health strategies and incorporates same into our school's education plan. PAWS will provide in-class programming that will allow our teachers to meet one-on-one with the PAs in their classrooms to analyze the success of their programming for their at-risk students and making changes as necessary. Our PLC's will focus on increasing our knowledge and therefore, implementation of literacy, PBL and UDL strategies.

Focused School Strategies Include:

Strategies to impact literacy:

- Increase Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
- Continue with LLI reading program (Leveled Literacy Intervention)
- Precision Reading will be used to help increase student's fluency and reading skills (depending on funding and time available)
- Continue buddy reading with mixed grades
- Time will be dedicated for all students to practice reading, as well as being read to for at 20 least minutes
- Incorporating strategies from Balance Literacy and Daily 5 Structure

Using collaborating PLC time to work on develop student writing skills- focus on story organizers and story writing

- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)

Strategies to impact DI, PBL and UDL implementation:

- UDL; Being cognizant of students who need varied ways to learn and represent learning
- PBL: Cross-curricular projects developed with like curriculum
- DI: Multiple intelligences and different ways to represent student knowledge: plays, songs, essays, videos, etc.
- PLC: Allowing teachers time to collaborate on cross-curricular projects
- Experiment with joint delivery of classes and extending class periods beyond regular timetables

Key School Level Strategies

We will continue to focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling) in academic and non-academic pursuits by growth in one subject area or participation in one school activity or afterschool program offered by PAWS or staff.

PLCs...

- The development of UDL and DI will continue to be a focus for Swan Hills School’s Professional Learning Community discussions.

Collaborations and Professional Development...

- Teachers will collaborate in division/.subject groups.
- Teachers will collaborate with other schools/teachers to develop common UDL/DI and assessment tools. (PD days, inter-school visits)
- We will work on goal setting with at-risk students and their parents.
- We will begin to enhance teacher understanding and practices of formative assessment in the distributed learning environment.
- Teachers will model teaching strategies for each other.
- Administration will continue to provide opportunity for teachers to attend ERLC workshops and events.
- Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via videoconference.

Classroom Activities and Learning Objects...

- All core-subject long-range plans will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
- Each teacher will commit to select at least one new unit in one subject area as a special focus for developing formative assessment strategies, including the effective use of assessment rubrics; attend related divisional workshops; participate in collaborative sharing; access available in-class coaching from peers and CLTs.
- Teachers will use assessment for learning practices daily.
- Teachers will use targets, proofs, and exemplars with students.
- Teachers will complete assessments contained in the assessment folder at regular intervals (Fountas and Pinnell).
- Elementary teachers will prepare and share with students and parents I Can/target statements for each core subject unit.

In alignment with PHRD’s Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school’s LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors

- Administration will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
- Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- Administration will ensure availability and access to multiple levels of LLI program resources

Goal 4: Engaged and Effective Governance

Goal 4: Engaged and Effective Governance

Outcome 4.1 The education system demonstrates collaboration and engagement.

Accountability Pillar Measures: Parental Involvement

4.1a Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

Accountability Pillar Measures: Education Quality

4.1b Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures (View Measurement data in Section 3)

- 4.1c (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.**
- 4.1d PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.**
- 4.1e PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable” (Revised 2012). A, B or C...**
- 4.1f PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.**
- 4.1g PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students).**
- 4.1h PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.**
- 4.1i PHRD Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning (new in 2015-2016).**
- 4.1j Amount of money acquired from third parties in support of community schools. (revised July,2013) for projects like Forestry and Alberta Student Health Initiative Partnership.**
- 4.1k Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).**
- 4.1l Number of school activities/events taking place in the community. (This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc...)**
- 4.1m Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)**

Commentary on Results (June, 2015)

We will continue our communicate, communicate, communicate approach to ensure that everything we are undertaking at the school is positively messaged to our students, parents, guardian and greater school community. We will continue to focus on building positive relationships through positive phone calls and letters from the office. Administration will continue to produce the “Weekly Reflections and Reminders” email at the end of every week for staff and continue the weekly email for parents to update them on important dates, learning successes and school activities. We will continue to meet with our PAC and recently reinstated Grizzly Cubs fundraising group to share our successes and work together to solve problems and come up with ideas for improvement. We will continue to engage parents by encouraging them to be involved in the school through volunteerism as we saw a big increase in the number of parent volunteers this year. We will also continue to give out a Parent Volunteer Award at our yearly Awards Night Celebration of Learning.

Key School Level Strategies

Parent – Teacher Communication

- Teachers will implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
- Staff will work to achieve 90% attendance at parent teacher interviews.
- Staff will meet with all parents of at-risk students twice a year to set and monitor goals.
- We will continue to increase parent involvement by requiring parents’ signatures on high school registration forms.

Enhanced use of Newsletters:

- We will distribute memos or provide information in the school newsletter on a monthly basis recognizing the work of parents, staff, and students within the school.
- We will use a section of the monthly newsletters to explain various aspects of the school’s budget.
- We will showcase the talents of staff and students.

Improvements to school Websites:

- We will develop a community section for the school website.
- We will build/improve upon the school’s primary website.

Events to draw parents to the school:

- We will increase the number of ‘social’ events to bring parents and partners into the school, for example....Start Up Bar B Que, Grand parents’ tea, School open houses, Volunteer Appreciation events.
- School activities will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
- We will host an Open House in collaboration with the PAC for parents of K to Grade 6 students each year.
- We will be more intentional in inviting parents and community members to specific assemblies.
- We will monitor and record when parents are involved with school activities. (For example: extra curricular activities, community nights, school council attendance, monthly call-outs, volunteering, parent teacher interviews, etc.)

Encouraging volunteerism:

- We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
- We will develop a list of jobs and responsibilities known as “parent volunteer” jobs.
- Parents will be asked to volunteer for various classroom and school activities.
- The staff will ask parents to help with a specific school class or project.
- We will hold a volunteer recruitment drive at the start of the school year.

Building increased involvement in the School Council:

- We will solicit parent reps to represent each classroom by offering incentives, communicating the importance of having classroom parent representatives, and establishing and communicating clear guidelines regarding the parent representative position to avoid apprehension.

Connecting with the community:

- We will continue to work together with community clubs and organizations such as the fire department, police department and local businesses.
- We will continue to facilitate work experience programs in collaboration with local businesses

Goal 4: Engaged and effective governance

Outcome 4.2 Students and communities have access to safe and healthy learning environments.

Accountability Pillar Measures: Safe and Caring

4.2a Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Accountability Pillar Measures: Continuous Improvement

4.2b Overall 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.

Jurisdiction Measures (View Measurement data in Section 3)

- 4.2c PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.
- 4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.
- 4.2e PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.2f PHRD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Commentary on Results (June, 2015)

We continue to see improvements on our Satisfaction Survey Results in terms of how parents viewed that our school was safe and caring which shows that we are on the right track in terms of our discipline policies and reward systems. However, we are going to implement more of positive reinforcement system next year. We will also continue with our weekly assemblies at the elementary level and increase the amount of short assemblies for our junior high.

We will also continue and expand on our Character Education program by continuing to introduce a monthly trait at assemblies.

Students and staff are mainly satisfied with the recognition they receive for their accomplishments so we will continue giving out monthly awards for attendance and our weekly sundaes for elementary students showing positive displays of character and work ethic. We will implement more recognition for our high school students in terms of attendance, participation and volunteerism.

School Strategies**Students:**

- We will continue our EBS program whereby we keep track of incidents and make adjustments to school discipline policies yearly to encourage improvements and a reductions in office referrals.
- We will ensure that we have proper supervision in place.
- We will continue with our Character Education Program

- In collaboration with PAWS, we will work with our junior/senior high students to develop proper social skills
- We will encourage and maintain a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other.

Staff:

- We will ensure that we are staffing efficiently meet student program needs while maximizing teacher utilization.
- Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- Administrators will continue to provide opportunities for teacher leadership to their staff.
- Personal professional growth plans will continue to direct the nature of school based professional development activities.
- Staff will continue to make decisions collaboratively for the betterment of student safety and support.
- We will continue to provide for mentoring of new teachers relative to the community and culture of the school.

Swan Hills School will continue to:

- implement Character Education initiatives
- celebrate student and staff accomplishments at the school or within the community on a monthly basis.
- provide workshops on anti-bullying for parents and for students.
- communicate regularly to parents, through PowerSchool and other methods to specifically emphasize positive behaviors, achievement and growth of its students.
- nominate teachers and support staff for awards.

Goal 4: Engaged and Effective Governance

Outcome 4.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Commentary on Results (June, 2015)

We will be purchasing new class sets of Chrome books for our grade 4 students as the grade six students will take their on to grade 7. We will replenish our Chrome books for our Grade 10 students as part of the one-to-one pilot and order a new set of netbooks for our high school students.

We will continue to communicate with our high school students regarding the importance of earning their credits and taking part in extra activities to increase their credit count. Students in grades 10 and 11 will be expected to have a full course load. We have seen great success with this over the last two years and expect that the trend will continue especially with the implementation of High School Redesign.

With the anticipation of decreased enrollment next year, we have cut back approximately one teacher and one PA position to help balance the budget.

Key School Level Strategies

We will have a budget that is balanced while maintaining quality programs for students and moving towards increasing course offerings for students through the implementation and support of Distributed Learning.

Swan Hills School will:

- continue to be fiscally responsible in the management of school funds.
- continue to encourage high school students to fill their timetables in order to provide them with a wide range of educational experiences.
- Continue to build high school program CTS options, Work Experience and RAP programs
- continue to support School Councils' fundraising activities.
- continue to partner with industry to acquire guest speakers and other 'extras' that generally fall out of the usual budget

Appendix 1: Measurement Data (Tables and Graphs)

Goal 1: An Excellent Start to Learning

Outcome 1.1 Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Goal 2: Success for Every Student

Outcome 2.1 Students achieve student learning outcomes.

Accountability Pillar Measures: PDE Acceptable and Excellence

2.1a Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).

Multi Year Report - Exam Marks only													
Exam Marks For Entire School Year													
Swan Hills School													
Subject	Standard	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15	
		School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
(A) Math 30-2	Average %	0.0%	61.2%	0.0%	59.9%	51.5%	61.0%	40.3%	57.4%	35.0%	60.1%	74.0%	60.4%
	Acceptable	0.0%	77.3%	0.0%	74.3%	50.0%	75.6%	25.0%	68.7%	0.0%	71.3%	100.0%	73.9%
	Excellence	0.0%	12.6%	0.0%	9.9%	0.0%	10.3%	0.0%	9.6%	0.0%	15.0%	0.0%	15.5%
Bio 30	Average %	#VALUE!	66.8%	46.1%	67.3%	52.0%	67.0%	0.0%	68.9%	66.8%	68.9%	0.0%	69.4%
	Acceptable	#VALUE!	81.4%	31.8%	81.9%	100.0%	81.8%	0.0%	84.3%	75.0%	85.2%	0.0%	85.9%
	Excellence	#VALUE!	28.1%	4.5%	29.8%	0.0%	28.1%	0.0%	32.4%	12.5%	31.7%	0.0%	33.0%
Chem 30	Average %	33.1%	66.6%	#VALUE!	64.3%	#VALUE!	64.9%	0.0%	66.7%	#VALUE!	68.2%	50.2%	68.9%
	Acceptable	11.1%	79.0%	#VALUE!	75.1%	#VALUE!	76.7%	0.0%	78.8%	#VALUE!	81.3%	50.0%	82.2%
	Excellence	0.0%	29.9%	#VALUE!	27.7%	#VALUE!	28.4%	0.0%	31.8%	#VALUE!	35.0%	10.0%	34.2%
ELA 30-1	Average %	59.3%	63.0%	56.3%	62.8%	53.9%	63.7%	52.9%	63.5%	59.5%	64.1%	65.8%	63.9%
	Acceptable	85.7%	85.1%	100.0%	84.4%	81.8%	86.0%	62.5%	85.9%	87.5%	87.1%	83.3%	86.5%
	Excellence	14.3%	10.1%	0.0%	10.1%	0.0%	11.3%	12.5%	10.5%	0.0%	11.7%	0.0%	11.5%
ELA 30-2	Average %	67.3%	64.4%	61.0%	64.2%	62.8%	65.1%	55.3%	65.2%	58.8%	65.9%	61.6%	65.0%
	Acceptable	100.0%	88.8%	100.0%	88.6%	81.8%	89.5%	88.9%	89.5%	70.0%	89.7%	100.0%	88.7%
	Excellence	0.0%	9.8%	0.0%	9.1%	0.0%	10.7%	0.0%	11.1%	0.0%	13.1%	0.0%	11.3%
Phys 30	Average %	#VALUE!	61.9%	#VALUE!	64.7%	#VALUE!	66.7%	0.0%	66.9%	54.0%	68.8%	0.0%	69.4%
	Acceptable	#VALUE!	73.9%	#VALUE!	76.7%	#VALUE!	81.0%	0.0%	81.1%	100.0%	83.0%	0.0%	83.9%
	Excellence	#VALUE!	20.3%	#VALUE!	27.7%	#VALUE!	30.3%	0.0%	30.3%	0.0%	34.1%	0.0%	35.8%
(P) Math 30-1	Average %	54.6%	68.0%	#VALUE!	66.7%	60.3%	67.0%	0.0%	68.8%	37.0%	63.9%	41.7%	65.6%
	Acceptable	60.0%	82.9%	#VALUE!	81.0%	66.7%	81.8%	0.0%	80.3%	33.3%	74.6%	0.0%	76.2%
	Excellence	0.0%	29.7%	#VALUE!	28.7%	0.0%	27.1%	0.0%	35.4%	0.0%	27.2%	0.0%	31.7%
Sci 30	Average %	0.0%	65.1%	0.0%	65.0%	0.0%	64.9%	0.0%	67.3%	0.0%	67.5%	0.0%	67.4%
	Acceptable	0.0%	80.1%	0.0%	80.4%	0.0%	79.8%	0.0%	84.1%	0.0%	85.1%	0.0%	83.9%
	Excellence	0.0%	22.8%	0.0%	21.0%	0.0%	22.0%	0.0%	25.8%	0.0%	25.5%	0.0%	26.7%
Soc 30-1	Average %	46.8%	64.6%	38.7%	63.8%	#VALUE!	65.2%	62.0%	64.8%	55.5%	64.5%	69.0%	65.5%
	Acceptable	33.3%	84.5%	0.0%	82.8%	#VALUE!	86.2%	75.0%	85.4%	50.0%	85.5%	100.0%	87.1%
	Excellence	8.3%	16.1%	0.0%	14.9%	#VALUE!	16.7%	25.0%	15.2%	0.0%	14.2%	0.0%	16.2%
Soc 30-2	Average %	61.3%	64.3%	52.0%	65.2%	#VALUE!	63.6%	52.0%	63.6%	50.3%	64.3%	54.2%	63.0%
	Acceptable	85.7%	85.0%	66.7%	85.6%	#VALUE!	83.0%	50.0%	82.4%	58.3%	83.9%	40.0%	81.3%
	Excellence	0.0%	13.7%	0.0%	15.9%	#VALUE!	13.7%	0.0%	13.9%	0.0%	14.8%	0.0%	12.5%

<u>Accountability Pillar Measures: High School Completion</u>							
2.1b High school completion rate of students within three years of entering Grade 10. (1 year delay)							
(May, 2015)	Recent results						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
HS completion 3 years	59.2	83.3	50.2	53.7	67.4	65.2	62.9
HS completion 4 years	74.2	59.3	83.9	64.9	59.2	75.6	80.5
HS completion 5 years	64.4	74.3	59.3	85.4	72.4	64.6	80.0
<u>Accountability Pillar Measures: Drop Out rate</u>							
2.1c Annual dropout rate of students aged 14 to 18. (1 year delay)							
(May, 2015)	Recent results						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Drop Out Rate	6.3	10.3	8.9	1.1	3.1	1.8	5.6
<u>Accountability Pillar Measures: Transition Rate (6 yr)</u>							
2.1d High school to post-secondary transition rate of students within six years of entering Grade 10. (1 year delay)							
(May, 2015)	Recent results						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Transition Rate 4 years	19.5	25.7	17.2	13.0	16.6	2.81	10.3
Transition Rate 6 years	44.4	48.3	29.0	44.4	54.9	33.0	33.9
<u>Accountability Pillar Measures: Rutherford Scholarship Rate (Revised)</u>							
2.1e Percentage of Grade 12 students eligible for a Rutherford Scholarship. (1 year delay)							
(May, 2015)	Recent results						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
students	38.9	64.3	46.7	45.0	39.1	26.1	30.4
<u>Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams)</u>							
2.1f Percentage of students writing four or more diploma exams within three years of entering Grade 10. (1 year delay)							
(May, 2015)	Recent results						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
4+ Diploma exams by 3rd year	35.8	50.0	31.4	32.2	29.5	15.0	29.0

2.1g Percentage of students who achieve the acceptable standard, and the percentage of students who achieve the standard of excellence in courses tested by Provincial Diploma Exams. Using final marks (combining school and exam marks).

Final Course Marks For Entire School Year (Combined School and Exam Marks)													
Swan Hills School													
Subject	Standard	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15	
		School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
(A) Math 30-2 (2013)	Average	0.0%	63.8%	0.0%	63.3%	59.8%	64.1%	52.0%	62.3%	51.0%	64.2%	79.0%	64.4%
	Acceptable	0.0%	89.6%	0.0%	89.1%	75.0%	89.8%	75.0%	86.0%	100.0%	87.0%	0.0%	0.0%
	Excellence	0.0%	11.5%	0.0%	10.6%	25.0%	11.6%	0.0%	10.6%	0.0%	15.3%	0.0%	0.0%
	# of writers	0	10,639	0	10,811	4	9,993	4	9,645	3	11,934	2	12,558
	Participation	18.2%	21.8%	23.5%	22.1%	18.2%	21.6%	25.0%	29.9%	20.0%	21.6%	7.7%	22.4%
Bio 30	Average	#VALUE!	70.4%	52.1%	70.9%	59.0%	70.9%	0.0%	72.0%	74.8%	72.2%	0.0%	72.3%
	Acceptable	#VALUE!	93.0%	59.1%	93.1%	100.0%	93.6%	0.0%	94.2%	87.5%	94.5%	0.0%	0.0%
	Excellence	#VALUE!	31.6%	9.1%	32.9%	0.0%	32.8%	0.0%	36.0%	62.5%	36.0%	0.0%	0.0%
	# of writers	22,346	22	22,822	1	23,300	0	22,025	8	21,656	0	21,219	
	Participation	63.6%	45.3%	47.1%	46.7%	59.1%	47.1%	25.0%	42.4%	20.0%	41.7%	30.8%	40.7%
Chem 30	Average	53.6%	70.6%	#VALUE!	69.5%	#VALUE!	70.0%	0.0%	70.7%	#VALUE!	72.1%	59.8%	72.3%
	Acceptable	88.9%	91.0%	#VALUE!	89.6%	#VALUE!	90.5%	0.0%	91.2%	#VALUE!	92.6%	0.0%	0.0%
	Excellence	0.0%	33.4%	#VALUE!	31.2%	#VALUE!	32.2%	0.0%	33.9%	#VALUE!	37.5%	0.0%	0.0%
	# of writers	9	18,934	18,793	19,927	0	15,897	N/A	19,118	10	19,050		
	Participation	36.4%	39.1%	17.6%	39.8%	4.5%	40.4%	5.0%	31.7%	25.0%	35.0%	30.8%	35.8%
ELA 30-1	Average	67.3%	67.8%	63.0%	67.7%	59.8%	68.2%	63.1%	68.2%	66.8%	68.5%	73.8%	68.2%
	Acceptable	100.0%	96.6%	100.0%	96.5%	90.9%	97.1%	100.0%	97.0%	100.0%	97.0%	0.0%	0.0%
	Excellence	14.3%	15.3%	0.0%	15.4%	0.0%	16.2%	12.5%	15.8%	25.0%	16.8%	0.0%	0.0%
	# of writers	7	29,150	6	29,070	11	29,330	8	28,411	8	28,671	6	28,104
	Participation	45.5%	59.9%	35.3%	60.0%	45.5%	60.2%	40.0%	54.4%	35.0%	54.4%	30.8%	53.4%
ELA 30-2	Average	66.0%	64.7%	61.6%	64.7%	60.7%	65.4%	58.2%	65.7%	58.6%	66.4%	59.5%	65.6%
	Acceptable	100.0%	95.8%	100.0%	95.6%	100.0%	96.3%	100.0%	96.1%	80.0%	96.9%	0.0%	0.0%
	Excellence	0.0%	6.2%	0.0%	6.2%	0.0%	7.2%	0.0%	7.7%	0.0%	9.2%	0.0%	0.0%
	# of writers	4	14,314	7	14,557	11	14,560	9	15,068	10	15,887	5	16,324
	Participation	27.3%	28.1%	35.3%	29.2%	50.0%	29.1%	45.0%	27.2%	40.0%	28.2%	38.5%	28.7%
Phys 30	Average	#VALUE!	68.9%	#VALUE!	70.1%	#VALUE!	71.4%	0.0%	71.3%	73.5%	72.9%	0.0%	73.1%
	Acceptable	#VALUE!	91.5%	#VALUE!	90.9%	#VALUE!	92.5%	0.0%	92.5%	100.0%	93.3%	0.0%	0.0%
	Excellence	#VALUE!	26.6%	#VALUE!	31.5%	#VALUE!	34.4%	0.0%	34.2%	0.0%	38.8%	0.0%	0.0%
	# of writers	10,361	10,660	10,562	0	8,920	2	10,758	0	10,573			
	Participation	18.2%	22.3%	0.0%	22.9%	4.5%	22.5%	0.0%	17.4%	10.0%	20.2%	0.0%	19.9%
(P) Math 30-1 (2013)	Average	66.6%	71.0%	#VALUE!	70.4%	63.0%	70.7%	0.0%	72.1%	59.3%	70.0%	65.2%	71.0%
	Acceptable	100.0%	92.6%	#VALUE!	91.9%	100.0%	92.5%	0.0%	91.3%	66.7%	89.4%	0.0%	0.0%
	Excellence	0.0%	33.2%	#VALUE!	32.0%	0.0%	32.6%	0.0%	37.7%	0.0%	32.6%	0.0%	0.0%
	# of writers	5	22,918	23,034	3	21,693	0	19,840	3	21,314	3	20,915	
	Participation	18.2%	45.9%	23.5%	46.9%	13.6%	46.7%	0.0%	16.8%	15.0%	37.6%	23.1%	37.2%
Sci 30	Average	0.0%	67.4%	0.0%	67.7%	0.0%	68.0%	0.0%	69.6%	0.0%	69.7%	0.0%	69.7%
	Acceptable	0.0%	92.2%	0.0%	93.2%	0.0%	92.4%	0.0%	93.9%	0.0%	94.7%	0.0%	0.0%
	Excellence	0.0%	20.8%	0.0%	21.2%	0.0%	21.9%	0.0%	25.8%	0.0%	26.1%	0.0%	0.0%
	# of writers	0	4,941	0	5,008	0	5,874	0	5,506	0	7,103	0	7,819
	Participation	0.0%	10.1%	0.0%	10.0%	0.0%	11.5%	0.0%	9.8%	0.0%	13.0%	0.0%	14.1%
Soc 30-1	Average	60.0%	69.3%	57.0%	69.0%	#VALUE!	69.8%	70.5%	69.8%	63.5%	69.7%	72.6%	70.2%
	Acceptable	91.7%	97.3%	100.0%	96.9%	#VALUE!	97.7%	100.0%	97.7%	100.0%	97.7%	0.0%	0.0%
	Excellence	8.3%	21.1%	0.0%	20.5%	#VALUE!	22.2%	25.0%	22.1%	16.7%	21.0%	0.0%	0.0%
	# of writers	12	23,484	3	23,608	23,489	4	22,312	6	21,992	5	21,038	
	Participation	45.5%	49.8%	41.2%	52.3%	36.4%	52.0%	30.0%	46.1%	25.0%	45.5%	30.8%	43.6%
Soc 30-2	Average	61.0%	64.7%	55.0%	65.4%	#VALUE!	65.0%	54.8%	65.2%	57.2%	65.9%	54.0%	65.1%
	Acceptable	85.7%	94.4%	100.0%	95.0%	#VALUE!	94.6%	83.3%	94.0%	75.0%	94.3%	0.0%	0.0%
	Excellence	0.0%	9.1%	0.0%	10.6%	#VALUE!	10.8%	0.0%	11.3%	0.0%	12.7%	0.0%	0.0%
	# of writers	7	14,904	3	16,546	17,199	12	17,959	12	19,173	5	19,617	
	Participation	27.3%	30.4%	35.3%	34.8%	54.5%	36.0%	40.0%	34.0%	55.0%	35.5%	46.2%	36.7%

2.1h Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students on honour roll	23	15.4	18	15	11	16	10
2.1i Number and Percentage of students (in grades 10-12) qualifying for provincial extracurricular events.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students qualifying for provincial extra-curricular events	8	6	6	6	2	2	2
Percentage of students qualifying for provincial extra-curricular events	16	10	10	10	1	1	1
2.1j Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.							
<p>Total counselling FTE in our school, 2009-2010: 0.475 Full Time Equivalent Total counselling FTE in our school, 2010-2011: 1.00 Full Time Equivalent Total counselling FTE in our school, 2011-2012: 1.25 Full Time Equivalent Total counselling FTE in our school, 2012-2013: 1.25 Full Time Equivalent Total counselling FTE in our school, 2013-2014: 0.35 Full Time Equivalent Total counselling FTE in our school, 2014-2014: 0.50 Full Time Equivalent</p>							
2.1k Number of coded students (any code) who graduate.							
Number of code 41 and 42 students who receive a certificate of school completion and attend grade 12 ceremonies with their peers.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of coded students who graduated	1	1	0	0	3	5	3
2.1l Percentage of students with Individual Program Plans (I.P.P).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students with IPP's	18.5	24.0	21.0	30	22	38	40

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy

Accountability Pillar Measures: PAT Acceptable and Excellence

2.2 a Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Swan Hills School											
Achievement Test Cohort Results											
Subject	Standard	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/2012	2012/2013	2013/14	2014/15
ELA 3	Acceptable	65.6%	65.6%	89.7%	70.6%	50.0%	83.3%	65.0%	94.4%	93.3%	
	Excellence	0.0%	0.0%	3.4%	5.9%	3.6%	0.0%	5.0%	11.1%	13.3%	
	Participation	93.8%	93.8%	100.0%	70.6%	100.0%	91.7%	90.0%	100.0%	100.0%	
	# of Writers			29	12	28	12	18	18	15	
Math 3 (All)	Acceptable	59.4%	59.4%	82.8%	82.4%		75.0%	60.0%	83.3%	93.3%	
	Excellence	12.5%	12.5%	20.7%	11.8%		8.3%	0.0%	5.6%	33.3%	
	Participation	100.0%	100.0%	100.0%	82.4%		83.3%	90.0%	100.0%	100.0%	
	# of Writers			29	14		12	18	18	15	
ELA 6	Acceptable	53.1%	53.1%	65.4%	45.5%	92.6%	69.6%	62.5%	79.2%	90.9%	82.8%
	Excellence	3.1%	3.1%	3.8%	0.0%	14.8%	4.3%	6.3%	4.2%	9.1%	19.5%
	Participation	87.5%	87.5%	88.5%	90.9%	100.0%	87.0%	93.8%	87.5%	100.0%	90.6%
	# of Writers			23	20	27	23	15	21	11	13
Math 6 (All)	Acceptable	62.5%	62.5%	46.2%	50.0%		65.2%	37.5%		81.8%	64.3%
	Excellence	3.1%	3.1%	0.0%	0.0%		4.3%	0.0%	0.0%	0.0%	0.0%
	Participation	90.6%	90.6%	88.5%	90.9%		87.0%	87.5%		90.9%	92.9%
	# of Writers			23	20		23	14	21	10	13
Science 6 (All)	Acceptable	53.1%	53.1%	50.0%	45.5%	74.1%	77.3%	37.5%	54.2%	81.8%	50.0%
	Excellence	9.4%	9.4%	3.8%	0.0%	22.2%	4.5%	6.3%	0.0%	0.0%	0.0%
	Participation	81.3%	81.3%	100.0%	90.9%	100.0%	90.9%	93.8%	83.3%	90.9%	90.9%
	# of Writers			26	20	27	23	15	20	10	13
Social Stu 6 (All)	Acceptable	43.8%	43.8%	57.7%	form 2	77.8%	60.9%	50.0%	33.3%	63.6%	57.1%
	Excellence	3.1%	3.1%	11.5%		11.1%	0.0%	0.0%	0.0%	0.0%	0.0%
	Participation	87.5%	87.5%	100.0%		96.3%	95.7%	93.8%	87.5%	90.9%	92.9%
	# of Writers			26		26	23	15	21	10	13
ELA 9	Acceptable	52.9%	52.9%	85.0%	60.9%	60.0%	57.7%	60.0%	93.8%	64.7%	100.0%
	Excellence	5.9%	5.9%	0.0%	4.3%	0.0%	3.8%	0.0%	0.0%	5.9%	11.1%
	Participation	64.7%	64.7%	95.0%	91.3%	100.0%	84.6%	90.0%	100.0%	94.1%	100.0%
	# of Writers			19	21	20	26	9	16	16	9
ELA K&E 9	Acceptable								60.0%	66.7%	20.0%
	Excellence								0.0%	0.0%	0.0%
	Participation								80.0%	100.0%	80.0%
	# of Writers								8	3	4
Math 9 (All)	Acceptable	47.1%	47.1%	20.0%	39.1%		46.2%	50.0%	83.3%	44.4%	50.0%
	Excellence	0.0%	0.0%	0.0%	0.0%		7.7%	0.0%	8.3%	5.6%	0.0%
	Participation	82.4%	82.4%	100.0%	95.7%		69.2%	90.0%	100.0%	100.0%	90.0%
	# of Writers			20	22		26	9	12	18	9
Math 9 K&E (All)	Acceptable								71.4%	100.0%	25.0%
	Excellence								7.1%	0.0%	0.0%
	Participation								78.6%	100.0%	100.0%
	# of Writers								11	2	4
Science 9 (All)	Acceptable	35.3%	35.3%	30.0%	52.2%	50.0%	73.9%	70.0%	62.5%	50.0%	77.8%
	Excellence	5.9%	5.9%	0.0%	4.3%	5.0%	4.3%	0.0%	6.3%	12.5%	22.2%
	Participation	70.6%	70.6%	100.0%	95.7%	95.0%	87.0%	90.0%	100.0%	100.0%	100.0%
	# of Writers			20	22	19	23	9	16	16	9
Science 9 K&E (All)	Acceptable								70.0%	33.3%	40.0%
	Excellence								0.0%	0.0%	0.0%
	Participation								80.0%	100.0%	100.0%
	# of Writers								8	3	5
Social Stu 9 (All)	Acceptable	70.6%	70.6%	85.0%	form 2	45.0%	15.4%	60.0%	66.7%	50.0%	77.8%
	Excellence	11.8%	11.8%	5.0%		5.0%	7.7%	10.0%	16.7%	12.5%	11.1%
	Participation	76.5%	76.5%	100.0%		100.0%	80.8%	90.0%	100.0%	100.0%	100.0%
	# of Writers			20		20	26	9	18	16	9
Social Stu 9 K&E (All)	Acceptable								50.0%	75.0%	40.0%
	Excellence								12.5%	25.0%	0.0%
	Participation								75.0%	100.0%	100.0%
	# of Writers								6	4	5
Aggregate	Cohort pop:										
	Acceptable	54.3%	54.3%	61.2%	55.8%	64.2%	62.5%	55.3%	69.4%	70.6%	57.1%
	Excellence	5.5%	5.5%	4.8%	3.3%	8.8%	4.5%	2.8%	5.1%	8.4%	5.3%

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

<u>Accountability Pillar Measures: Citizenship</u>							
2.3a Overall teacher, parent and student agreement that students model the characteristics of active citizenship.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	53.3	79.5	*	*	*	*	*
Teachers	70.1	80.6	73.3	81.7	71.4	88.3	n/a
Students 4, 7 & 10	47.5	60.6	51.3	53.2	45.0	61.8	53.9
Aggregate	57.0	73.6	62.3	67.4	58.2	75.1	53.9
<u>Accountability Pillar Measures: Work Preparation</u>							
2.3b Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	50.0	44.4	*	*	*	*	*
Teachers	85.7	80.0	87.5	75.0	60.0	83.3	n/a
Aggregate	67.9	62.2	87.5	75.0	60.0	83.3	n/a
2.3c PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school.							
(I am satisfied with the behavior expectations at my child(ren)'s school... My school is effective in its approach to student discipline... I think the rules in my school as fair (reworded for students in 2008-09))							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	83.5	46.3	67.2	68.1	82.3	94.4	93.6
Staff	88.0	75.0	59.1	80.0	61.1	95.0	94.3
Students 4-6	78.8	100	59.7	85.7	53.5	64.4	65.3
Students 7-12							
2.3d Number of ongoing service projects/groups facilitated by the school in which students participated.							
2.3e Number and Percentage of students involved with or who participated in service projects.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Service Projects	12	12	15	17	2	5	5
Number of students involved in service projects	280	280	270	270	270	262	240
Percentage of students involved in service projects	100	100	100	100	100	100	100

2.3f Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of PHRD students receiving citizenship awards	15	15	20	18	2	3	3
Percentage of students receiving citizenship awards	11	11	14	15	0.8	1	1
2.3g Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12). NEW in 2012 (Percentage of active School-to-Work transition binders developed by students (grades 7-12).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Active School to Work transition binders	-	-	36	13	0	60	60
2.3h Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program. (SIMILAR QUESTION BELOW... BUT THIS ONE IS ONLY OFF-CAMPUS... DOES NOT INCLUDE ADLC, OUTREACH ETC)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of Grade 10-12 students earning credits in off-campus programs	54.0	38	55	25	34	56	40
2.3i Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods. (IE TAKING 3 OR MORE COURSE CREDITS IN A NON TRADITIONAL CLASSROOM SETTING... LIKE OFF CAMPUS, DISTRIBUTED LEARNING, OUTREACH...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
# of students taking advantage of alternate delivery methods	47	60	75	65	5	39	55
% of students taking advantage of alternate delivery methods	100	100	100	100	2	68	100
2.3j Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students taking part in career decision sessions	100	92	100	100	100	100	100

2.3k Number of parents participating in sessions for students on career decision-making.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of parents involved in career decision making sessions	60	90	75	85	28	24	27

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other Students is eliminated

Given the population of the school, data is not made public in this document.

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

<u>Accountability Pillar Measures: Program of Studies</u>							
3.1a Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	75.3	76.4	*	*	*	*	*
Teachers	78.4	79.2	62.0	74.5	71.6	69.8	n/a
Students 4, 7 & 10	65.4	62.3	49.9	52.8	43.5	61.4	41.6
Aggregate	73.0	72.6	55.9	63.6	57.5	65.6	41.6
3.1b (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers	81.0	85.0	81.5	80.6	81.5	91.7	n/a
Aggregate	81.0	85.0	81.5	80.6	81.5	91.7	n/a
3.1c PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs or classes offered at the school.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	81.9	51.2	51.6	67.1	56.3	61.4	71.0
3.1d. PHRD Satisfaction Survey: Percentage of students satisfied with opportunities to choose high school courses and programs							

	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Students 10-12	84.3	100	66.1	50.0	30.8	46.2	64.9
3.1e PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	84.9	82.5	84.1	82.9	78.8	92.2	90.4
Staff	100	100	NA	80.0	100	95.0	94.3
Students 4-6	89.8	50.0	88.3	71.4	77.0	83.8	80.2
Students 7-12							
3.1f PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	83.5	75.6	Not asked in 2010-11	81.7	72.5	91	90.2
Students 4-6	79.8	50.0		71.4	69.9	80.2	75.0
Students 7-12							
3.1g PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	79.4	82.5	81.0	73.5	81.0	95.5	95.7
Staff	84.0	78.9	86.3	80.0	83.3	100	94.3
Students 4-6	86.3	50.0	87.4	100	70.0	75.2	74.8
Students 7-12							
3.1h PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.							
(My child (ren) is/are using computers in his/her/their learning... I infuse technology into my instruction... I am satisfied with opportunities to use computers for learning.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	95.7	94.9	02.9	97.1	98.7	98.9	96.7
Staff	88.0	100	100	100	100	70	100
Students 4-6	86.0	100	89.8	71.4	79.6	85.3	83.9
Students 7-12							

3.1i Number and percentage of certificated staff acting in a leadership role.								
	Recent results							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Percentage of certificated staff acting as lead teachers	17	28	50	25	5	12	20	
3.1j Professional Growth, supervision and evaluation measures: The percentage of teachers having personal professional growth plans that are aligned to their school's improvement plan. (Amended in 2010-2011)								
(All full time classroom teachers' personal professional growth plans aligned with their schools' improvement plans.)								
	Recent results							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
% of cert. staff with aligned PPGPs	100	100	100	100	100	100	100	
3.1k The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)								
	Recent results							
Swan Hills School	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
	132	195	357	292	237	176	13	
3.1l Annual student to computer ratio overall, and by jurisdiction, of computers within each school.								
	Recent results							
Swan Hills School	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
	3.91	3.49	1.84	1.44	1.28	0.95	1.04	
3.1m Average age of computers in schools.								
	Primary User Group	Recent results						
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Swan Hills School	Students	2	2.61	2.48	2.33	1.69	1.85	1.74
	Staff	3	3	4	3.85	1.07	1.75	2
	School	2.21	2.69	2.68	2.53	1.61	1.84	1.76

Outcome 3.2 PHRD learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

<p>3.2a PHRD Satisfaction survey: <u>Assessment and Feedback</u>. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.</p> <p><i>Parents: “I am satisfied with the communication I get about my children’s achievement at school.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. <p><i>Students: My teacher tells me how I am doing in my classes.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. <p><i>Teachers: “I design and/or use assessments to generate evidence of what students have and have not yet learned.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Most’ and ‘Some’ of the time; not including ‘Rarely’. <p><i>Teachers: “I provide students with meaningful feedback and provide necessary scaffolding to help them to improve.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Most’ and ‘Some’ of the time; not including ‘Rarely’. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents				69.4	64.1	82.0	89.2
Students 4-12				57.1	66.4	87.3	77.1
Teachers – Evidentiary Assessments							Introduced
Teachers – Feedback to Scaffold							In Feb 2015
<p>3.2b PHRD Satisfaction survey: <u>Active Professional Learning Community</u>. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.</p> <p><i>Teachers: “My principal or vice principal regularly observes student learning in my classroom.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. <p><i>Students: “My principal knows what is happening in my classes.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers				40.0	50.0	83.3	42.9
Students 4-6				100	56.6	64.1	57.8
<p>3.2c PHRD Satisfaction Survey: <u>Clarity of Learning Goals</u>. The prevalence at which teachers clarify lesson goals in awareness of the variance of students’ skills, knowledge and previous understanding.</p> <p><i>Teachers: “I make sure that students know how each day’s lessons or activities connect to the learning goals.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Most’ and ‘Some’ of the time; not including ‘Rarely’ <p><i>Teachers: “I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students’ background knowledge.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Most’ and ‘Some’ of the time; not including ‘Rarely’. <p><i>Students: “Which of the following describes you best?”</i></p> <ul style="list-style-type: none"> ○ I ALWAYS know what I am supposed to learn in my classes. ○ I USUALLY know what I am supposed to learn in my classes. ○ I’m OFTEN CONFUSED about what I’m supposed to learn.” <ul style="list-style-type: none"> • Combined responses ‘Always’ and ‘Usually’ of the time; not including ‘Often Confused’. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers – Connect to learning goals							Introduced
Teachers – Multiple means of representation.							in
Students 4-12							Feb 2015

<p>3.2d PHRD Satisfaction survey: <u>Responsive to Diversity</u>. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students experiences that range in difficulty and complexity.</p> <p><i>Students: “My teachers know ME. My teachers know what I need to learn next, even if it’s different than someone else.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. <p><i>Teachers: “I give students work that ranges in difficulty and complexity.</i></p> <ul style="list-style-type: none"> • Combined responses ‘Most’ and ‘Some’ of the time; not including ‘Rarely’. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Students 4-12							Introduced
Teachers							In Feb 2015
<p>3.2e PHRD Satisfaction survey: <u>Meeting Learning Needs</u>. Percentage of parents agreeing that their children appear confident about what they are learning at school.</p> <p><i>Parents: “Rather than confused or frustrated, my children appear confident about what they are learning at school.”</i></p> <ul style="list-style-type: none"> • Combined responses ‘Strongly Agree’ and ‘Agree’. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents							New Feb 2015

Goal 4: Engaged and Effective Governance

Outcome 4.1 The education system demonstrates collaboration and engagement.

<p><u>Accountability Pillar Measures: Parental Involvement</u></p> <p>4.1a Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.</p>							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	68.3	90.9	*	*	*	*	*
Teachers	87.0	85.4	93.3	76.3	74.0	73.2	n/a
Aggregate	77.6	88.2	93.3	76.3	74.0	73.2	n/a
<p><u>Accountability Pillar Measures: Education Quality</u></p> <p>4.1b Overall teacher, parent and student satisfaction with the overall quality of basic education.</p>							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	61.1	77.8	*	*	*	*	*
Teachers	81.0	82.1	94.4	83.3	83.1	91.7	n/a
Students 4, 7 & 10	76.8	80.5	66.0	82.4	65.9	84.2	74.7
Aggregate	72.9	80.1	80.2	82.9	74.5	89.7	74.7

4.1c (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	67.3	78.4	*	*	*	*	*
Teachers	88.1	85.7	81.1	87.5	90.7	88.7	n/a
Students 4, 7 & 10	77.8	86.0	67.4	72.2	75.1	71.5	69.3
Aggregate	77.7	83.4	74.3	79.9	82.9	80.1	69.3
4.1d PHRD Satisfaction survey: Percentage of parents, staff and students satisfied with the overall quality of education the school provides.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	80.0	66.7	77.0	66.7	62.5	77.8	83.9
Staff	100	95.0	89.5	80.0	94.4	100	100
Students 4-6	NA	100	81.1	71.4	54.1	66.7	71.2
Students 7-12							
4.1e PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable” (Revised 2012). A, B or C ...							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	68.5	82.5	59.0	79.2	47.5	90	94.6
Staff	84.0	100	68.4	100	61.1	100	100
Students 4-6	NA	100	60.5	100	33.1	82.2	86.4
Students 7-12							
4.1f PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role. (The School Council at my.. child(ren)'s... school has a meaningful role...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	82.1	86.4	88.9	71.9	81.6	86.4	93.1
Staff	88.0	75.0	95.0	80.0	76.5	94.7	94.3
4.1g PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students). (I am satisfied with the opportunities for involvement in decisions... affecting education at my child(ren)'s school... affecting my school... affecting students.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Staff	92.0	95.0	78.9	80.0	66.7	100	100
Students 4-6	84.3	100	75.6	57.1	45.5	59.8	53.4
Students 7-12							

4.1h PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	87.3	78.9	81.9	88.6	82.5	93.0	92.4
Staff	100	100	100	100	94.4	100	100
Students 4-6	88.9	100	80.3	71.4	75.9	81.9	84.7
Students 7-12							
4.1i PHRD Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning. (New question in 2015-2016) ("I am satisfied with my (how my community is involved) community's involvement in student (in my) learning.")							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents							Introduced
Staff							in
Students 7-12							2015-16
4.1j Amount of money acquired from third parties in support of community schools. (revised July,2013) for projects like Forestry and Alberta Student Health Initiative Partnership.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total money received from third parties for projects	2,100	1000	15000	5000	0	8900	\$1800
4.1k Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of volunteers in schools	100	100	100	110	28	56	53
4.1l Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of school activities/events in the community	12	15	17	18	6	6	7
4.1m Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW measure 2015)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of off campus partners	12	15	17	18	6	6	15

Outcome 4.2 Students and Communities have access to safe and healthy learning environments.

Accountability Pillar Measures: Safe and Caring							
4.2a Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	53.3	77.3	*	*	*	*	*
Teachers	83.8	87.4	86.7	80.0	83.0	96.7	n/a
Students 4, 7 & 10	74.1	79.5	67.1	68.8	64.1	61.0	66.0
Aggregate	70.4	81.4	76.9	74.4	73.5	78.8	66.0
Accountability Pillar Measures: Continuous Improvement							
4.2b Overall 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.							
(May, 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	83.3	77.8	*	*	*	*	*
Teachers	57.1	85.0	88.9	66.7	55.6	75.0	n/a
Students 4, 7 & 10	57.3	67.3	52.6	56.5	37.9	64.1	60.0
Aggregate	65.9	76.7	70.7	80.0	46.7	69.5	60.0
4.2c PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.							
(I am satisfied with the extra-curricular opportunities that the school provides for my child(ren). 7-12: I have opportunities to participate in extra-curricular activities. 4-6: I can choose to participate in intra-mural activities.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	76.0	NA	95.1	81.7	61.3	65.9	59.1
Students 4-6	84.8	NA	81.6	80.0	68.3	75.0	75.0
Students 7-12	74.3						
4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	93.2	82.9	88.9	91.7	87.3	97.8	98.9
Staff	92.0	78.9	81.8	100	83.3	100	100
Students 4-6	85.0	100	81.4	57.1	57.8	70.3	73.1
Students 7-12							

4.2e PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.							
Aggregated Character Education Questions (new in 2006)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	88.7	76.9	76.1	85.7	82.9	75.1	97.9
Staff	91.3	75.6	67.7	62.8	63.0	87.7	92.7
Students 4-12	77.2	83.3	73.7	55.1	58.0	51.0	67.8
4.2f PHRD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Staff	92.0	89.5	90.5	100	76.5	85.0	85.3
Students 4-6	84.3	100	82.2	57.1	57.5	61.2	56.4
Students 7-12			90.9				

PHRD Priorities: Engaged Learners and Success for ALL Students

Outcome 4.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

2015-2016: Professional Learning Community Focus Division 2

Swan Hills School - Division 2

<p><u>Targeted Area of Concern</u> Literacy – ideas, focus, organization and conventions Numeracy Strand - basic computation skills</p>	<p><u>Education Plan Goal(s) and Outcome(s) Impacted</u> <i>Goal 2: Success for Every Student</i></p> <ul style="list-style-type: none"> • Outcome 2.1 Students achieve student learning outcomes. • Outcome 2.4 The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. • Outcome 4.2 Students and Communities have access to safe and healthy learning environments. 	
<p><u>Focused School Strategies Include:</u></p> <ul style="list-style-type: none"> • Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits • Implementation of Daily 3 cycle of Math • continuous Language Arts block for literacy instruction and support • continuous Math block (for example period 6 and 7) • Conflict Resolution programs - Kelso’s Choices; Zones of Regulation 		
<p><u>Measures</u></p>		
<p>Supporting data</p>	<p>Most recent Data</p>	<p>Target for 2015</p>
<ul style="list-style-type: none"> • Fountas and Pinnell • Star Reading • Math Profile Assessment • Mathletics Number strand pre-test and post-test • Writing Rubric 		<p>Student will increase 1 point on rubric for writing</p> <p>Students will increase number sense scores by 10%</p> <p>Student will increase 1 grade level on Fountas and Pinnell and ½ a grade level for students with IPPs</p>
<ul style="list-style-type: none"> • incident tracking form • office referrals • peer mediation tracking • student survey 		<p>decrease in office referrals from September to June</p> <p>Survey to measure student conflict resolution skills</p>

2015-2016: Professional Learning Community Focus Division 3/4

Swan Hills School - Division 3/4

<p><u>Targeted Area of Concern</u> We will adopt a more flexible approach to curriculum delivery across all subject areas through the use of collaboration, universal design for learning, and project based assessment</p>	<p><u>Education Plan Goal(s) and Outcome(s) Impacted</u> Goal 3: Teaching Quality and School Leadership</p> <ul style="list-style-type: none"> • <i>Outcome 3.2- PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</i> 	
<p><u>Focused School Strategies Include:</u></p> <ul style="list-style-type: none"> • UDL <ul style="list-style-type: none"> ◦ Being cognizant of students who need varied ways to learn and represent learning • PBL <ul style="list-style-type: none"> ◦ Cross-curricular projects developed with like curriculum • DI <ul style="list-style-type: none"> ◦ Multiple intelligences ◦ Different ways to represent student knowledge: plays, songs, essays, videos, etc. • PLC <ul style="list-style-type: none"> ◦ Allowing teachers time to collaborate on cross-curricular projects ◦ Experiment with joint delivery of classes and extending class periods beyond regular timetables 		
<p><u>Measures</u></p>		
<p>Supporting data</p>	<p>Most recent Data</p>	<p>Target for 2015</p>
	<p>Students in Grades 7-9 have participated in between 0-2 cross curricular projects in the 2014-15 school year</p>	<p>Students in junior high will complete a minimum of one (1) cross-curricular project in a school year</p>
<p>Teachers will be provided with enough PLC time to coordinate one (1) cross-curricular project</p>		<p>August planning day will provide time for teachers to coordinate year plans to accommodate cross-curricular projects</p> <p>During the year, time will be provided for teachers to finalize on-going projects</p>
<p>Students will complete feedback surveys and self-assessments to determine the engagement, viability and productivity of cross-curricular projects</p>	<p>Students have provided feedback saying they found the value in learning about multiple subjects in one project; students felt that they were able to apply the curriculum concepts easier when they spent more time on the concept.</p>	