

ELEANOR HALL SCHOOL

Three Year Education Plan

2017-2018

July, 2017

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SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

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OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

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

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, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, we invited all parents to our School Council meeting following our Education Planning Day. At the meeting we shared our focus areas with them, and asked for input and advice. There were approximately 10 parents there who reviewed our goals, and provided feedback.

Education Plan Distribution

This Education Plan will be posted on the School website 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.

PHPS 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

The Eleanor Hall School vision is to provide a safe and caring learning environment that fosters the growth of academic development through creative and critical thinking skills for every student.

Determined

Respectful

Accepting

Grateful

Optimistic

Nurturing

Successful

School Profile

Eleanor Hall School is a Kindergarten through Grade 9 School, which serves the eastern part of Pembina Hills Regional Division No. 7. Our location sits at the hub of many adjoining school attendance areas both intra and extra divisional which means that we must be very diverse in our programs and activities due to the highly competitive climate in which we operate. In January 2008 the new school, built on the current site due to the structural decay of the old school, allowed the school community to move into a new modern school. This marks the fourth school building on this site.

However the previous years represented a severe strain and disruption in the school. Uncertainty about the future of the school community dominated thoughts for 2 years while adjustments to allow for construction needs put tremendous stress upon all members of the school community. During this time great effort was spent convincing both parents and students that Eleanor Hall School would remain a viable educational community going into the future. The need to be flexible to accommodate construction was paramount. The school had to make do without a playground for younger students, several changes to bus loading procedures and reduction in classrooms meant that everyone was faced with great change. Also the addition of J.H. students from another school brought about a sudden growth in student numbers which combined with the loss of space in the school produced overcrowding in the school.

Many of the working population in Clyde reside in the village but work in a larger center such as Edmonton. In previous years the majority of students attending Eleanor Hall School came from a predominantly agricultural background, changes in the community however have resulted in changes in our school demographics creating increased numbers of students who live in the village itself or from acreage developments surrounding the village.

Historical Background

A new school was built on the present site and was opened in January of 2008. This school represents the fourth building on this site since the school's inception in the 1800's. As the school grew from a small one room school house accommodating Grades 1 thru 6 it would eventually expand into a high school as both the building size and community needs grew. The current building has gradually shifted its focus to a K-9 school as the high school programs were discontinued in 1967 and transferred to Westlock. Traditionally the school served the needs of the rural agricultural communities but this has gradually changed as the community has changed.

Demographics

In previous years the majority of students attending Eleanor Hall School came from a predominantly agricultural background, changes in the community however have resulted in changes in our school demographics creating increased numbers of students who live in the village itself or from acreage developments surrounding the village. The attendance area increased when the school in Vimy was closed These changes have increased the pressure on the school to change and adapt to meet these new realities. Our enrolment numbers can change rapidly during the year putting added pressure on school assets to meet these needs.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

2016-2017 (May, 2016 Update)

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FIVE: The education system is well governed and managed.

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Eleanor Hall School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial and Jurisdiction Outcomes to School Priorities (2017-2018)

Specifically Related Provincial Outcomes	School Priority (2017-2018)
OUTCOME 1 Alberta’s students are successful. OUTCOME 4 Alberta has excellent teachers, school and authority leaders.	Improved Instructional Practice with a focus on Literacy and Numeracy
OUTCOME 2 The achievement gap between FNMI students and all other students is eliminated. OUTCOME 3 Alberta’s Education System is Inclusive.	Diversity of Student Needs

Priority: Improved Instructional Practice with a focus on Literacy and Numeracy				
Strategies to Impact School Priorities Include: <ul style="list-style-type: none"> ● Staff will design differentiated assessments to demonstrate learning of curricular outcomes. In alignment with the jurisdiction Professional Capital strategy: <ul style="list-style-type: none"> ● And the Literacy Strategy: <ul style="list-style-type: none"> ○ Our school will participate in the Division’s Literacy Strategy ○ Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs ○ Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator ○ Administration will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy ○ Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator. ○ Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year. ● Our school will participate in the Division’s Numeracy Strategy <ul style="list-style-type: none"> ○ Our school may pilot programs and resources with coordination and support of the Numeracy Committee ○ Administration will monitor the implementation of the school’s numeracy program and work collaboratively with the district Numeracy Steering Committee 				
Measure	Recent Data			Target 2018
	2015	2016	2017	
Percentage of teachers utilizing differentiated assessments to demonstrate student learning as a summative assessment.	100%	91%	95%	100%
Percentage of EHS non-coded students in grades 1-9 who reach grade level in reading comprehension and fluency as measured by the Benchmark Assessment.	85%	77%	85%	90%
Percentage of Math teachers using Kim Sutton strategies related to the 10 Block Model.			90%	95-100%

Priority: Diversity of Student Needs

Strategies to Impact School Priorities Include:

- Our school will work with the District School Linked Team (OT, Speech and Language, Student Support Specialist) to support programming by communicating and coordinating services for our students.
- Our school will use the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- Our school staff will participate in opportunities to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.
- We will work in collaboration with our FNMI liaison.
- Our school will identify new and experienced teachers to participate in two different professional learning series intentionally designed to support implementation of Universal Design for Learning Strategies.
- Staff will implement and regularly use Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms.
- Staff will utilize the Respecting Diversity (RD) program with an emphasis during the first two months of school.
- Staff will encourage and promote their students to develop self-concept through awareness and pride in their own strengths and challenges, sense of belonging, goal setting & planning, and leadership skills & opportunities.

Measure	Recent Data			Target
	2015	2016	2017	
Number of staff utilizing the Democratic Classroom and Spirit Buddies strategies on a frequent basis.	75%	100%	95%	90-100%
Number of staff implementing the Respecting Diversity Program & developing a culture around different ways to be “smart”.	80%	91%	93%	90-100%
Number of students accessing school counselling resources for friendship and school related issues (FSL, FNMI, CPS, etc.)	16.8	14.8%	15%	<10%
Percentage of students who believe EHS is a “Safe and Caring” school.	92.6%	94.7%	86%	95%
Percentage of parents who believe EHS is a “Safe and Caring” school.	96.8%	97.1%	99%	98-100%
Discussion of student behaviour as a result of social and emotional learning initiatives. Staff and/or PLC meeting discussions				

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** 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).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** 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:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20** Number of parents participating in sessions for students on career decision-making.

- 1.21 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.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

Strategies to Impact School Priorities Include:

Improved Instructional Practice with a focus on Literacy and Numeracy

- Staff will design differentiated assessments to demonstrate learning of curricular outcomes.

In alignment with the jurisdiction Professional Capital strategy:

- **And the Literacy Strategy:**
 - Our school will participate in the Division’s Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
 - Administration will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
 - Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- Our school will participate in the Division’s Numeracy Strategy
 - Our school may pilot programs and resources with coordination and support of the Numeracy Committee
 - Administration will monitor the implementation of the school’s numeracy program and work collaboratively with the district Numeracy Steering Committee

Key School Level Strategies Include:

- 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).
- Students, teachers and parents will work together to set goals during October Goal-Setting.
- We will closely monitor attendance patterns; recognize excellent attendance.
- We will continue to recognize student academic success frequently and publicly. (Examples include: assemblies, newsletters and letters).
- We will use school-wide themes to develop a climate of community and contribution to shared learning. An example would be our Celebration of Learning Day in May/June.

Literacy:

- We will 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, 6+1 Writing Traits etc
- Staff will deliver through the Leveled Literacy Intervention (LLI) program within an inclusive

setting.

- We will have 60+ students enrolled in the LLI Program

Numeracy:

- In this school 90% of students will be able to demonstrate numeracy skills in accordance with Learner Outcomes at each grade level or as determined in IPP's.
- All teacher who teach Math from K-9 will receive training in Kim Sutton's Ten Block Model to Math Fluency which supports the development of mathematical thinking and math fact fluency in a systematic way. It helps students not only learn their facts but prepare for many of the concepts in later years.
- Students will practice math facts daily following Kim Sutton's Ten Block Model.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- See above (District strategy is the school's focus)
- Our school will identify [counselors and/or staff assigned to individual student support](#) to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Numeracy

- Our students are able to demonstrate numeracy skills in accordance with Learner Outcomes at each grade level or as determined in IPP's.
- Math teachers were trained in Kim Sutton's Ten Block Model to Math Fluency which supports the development of mathematical thinking and math fact fluency in a systematic way.
- Students practiced math facts daily following Kim Sutton's Ten Block Model.

General:

- We focused on the development of the "Whole" student by increasing student engagement
- Students, teachers and parents worked together to set goals during October Goal-Setting.
- Teachers also continued to practice with PAT exams in both Math and Language Arts to prepare students as best they can for PAT exams in May and June.

Citizenship:

- All staff have been continually trying to build strong citizenship in our students.
- The school participated in such service projects as our community Cleanup Day , Terry Fox Run, and a variety of others. Between
- The PHPS Citizenship awards and our school awards are used to recognize students for their demonstrations of citizenship.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Literacy Strategy:

- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligned to standards of the District Literacy Strategy

- Our school identified teachers with whom the Literacy Coordinator work to build Foundational Classroom Literacy programs
- We used 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, 6+1 Writing Traits etc
- Participating teachers measured student growth along the literacy continuum semi-annually and provided anecdotal feedback on an ongoing basis in the interest of program improvement
- The Reading Readiness Screening Tool used to identify and address gaps. This helped teachers plan for what they needed to do to help students with reading.
- Our school continued to implement the ERI and LLI programs
 - Our school has three teachers trained in ERI.
 - There were 100 + students from grades 1-9 working with a number of staff throughout the school to improve reading abilities.
- Staff participated in the Leveled Literacy Intervention (LLI) program within an inclusive setting.
 - Teachers have been trained in LLI.
 - All LLI resources have been purchased and are readily accessible to staff when needed.

In alignment with PPHS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PPHS's Professional Development Strategy:

- Our School engaged in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School engaged in opportunities to collaborate with district Lead Teachers, and or other teachers and
 - Explored innovative and iterative approaches to Literacy and Numeracy instruction
 - Implemented new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Co-developed and implemented UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

September 2017 Comment on PAT Results:

We noted a decline in our Grade 6 results in all four subjects. The acceptable standard in the four core subjects in 2017 were: Math 62.5%, Science 62.5%, Social 66.7% and Language Arts 79.2%. The 2017 results were more similar to our results in 2015.

Alternately, in Grade 9 there was an increase in acceptable standard for three of the four core subjects. Science 75%, Social 66.7%, Language Arts 83.3%. We observed a need for improvement in Math 9 as we noted a decrease in the acceptable standard from 63% to 50%.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

Strategies to Impact School Priorities Include:

Diversity of Student Needs

- Our school will work with the District School Linked Team (OT, Speech and Language, Student Support Specialist) to support programming by communicating and coordinating services for our students.
- Our school will use the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- **Our school staff will participate in opportunities to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.**
- **We will work in collaboration with our FNMI liaison.**
- Our school will identify new and experienced teachers to participate in two different professional learning series intentionally designed to support implementation of Universal Design for Learning Strategies.
- Staff will implement and regularly use Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms.
- Staff will utilize the Respecting Diversity (RD) program with an emphasis during the first two months of school.
- Staff will encourage and promote their students to develop self-concept through awareness and pride in their own strengths and challenges, sense of belonging, goal setting & planning, and leadership skills & opportunities.

Additional School Level Strategies Include:

- We intend to improve FNMI cultural awareness through guest speakers and possibly classes

on beading, leather work, etc.,

- Actively engage the support of the district FNMI liaisons to:
 - Connect our staff and students with cultural activities
 - track and support at-risk students
 - Assist students who need support transitioning from Jr. High to high school.
- Our school will purchase Aboriginal books to put into the school's library
- E.H.S. will place emphasis on providing specific supports to parents who have identified their child(ren) as First Nations, Metis or Inuit

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Parental Involvement - with a focused effort to support FNMI parents

- About 15% of our student body have self identified as FNMI.
- We are still working on engaging our FNMI parent population's participation in the school, and we did see an improvement here.
- The division's FNMI liaison has been a tremendous resource for E.H.S.
 - The FNMI liaison has made a lot of good connections with our FNMI parents.
 - The FNMI liaison helped with attendance issues, student cleanliness/hygiene, making sure families who needed extra food got it and she helped to get IPP's and field trip forms signed.
 - The FNMI liaison brought in an artist who worked with the students on an art project-painting a bird on a feather.
 - The FNMI liaison facilitated the Roots of Empathy program with one of our grade four classes.
 - The FNMI liaison helped raise cultural awareness in the building especially with
- The staff focused on the monitoring the progress and achievement of FNMI students in their classes.
- We saw an increase of the number of FNMI parents coming into our school.

OUTCOME THREE: Alberta's education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** 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.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.6** Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-A

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

Strategies to Impact School Priorities Include:

Diversity of Student Needs

- Our school will work with the District School Linked Team (OT, Speech and Language, Student Support Specialist) to support programming by communicating and coordinating services for our students.
- Our school will use the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- Our school staff will participate in opportunities to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.
- We will work in collaboration with our FNMI liaison.
- Our school will identify new and experienced teachers to participate in two different professional learning series intentionally designed to support implementation of Universal Design for Learning Strategies.
- Staff will implement and regularly use Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms.
- Staff will utilize the Respecting Diversity (RD) program with an emphasis during the first two months of school.
- Staff will encourage and promote their students to develop self-concept through awareness and pride in their own strengths and challenges, sense of belonging, goal setting & planning, and leadership skills & opportunities.

Additional School Level Strategies Include:

Support for students at risk

- Our school assigns the responsibility to review and oversee IPP development to specific staff members.
- Teaching staff will identify the students at risk and help them to establish individual strategies/goals to work on through the year. Strategies include but are not limited to:
 - develop independence through the completion of smaller tasks that are achievable.
 - build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary
 - flexible groupings and cooperative learning
 - differentiated assessments to demonstrate learning
 - activities based on the Multiple Intelligences
 - modeling, questioning, student exemplars, and discussion as a way to help students to demonstrate inference

Early Learning

- Our Early Learning program is called C Prep.
 - This program accepts 3 and 4 year olds who would benefit from early intervention. Depending on need children receive Speech Pathology and Occupational Therapy services. Learning and exploring through play are at the heart of the program.

Virtues Programming

- Our school will continue to focus a Virtues Program on our “DRAGONS virtues”
 - Determined, Respectful, Accepting, Grateful, Optimistic, Nurturing and Successful.
- We will highlight monthly virtues through monthly assemblies beginning in January.
- Students will be recognized who embody the virtue covered in that month.
 - We will use a bulletin board celebrating students’ demonstration of virtues.

Code of Conduct

- Our school will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with the schools’ communities.
 - Teachers will keep running records of student behaviours.
 - Teachers will refer students to the office only when they have been unable to rectify behavioral issues.
 - Staff will take an active role in student supervision.

Student Supports

- Our school is committed to a comprehensive counseling plan that supports high school completion, students at risk, student engagement, a respectful, safe and caring environment, and guidance and career counselling.
- Our school will use school-wide themes to develop a climate of community and contribution to shared learning. An example would be our Celebration of Learning Day in June.
- Our school will continue to bring in such groups as the Alberta Opera, DARE to Care, etc. to promote safe and caring schools.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or

other innovations to teaching and learning.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Social and Emotional Learning

- The staff supported and facilitated several strategies focused on the learning environment that included but are not limited to: Democratic Classrooms/Spirit Buddies, the Safe and Caring Materials, updated policies and guest speakers that came in to do presentations on safety, bullying, cyber-bullying etc.
- Approximately 99% of parents indicated that Eleanor Hall School is a safe and caring place for kids to be. Approximately 86% of our students indicating the same thing.
- The Success Coach strategy has helped students gain the necessary skills to function in the classroom setting more effectively.
 - The success of this strategy has been relationship building.
 - Students and teachers are comfortable in seeking out the Success Coach for help when they needed it.
 - In addition, parents reached out to her to ask for help with their children or even to go over things that happened at home that the school needed to be aware of.

Support for students at risk:

- Teaching staff, along with the Associate Principal identified the students at risk and helped them establish individual strategies/goals to work on through the year.
- Strategies included but were not limited to:
 - develop independence through the completion of smaller tasks that are achievable.
 - build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary
 - flexible groupings and cooperative learning
 - differentiated assessments to demonstrate learning
 - activities based on the Multiple Intelligences
 - modeling, questioning, student exemplars, and discussion as a way to help students to demonstrate inference
- Administration continued to work with teachers, students and parents on I.P.P.'s to ensure people are on the same page with student learning.
 - Goals were determined by the group, teachers implemented strategies, reviewed goals consistently and administered evaluation at the end of the year to see how students did.

- The Associate Principal supported staff to use Dossier for IPPs
 - He ensured that every staff member was trained, and he was available to answer any questions.
 - He also outlined things for teachers to be completed and assigned deadlines.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS’s Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PHPS’s Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 Program of Studies 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.

Jurisdiction Measures:

4.2 (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

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

- 4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11 Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. [previously 3.2](#)

Jurisdiction Measures:

- 4-A.1 **PHPS 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.
- 4-A.2 **PHPS 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.
- 4-A.3 **PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**
- 4-A.4 **PHPS Satisfaction survey:** Response to diversity of student needs. 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 choices from a range of difficulty and complexity. **NEW 2015-16**
- 4-A.5 **PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Strategies to Impact School Priorities Include:

Improved Instructional Practice with a focus on Literacy and Numeracy

- Staff will design differentiated assessments to demonstrate learning of curricular outcomes.

In alignment with the jurisdiction Professional Capital strategy:

- **And the Literacy Strategy:**
 - Our school will participate in the Division's Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
 - Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- Our school will participate in the Division's Numeracy Strategy

- Our school may pilot programs and resources with coordination and support of the Numeracy Committee
- Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee

Additional School Level Strategies Include:

- Teachers will implement the procedures of PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our school administration team will participate fully in the Administrator's Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.
- Our school will identify **new** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify **experienced** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

Commentary

February, 2017

In alignment with PHPS's Professional Development Strategy and In alignment with PHPS's Professional Capital Strategy:

- In conjunction with one of the District Coaches, our junior high teachers created mini units with a focus on differentiating instruction and project based learning. She assisted in the classroom by modeling, observing and coaching.
- Another retired experienced Math teacher worked side by side with our Math teacher, team teaching with him for approximately a month.
- We also spent some of the funds on Professional Development, resources and substitute teacher costs for coverage for the teachers to work with our instructional coaches and mentor teachers within the District to plan, and collaborate.
- Due to a number of factors we ended up only hiring one retired teacher. The District Lead Teacher is working with all of our jr high teachers on differentiating instruction and assessment, with a focus on our new teachers.
- The Lead Teacher and the Literacy Coordinator have also worked with two of our temporary teachers.

July 2017 During the 2016-2017 School Year, our school focused on the following strategies:

Improved Instructional Practice

- The focus of our PLC has been differentiated Instruction and Universal Design for Learning.
- Teachers shared information and resources with each other so they can better serve students.
- Teachers used exemplars and rubrics and taught students how they can improve their performance on various tasks.

Communication of Student Progress

- Our school uses PowerSchool, a tool through which teachers communicate with parents about the progress of students and share with them what kind of summative and formative assessments we done throughout the course of the year.
- Our Kindergarten teacher utilized Fresh Grade. We are looking forward to more of our teachers using this program to report progress to parents.

Technology:

- Our teachers continue to use technology in the classroom.
- We used SMARTboards, Google Classroom, document cameras, chromebooks, Acers and iPads
- The school has one to one chromebooks for students in grade 5-9
- There was a lot of sharing of information back and forth through the cloud and of course through google docs and classroom. Students appreciate having easy access to chromebooks and they also found it helpful to be able to access their work from home if they were absent.

General:

- The administration was strategic in assigning Program Assistants to various areas of the school. Consideration was given to personalities and student needs.

Our school participated in Jurisdiction Strategies:

In alignment with PHS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

5.2 School Improvement: 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.

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 **(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.
- 5.5 **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 **PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 5.7 **PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 **PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 **PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 **PHPS 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).
- 5.11 **PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 **PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13 Amount of money acquired from third parties in support of community schools.
- 5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15 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.)
- 5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Key School Level Strategies Include:

- Our school will provide students with a variety of leadership opportunities so that they have more of a say of what happens in our school.
- Our school will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Our school will encourage and support student participation in Career Fairs and similar events
- Communication strategies:
 - We will communicate regularly to parents, specifically to emphasize positive behaviors, achievement and growth through newsletter, memos, bulletin boards, assemblies and through Parent Council meetings.
 - We will inform parents of school activities and opportunities to get involved in the monthly newsletter.
 - We will distribute memos and school newsletters on a weekly and monthly basis recognizing the work of parents, staff, and students.

- We will showcase the talents of staff and students (Annual talent show held in the June).
- School staff will work with the community to publicize school events
- Events to draw parents to the school:
 - We will be intentional in inviting parents and community members to specific assemblies.
 - Our school in our community will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
 - We will recognize student successes in co-curricular competitions (Science Fairs, Heritage Fairs, Music Festivals, etc.)
 - We will recognize the accomplishments of staff and students during assemblies.
- 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.
 - Our school hosts a volunteer tea in recognition of the contributions of the volunteers.
- Building increased involvement in the School Council:
 - Our school works with school council and volunteers on school-yard projects.
 - We will continue to support The Enhancement Society's fundraising activities.
 - We will support the school council by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
 - Through emails, newsletters, and phone calls, we will encourage parents to get involved in School Council.
 - We will continue to work together with community clubs and organizations such as the Lion's Club, the Elks, fire departments and local businesses.
- Budget and finances
 - We will have a budget that is balanced while maintaining quality programs for students and honouring all district commitments.
 - We will continue to be fiscally responsible in the management of school funds.
 - We will continue to partner with industry to acquire guest speakers and other 'extras' that generally fall out of the usual budget.

Participation in District Strategies:

[None from this set of strategies](#)

Commentary (July 2017):

- Survey results show that parents continue to be satisfied about the education that their children are receiving.

School Council and Community Engagement

- School Council worked extremely hard and they have put a lot of money, time and effort into E.H.S. 120-150 people in the community came to the school in some kind of capacity to help.
- Over the summer The Enhancement Society has arranged for a new cement pad complete with basketball nets to be installed on the east side of the school where the Elementary Students can access it.

Budget and School Generated Funds:

- Overall the budget is balanced, but the decision was made to reduce our reserves to help

complete specific projects that are important to students, staff, as well as parents.

- We spent reserve money on staffing this year as well as musical instruments, books, instructional resources and technology.

In addition, Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Strategy to promote Communications:

- Our school made a conscious effort to update our school's website on a regular basis. We also sent the updated information out to everyone on our e-mail fan out list.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	40	68.8	11.9	39	79.7	10.7

2016-2017 School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence 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).

School Data (From October APORI)						
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 Year							
4 Year							
5 Year							

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall							

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year							
6 Year							

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage							

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage							

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	79.6	77.4	78.5	84.4	77.4	79.7	81.5
Parents	73.3	68.0	*	82.5	70.0	83.3	86.7
Students	69.2	69.8	75.0	74.1	68.4	57.7	67.2
Teachers	96.4	94.5	82.0	96.7	93.8	98.2	90.7

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	65.9	70.5	88.9	82.1	81.2	80.0	87.5
Parents	50.0	50	*	71.4	70.0	60.0	75.0
Teachers	81.8	90.9	88.9	90.9	92.3	100	100

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage at Acceptable	44.4%	36.4%	75.0%	92.3%	70.6%	63.6%	
Percentage at Excellence	5.6%	9.1%	15.0%	15.4%	5.9%	0.0%	

1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	0.2	0.2	0.2	0.2	0.2	0.2	0.2

1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	11	20
Percent	19.6	20.5	18.0	20	23	22	34

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.4	94.1	93.7	91.7	90.0	93.8
Students	No Survey	62.9	62.5	70.2	70.2	62.2	60.6
Staff	No Survey	75.0	81.0	90.9	92.9	87.5	92.6

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	9	9	8	8	8	8	8

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	230	200	200	215	224	205	240
Percent	-	-	-	88	90	97	96

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	25	40	15	25	24	5	6
Percent	19	25	8	13	12	10	10

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year	65.3	n/a	30.7	35	33	30	36

1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	58	60	57	62	56	54	55
Percent	100	100	100	100	100	100	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	19	15	20	25	25	20	20

1.21 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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

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To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta's education system is inclusive.

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Accountability Pillar Measures:

3.1 Safe and Caring: 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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.3	93.4	81.9	89.3	85.1	87.8	91.8
Parents	71.6	80	*	97.5	84.0	91.7	93.3
Students	75.9	77.5	77.8	72.0	74.3	71.8	83.6
Teachers	96.4	92.7	86.0	98.3	96.9	100	98.6

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	95.7	98.8	96.2	96.8	97.1	99.0
Students	No Survey	87.8	73.6	86.5	92.6	94.7	85.4
Staff	No Survey	100	95.2	95.5	96.6	91.7	100

3.3 PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”

“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.7	94.6	94.6	95.6	94.7	95.9
Students	No Survey	81	74.5	67.7	84.3	61.7	59.0
Staff	No Survey	84.7	84.0	95.4	93.0	88.2	89.5

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	77.6	81.6	87.9	80.9	89.3	87.3	81.7
Parents	68.2	73.3	*	79.2	90.0	91.7	66.7
Students	73.7	86.7	79.1	77.3	80.3	73.1	83.0
Teachers	90.9	84.8	96.7	86.1	97.4	97.0	95.6

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.8	0.9	0.9	2.4	3.0
Level 5			2.3	3.9	4.3	4.4	4.6
Level 4			6.6	6.1	6.0	4.4	4.2
Level 3			12.8	11.4	14.2	10.8	9.5
Level 2			16.3	15.4	8.2	9.6	4.9
Level 1			61.1	62.3	66.4	68.3	73.8

3.6 Number of coded students who graduate (code 41 to 46).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

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Accountability Pillar Measures:

4.1 Program of Studies 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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	68.0	74.4	76.0	71.7	71.7	70.4	68.7
Parents	62.6	76.3	*	78.7	69.2	73.4	74.2
Students	56.0	70.0	73.2	59.4	63.2	58.3	56.0
Teachers	85.2	77.0	78.8	77.1	82.7	79.5	75.9

Jurisdiction Measures:

4.2 (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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	66.7	69.7	73.3	63.9	82.1	100	77.8

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	87.0	80.0	83.5	90.2	80.0	79.2

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	No Survey						

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.3	92.9	98.7	90.2	94.3	91.8
Students	No Survey	94.8	87.6	93.4	91.1	96.8	91.2
Staff	No Survey	100	95.2	95.5	96.4	100	100

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children’s) teachers.

Students: I am satisfied with my teachers.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.4	94.0	94.9	91.8	95.7	94.8
Students	No Survey	82.8	77.0	81.3	89.4	88.3	81.1

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school's principals.

Staff: I am satisfied with the administration at my school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.3	92.9	93.6	87.1	90.0	85.1
Students	No Survey	79.2	83.5	89.2	91.0	87.4	77.6
Staff	No Survey	75.0	81.0	100	89.3	86.4	100

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.9	92.9	94.8	98.4	97.1	96.9
Students	No Survey	90.5	92.6	83.5	85.0	88.1	85.8
Staff	No Survey	100	100	77.3	95.7	100	100

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Eleanor Hall	183	260	170	90	94	64	31

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Eleanor Hall	6.60	2.35	1.12	0.74	0.58	0.60	0.55

4.11 Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	2.27

Jurisdiction Outcome 4-A

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

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Jurisdiction Measures:

4-A.1 PHPS 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.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	87.0	85.9	89.9	86.4	85.7	88.4
Students	-	91.7	81.7	85.3	87.7	83.3	86.6
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	100

4-A.2 PHPS 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.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	82.5	76.5	79.1	84.2	85.9	79.5
Teachers	-	62.5	85.0	90.0	89.7	89.5	95.2

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

Teachers (1): I make sure that students know how each day's lessons or activities connect to the learning goals. ('Most' or 'Some' of the time, do not count 'Rarely').

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge. ('Most' or 'Some' of the time, do not count 'Rarely').

Students: Which of the following describes you best? (Collate the 'always or usually' responses).

- 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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	93.8
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	90.3	85.6

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. 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 choices from a range of difficulty and complexity. **NEW 2015-16**

Students: My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. ('Most' or 'Some' of the time, do not count 'Rarely').

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	86.5	84.3
Teachers	-	-	-	-	New 2015	100	100

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	94.3	87.8

OUTCOME FIVE: The education system is well governed and managed.

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Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.8	74.5	100	80.6	81.3	95.0	77.1
Parents	69.3	60.0	*	79.5	72.0	90.0	55.6
Teachers	94.2	89.1	100	81.7	81.3	100	98.7

5.2 School Improvement: 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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	76.2	69.4	80.1	67.0	78.9	88.2	67.4
Parents	66.7	60.0	*	75.0	90.0	100	33.3
Students	73.1	66.3	82.5	70.3	69.9	64.5	82.3
Teachers	88.9	81.8	77.8	55.6	76.9	100	86.7

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	86.0	85.6	94.5	88.8	88.1	91.7	90.5
Parents	76.4	76.7	*	80.9	80.0	93.1	85.2
Student	87.8	90.8	90.7	87.0	88.1	82.0	89.8
Teachers	93.9	89.4	98.3	98.6	96.1	100	96.6

Jurisdiction Measures:

5.4 (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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	58.8	56.0	72.8	63.3	64.7	69.1	66.1
Parents	38.1	41.9	*	53.6	51.5	57.4	37.8
Students	73.6	68.4	77.1	70.2	70.8	73.0	79.5
Teachers	64.8	57.6	68.3	66.2	71.8	76.9	80.9

5.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	88.6	90.6	92.3	85.2	91.4	86.6
Students	No Survey	88.7	77.7	80.6	85.2	89.1	83.6
Staff	No Survey	87.5	90.5	95.5	96.6	86.4	100

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.2	85.9	97.5	93.5	97.1	96.9
Students	No Survey	93.8	68.1	94.7	97.4	91.3	93.0
Staff	No Survey	100	85.7	95.5	100	95.5	100

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	92.3	89.3	95.8	94.7	81.4	76.5
Staff	No Survey	93.8	90.5	90.9	78.6	63.6	92.6

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	87.9	91.8
Students	No Survey	74.7	59.7	60.9	68.2	71.9	70.3
Staff	No Survey	95.7	90.5	81.8	96.4	90.9	96.0

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children’s school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.6	96.8	97.4	95.0	97.1	93.9
Students	No Survey	84.2	82.5	85.1	92.1	90.5	100
Staff	No Survey	93.8	90.5	100	96.4	86.4	100

5.10 PHPS 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).

Parents: I am satisfied with my community’s involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community’s involvement in student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	90.4	93.9
Students	-	-	-	-	Introduced in 2015	NA	85.6
Staff	-	-	-	-	Introduced in 2015	81.0	100

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	87.0	72.9	80.5	74.2	85.7	83.1
Students	No Survey	83.6	81.6	85.5	81.1	83.6	88.7

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	78.9	70.1	67.4	69.3	81.8	92.3
Staff	No Survey	56.3	85.7	81.0	86.2	75.4	75.0

5.13 Amount of money acquired from third parties in support of community schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	\$5,000	\$3,000	\$0	\$3,000	\$3,000	\$6000	\$5000

5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	110	150	130	132	119	120	120

5.15 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.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	8	8	5	6	6	7	6

5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	-	