

**ELEANOR HALL SCHOOL**

**Three Year Education Plan  
2016-2017**

**November 30, 2016**

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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

At Eleanor Hall School we have an Early Learning program-C Prep. This program accepts 3 and 4 year olds who would benefit from early intervention. Depending on need students receive Speech Pathology and Occupational Therapy services. Learning and exploring through play are at the heart of the program.

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

Jurisdiction Outcome 4-A

Staff will be active in their contributions to and participation in the school Professional Learning Community focusing on Differentiated Instruction and Universal Design for Learning by engaging in the following as it fits their professional growth:

New Teaching staff who teach math will attend Cathy Fosnot workshops

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

### Section 3: Performance Measure Results and other Quantitative Data

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, the members of School Council were invited to attend and participate in our Planning Day in April. Several were in attendance and were actively involved in the process with the staff. They had input into all of the school goals and strategies for our Education Plan.

## **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*

*Attitude*

*Goal-Oriented*

*Organized*

*Noble*

*Students and Staff*

## 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.

Moreover the community of Clyde is currently undergoing a growth cycle with new housing starts increasing, including an affordable housing project, has resulted in a change in community dynamics. As a result 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.

These changes have increased the pressure on the school to change and adapt to meet these new realities. Therefore Eleanor Hall School began exploring methods of growing and adapting to meet these new demands for our community. This is best exemplified by the modern classrooms which

have Smart boards and a wireless environment allowing students access to laptop technology as a learning tool. As stated in our school value statements, we emphasize developing multiple intelligences and as such we have developed programs to enhance these goals. To this extent, we have created a variety of programs such as Virtues, student recognition programs for areas such as academics, arts, music and other extra curricular activities both inside and outside of school. In addition we have very strong school activities in extra-curricular sports for both junior high and elementary students. Also we are quite proud of our opportunities for students to learn out of the classroom with student curriculum trips such as; overnight visits to Fort Edmonton and the week long School at the Legislature program.

Also, With the closure of Vimy School, enrollment numbers increased even more significantly at Eleanor Hall School and the arrival of the new portables were a welcomed addition and helped the school split classes where needed. On October 1st 2008, Eleanor Hall School had its official Grand Opening. This marked a new era of education for students, in a modernized facility and there was a great feeling of pride for many of the people in the area

## **Historical Background**

A new school has been built on the present site and was opened in January of 2008. This new 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 disconnected 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. Also with the closure of Vimy School the attendance area has been increased. These changes have increased the pressure on the school to change and adapt to meet these new realities. Recent changes to our demographics have seen a trend to radically changing enrolment figures throughout the year. Consequently 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 (Planning)	2016-2017 (May, 2016 Update)
<p><b>DESIRED OUTCOME 1: Every student is successful.</b></p> <p><b>Outcome 1.1</b> Students achieve student learning outcomes.</p> <p><b>Outcome 1.2</b> Students demonstrate a strong foundation in literacy and numeracy.</p> <p><b>Outcome 1.3</b> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p><b>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</b></p> <p><b>Outcome 2.1</b> Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p><b>Outcome 2.2</b> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <hr/> <p><b>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</b></p> <p><b>Outcome 3.1</b> The education system demonstrates collaboration and engagement.</p> <p><b>Outcome 3.2</b> Students and Communities have access to safe and healthy learning environments.</p> <p><b>Outcome 3.3</b> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <hr/> <p><b>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</b></p> <p><b>Outcome 4.1</b> The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p><b>OUTCOME ONE: Alberta’s Students are successful.</b></p> <p>Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <hr/> <p><b>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</b></p> <p>Aligns with the Measurement elements of Previous Outcome 4.1.</p> <hr/> <p><b>OUTCOME THREE: Alberta’s education system is inclusive.</b></p> <p>Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p><b>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</b></p> <p>Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <hr/> <p><b>OUTCOME FIVE: The education system is well governed and managed.</b></p> <p>Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>

the needs of the community.

## **SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS**

<b>Specifically Related Outcomes</b>	<b>School Priority</b>
OUTCOME TWO: The achievement gap between First Nation, Metis and Inuit students and all other students is eliminated.	<b>Parental Involvement</b> - with a focused effort to support FNMI parents
OUTCOME THREE: Alberta's education system is inclusive.	<b>Social Emotional Learning:</b> Ensure each classroom is implementing Block One strategies to create a safe and caring environment at Eleanor Hall School.
OUTCOME FOUR: Alberta has excellent teachers, school and authority leaders.	<b>Improved Instructional Practice:</b> Teachers will create cross curricular units of study (PBL, Inquiry) and focus on a balanced approach to literacy and numeracy instruction and intervention.

**Priority:** Parental Involvement - with a focused effort to support FNMI parents

### **Strategies to Impact School Priorities Include:**

#### **Parental Involvement - with a focused effort to support FNMI parents**

- E.H.S. will place emphasis on increasing the number of parents who have identified their child(ren) as First Nations, Metis or Inuit and other FNMI community members who are involved in the school community.
- Grades 1 - 9 staff will use PowerSchool to provide detailed, up to date information about student progress.

<b>Measure</b>	<b>Recent Data</b>			<b>Target</b>
	<b>2015</b>	<b>2016</b>	<b>2017</b>	
2.2 Parent and staff satisfaction with opportunity to be involved in decisions.	P: 90.0% S: 93.1%	P:82.8% S:90.9%		P: 90-100% S:100%
Number of FNMI parents at parent teacher interviews.	P: 94.73% S: 78.57%	P:88.57% S:63.64%		P: 90-100% S: 90-100%
Number of FNMI parents at parent teacher interviews.	83%	97%		100%
Number of FNMI parents/community members volunteering in the school.	30.5%	42%		60-75%
Percentage of parents who check PowerSchool	New	51%		80%

on specified progress report dates.	Measure			
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**Priority:** Social and Emotional Learning

**Strategies to Impact School Priorities Include: Social and Emotional Learning**  
 Staff will be active in their contributions to and participation in the school Professional Learning Community by engaging in the following as it fits their professional growth:

- 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.
- Staff will utilize the Second Step program to help foster respect, empathy, problem solving skills and self-regulation with students.

Measure	Recent Data			Target
	2015	2016	2017	
Number of staff utilizing the Democratic Classroom and Spirit Buddies strategies on a frequent basis.	75%	100%		90-100%
Number of staff implementing the Respecting Diversity Program & developing a culture around different ways to be “smart”.	80%	91%		90-100%
Number of students accessing school counselling resources for friendship and school related issues (FSL, FNMI, CPS, etc.)	16.8	14.8%		<10%
Number of students in grades 3 – 9 demonstrating leadership through activities (School Council, Student Council, Family Groups, Recycling, etc.)	95.6%	92%		98%
Percentage of EHS students who receive office referrals for misbehaviour.	21%%	16%		<5%
Percentage of students who believe EHS is a “Safe and Caring” school.	92.56%	94.74%		95%
Percentage of parents who believe EHS is a “Safe and Caring” school.	96.77%	97.14%		98-100%

Discussion of student behaviour as a result of social and emotional learning initiatives.	Staff and/or PLC meeting discussions
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**Priority:** Improved Instructional Practice

**Strategies to Impact School Priorities Include:  
Improved Instructional Practice**

Staff will be active in their contributions to and participation in the school Professional Learning Community by engaging in the following as it fits their professional growth:

- Staff will collaborate to create integrated curriculum to focus on essential understandings (thematic units, project based learning).
- Staff will design differentiated assessments to demonstrate learning of curricular outcomes.
- Staff will develop activities based on the Multiple Intelligences to promote the academic inclusion of all students.
- Staff will utilize flexible groupings and promote cooperative learning in classrooms.
- Staff will deliver small group daily reading and writing practice to students in grades 1 – 9 through the Leveled Literacy Intervention (LLI) program within an inclusive setting.
- Staff will utilize formative Math assessments (i.e. Leaps and Bounds, EPSB Performance assessments) and adjust instruction to meet the needs of all learners.

Measure	Recent Data			Target
	2015	2016	2017	
Percentage of teachers identifying essential understandings in one subject area.	90%	100%		100%
Percentage of teachers utilizing differentiated assessments to demonstrate student learning as a summative assessment.	100%	91%		100%
Percentage of teachers implementing activities based on different learning styles (e.g. MI) in each core subject area.	90%	91%		100%
Percentage of teachers who have developed one cross-curricular unit (Three Block Model, Project or Problem Based Learning, Inquiry).	80%	82%		90%
Percentage of EHS non-coded students in grades 1 – 9 who reach grade level in reading comprehension and fluency as measured by Fountas & Pinnell’s Benchmark system. (Interventions in place for those not reading at grade level.)	85%	77%		90%
Percentage of eligible students (non-coded) involved in the Leveled Literacy Intervention program in grades 1 – 3 who	96%	88%		100%

achieve grade level in reading fluency and comprehension.				
Percentage of eligible students (non-coded) involved in the Leveled Literacy Intervention program in grades 4 – 7 who achieve grade level in reading fluency and comprehension.	92%	93%		95%
Percentage of EHS non-coded students in grades 7 – 9 who reach grade level in reading comprehension and fluency.	91%	84%		95%
Percentage of students meeting or exceeding IPP literacy and numeracy goals.	99%	96%		100%
Percentage of students in ECS and grades 1 & 2 who reach grade level proficiency in Mathematics as measured by the EPSB performance assessments.	New Measure	94%		95%
Percentage of students in grades 3-9 who reach grade level proficiency in Mathematics as measured by the Leaps and Bounds program (Nelson).	New Measure	78%		95%

## OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

**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.  

Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 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.  

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k
- 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.

**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 and award excellent attendance.
- We will continue to recognize student academic success frequently and publicly. (Examples include: weekly 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. It takes only a few minutes a day.
- Students will practice math facts daily following Kim Sutton’s Ten Block Model.

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
- Our school will have the High School Completion Liaison work with grade 9 students who are deemed as at risk for high school completion.

**Participation in District Strategies:**

In alignment with PHPS’s 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 continue to implement the ERI and LLI programs
  - 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
  - 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
    - Measures: Reading Readiness Screening Tool
    - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS’s Student Mental Health Strategy:

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

In alignment with PHPS’s Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
  - 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
  - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

**Commentary (November 2016):**

Administration continues to work with teachers, students and parents on I.P.P.’s to ensure people are on the same page with student learning. Goals are determined by the group, teachers

implemented strategies to accomplish goals, goals were reviewed consistently and a final evaluation at the end of the year to see how students did.

Eleanor Hall School consistently tracks the progress of students and does follows ups with “what needs to be done next?” If a student needed an IPP for instance the school made sure that staff would meet consistently to ensure goals were being met and that outcomes were achieved. Every student at Eleanor Hall School had a chance to demonstrate their knowledge of the curriculum, but at their level. Educational outcomes may not have always look the same for each and every student but achievement for all students is consistent. Parents also played a critical role in this process as meetings were set up to go over student progress and discussions ensued to see what more could be done to help these particular students.

Literacy continues to be a huge focus within the school. Balanced Literacy and LLI are alive and well at the school and these interventions are put into place for those students who needed the extra supports. There were 100 + students from grades 1-9 working with a number of staff throughout the school to improve reading abilities. The program to this point has been a great success and students are reading with much more confidence than ever.

Moving forward we are looking at restructuring to have LLI as a separate block outside the literacy timetable. The information gathered this year also validates the need for sustained Literacy Coach/Support from PHPS. Consistent expectations for a comprehensive literacy plan (new teachers and those new to positions). Another excellent tool used this year was the Reading Readiness Screening Tool used to identify and address gaps. This certainly helped teachers plan for what they needed to do to help students with reading.

The associate principal has trained teachers and program assistants to deliver the LLI program. Some students will need to be in the program longer and there were were discharged from the program at the end year because goals were met and reading levels went up. All LLI resources have been purchased and are readily accessible to staff when needed. The school has spent thousands of dollars to ensure this program is at the school due to the direct benefits to students. Our school also has three teachers trained in ERI. The school’s associate principal was in constant contact with all staff delivering the program and adjustments and adaptations were made to make the program more effective for kids.

It is also important to recognize the efforts of the Assistant Principal as well as the direction that Special Education has taken this past year. She has outlined things for teachers to be completed and assigned deadlines. She also makes herself very available to staff who may have questions so that understanding of what is being asked is not a problem for people. Her dedication to making sure every student is looked after and achieving according to their goals is very admirable.

Each student in the school had an assessment folder that showed their progression from the beginning of the year to the end. These folders follow the students as they progress from year to year and show each teacher what they have to do to meet the needs of students based on past performance. PAT results in both Math and LA fluctuate every year but the school is confident that they are on the right path.

Both teachers and students alike feel positive about what is going on with Math and results in this

area are continually getting better. 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. Teachers used the Exam Bank web site to help them in this area.

The Eleanor Hall staff did a phenomenal job creating activities where all students could experience some kind of success. It was exceptional to see this kind of risk taking and that level of creative thinking coming from staff and it translated into wonderful results for the students. It is certainly worth noting the work that has been put into CTF and the project based work that has been going on. These are the hands-on kind of things that students love to do and it has been great seeing the high levels of engagement in these classes. We are pleased that an increasing number of students are reaching the honor roll lists.

E.H.S has done its best to create good citizens and the Virtues Program assisted with that. Staff noticed that students were in tune with how the school wants them to be and how they should behave and there were great gains with this each and every day this past year. All staff have been continually trying to build strong citizenship in our students and our virtues program was very effective in helping the school being able to do that. The school also participated in such service projects as our community Cleanup Day , Terry Fox and a variety of others. Between the PHRD Citizenship awards and our school awards an estimated 75-85% of students earn some kind of citizenship award every year.

The school makes use of the relationships with the high school and the supports to students in that transition.

Comment on PAT Results: Our Grade 6 PAT results are very good, and our acceptable standard across all subject areas has been steadily increasing over the last five years. We did better than the rest of PHPS and the Province. Our Standard of Excellence in all subject areas except for Language Arts was very similar to the Province. During our PAT Analysis Day, the teaching staff analyzed test items. For Grade 6 ELA, we need to focus on punctuation, drawing conclusions and poetry. In Math a couple of areas for improvement include graphing and probability. The students' results in Science also demonstrated a need for more experience with reading and analyzing graphs, The Social Studies results were lower in skills and processes which will be a focus this year.

Our Grade 9 results proved more difficult to analyze as only 10 students wrote the regular PAT exams. That being said our acceptable standard results are very similar to Pembina Hills results. The exception being in Science where we were almost 10% less. The students who wrote the K and E exam did very well on all subject areas. After looking at the test items, we did not note any specific areas for improvement. However, we spoke about the need of implementing more project based learning activities that will promote higher level thinking. We will continue implementing Universal Design for Learning as well as Differentiated Instruction.

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

### **(Reporting) Outcome 2.4**

Aligns with the Measurement elements of Previous Outcome 4.1.

**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:**

##### **Parental Involvement - with a focused effort to support FNMI parents**

- E.H.S. will place emphasis on increasing the number of parents who have identified their child(ren) as First Nations, Metis or Inuit and other FNMI community members who are involved in the school community.
- Grades 1 - 9 staff will use PowerSchool to provide detailed, up to date information about student progress.

##### **Additional School Level Strategies Include:**

- Improve FNMI cultural awareness through guest speakers, possible 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 PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning

Environments:

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

**Commentary (November 2016):**

We are still working on engaging our FNMI parent population's participation in the school. Because of the transient nature of our FNMI population we have struggled making huge gains here, but we will continue to work with this group as much as we can and for as long as we have them in our school and community.

The school worked closely with the division's FNMI worker. She has been a tremendous resource for E.H.S. and she has made a lot of good connections with our FNMI parents. She helped with attendance issues, student cleanliness/hygiene, making sure those families who needed extra food got it and she helped to get IPP's signed. The FNMI worker was instrumental in facilitating a blanket ceremony at our school. The activity created a very positive buzz around the school and it was obvious that our staff came away with a deeper appreciation of FNMI culture and some ideas on how to better connect with this particular group of students.

Staff also appreciated the fact that she helped raise cultural awareness in the building especially with 15% of our student body being FNMI. The staff focused on the monitoring the progress and achievement of FNMI students in their classes. Staff were pleased to say that all FNMI kids in Jr. high will be promoted at E.H.S. or entering high school next year.

Staff realized that continued efforts to offer these kids as many supports as possible to help them be successful was extremely important. Differentiated instruction and Universal Design for Learning has really helped students this past year.

Furthermore, staff indicated that getting these parents involved was essential for students' academic success, but we just need more of it. A few parents came out to school functions or to volunteer in some capacity in the school, but there were many parents that teachers do not get to see at all.

**OUTCOME THREE: Alberta's education system is inclusive.**

Aligns with some of the Measurement elements of Previous Outcomes [3.2 \(a\)](#) and PHPS's [1.3](#).

**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). (previously part of Outcome 1)

**3.6** Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

### **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. Previously Goal 1, An Excellent Start to Learning, Outcome 1.1**

#### **Strategies to Impact School Priorities Include: Social and Emotional Learning**

Staff will be active in their contributions to and participation in the school Professional Learning Community by engaging in the following as it fits their professional growth:

- 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.
- Staff will utilize the Second Step program to help foster respect, empathy, problem solving skills and self-regulation with students.

#### **Additional School Level Strategies Include:**

- At Eleanor Hall School we have an Early Learning program-C Prep. This program accepts 3 and 4 year olds who would benefit from early intervention. Depending on need students receive Speech Pathology and Occupational Therapy services. Learning and exploring through play are at the heart of the program.
- Our school will continue to focus a Virtues Program on our “DRAGONS virtues”-Determined, Respectful, Attitude, Goal Oriented and Organized. and teamwork.
  - 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 a bulletin board celebrating students’ demonstration of virtues.
- 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.

- 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, Motivational Magic, DARE to Care, etc. to promote safe and caring schools.

### **Participation in District Strategies:**

In alignment with PHPS's Student Mental Health Strategy:

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

### **Commentary (November 2016):**

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 97% of parents indicated that Eleanor Hall School is a safe and caring place for kids to be. Approximately 94% of our students indicating the same thing. These are huge numbers and the school and staff have worked hard to gain this reputation in the community.

The addition of the Success Coach has also helped students gain the necessary skills to function in the classroom setting a little more effectively. Students and parents appreciated that the school had this support at the school and they really appreciated that their children had someone to talk to when their children were having issues. The success of this strategy has been relationship building and although it has taken a while for this to happen, students are much more 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. The consistency, stability and continuity of this position is vital to Eleanor Hall School and it is our hope that we can maintain this position for many years to come.

The district Student Services team helped us to come up with behaviour and safety plans for students who needed extra supports. This also has translated into greater success for other students as well because they felt much safer and they were able to do their work in a much happier learning environment.

Another important aspect has been the work staff has done with the Jennifer Katz strategies. As a result, the academic performances of students have improved. Spirit Buddies and Democratic

Circles have changed the dynamic at the school. Students have been connecting with each other better and have been coming up to solutions to their problems, as outlined by the program.

In recognition of people who identify as LGBTQ, we have switched signage on some of the bathrooms in the school so that they can be used by everyone and not just male or female. We have designated the staff washrooms and the infirmary washroom as LGBTQ and we are still waiting for signage for the gym bathrooms so we can designate these bathrooms as LGBTQ as well.

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

(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

[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**

Staff will be active in their contributions to and participation in the school Professional Learning Community by engaging in the following as it fits their professional growth:

- Staff will collaborate to create integrated curriculum to focus on essential understandings (thematic units, project based learning).
- Staff will design differentiated assessments to demonstrate learning of curricular outcomes.
- Staff will develop activities based on the Multiple Intelligences to promote the academic inclusion of all students.
- Staff will utilize flexible groupings and promote cooperative learning in classrooms.
- Staff will deliver small group daily reading and writing practice to students in grades 1 – 9 through the Leveled Literacy Intervention (LLI) program within an inclusive setting.
- Staff will utilize formative Math assessments (i.e. Leaps and Bounds, EPSB Performance assessments) and adjust instruction to meet the needs of all learners.

### **Additional School Level Strategies Include:**

- Staff will be active in their contributions to and participation in the school Professional Learning Community focusing on Differentiated Instruction and Universal Design for Learning by engaging in the following as it fits their professional growth:
  - Staff will collaborate to create integrated curriculum to focus on essential

- understandings.
- Staff will take turns leading monthly PLC time
- Staff will share information and strategies learned from Professional Development sessions, graduate level work, and current action research projects in our classrooms. Staff will bring evidence from classrooms to share with each other, participate in gallery walk-throughs, model strategies and develop a portfolio to demonstrate strategies
- 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
- Improved assessment practices
  - Teachers will use assessment for learning and differentiated instruction practices daily.
  - Teachers will develop assessment for learning DI and UDL activities for selected teaching units.
  - Teachers will attend in-services provided by ERLC, PD days and other professional development opportunities that focus on feedback/communication.
- Administration reviews and discusses teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- Personal professional growth plans will direct the nature of school based professional development activities.
- Staff professional development and collaboration:
  - Our teachers will be encouraged to visit and observe other teachers in action
  - Teaching and support staff will continue to collaborate in their planning for students.
  - Staff will make decisions collaboratively.
  - Staff meetings and in-services will address skills, tools and strategies that develop alignments between assessment and instruction.
  - Staff will continue to demonstrate leadership in all professional development venues
  - New Teaching staff who teach math will attend Cathy Fosnot workshops
- Programming and technology:
  - Our school offers a broad range of studies including the fine arts, career, technology, health, and physical education.
  - Our school will continue to offer a wide array of options at the Jr. High level.
    - Our school will have a careers class for Jr. High students
    - Our school will continue on with its career counselling program for grade 9 students.
  - We will continue to use and infuse technology to enhance student learning.

**Participation in District Strategies:**

In alignment with PHPS's Professional Capital Strategy:

- Our school will hire a couple of retired teachers to work for short periods of time with our new teachers. One teacher, in conjunction with one of the District Coaches, will be creating

mini units with a focus on differentiating instruction and project based learning with both of our Probationary Contract Teachers. They will then also assist in the classroom by modeling, observing and coaching. Another retired experienced Math teacher will work side by side with our Math teacher, team teaching with him for approximately a month. We will also be spending 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 tp plan, and collaborate.

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

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

In alignment with PPHS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
  - 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
  - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

### **Commentary (November 2016):**

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.

The students at Eleanor Hall School were really taking control of their learning and teachers really acted more as guides and they assisted students in getting where they needed to be with their studies.

Teachers have also continued on with the assessment folders and it has been a valuable tool to be able to track student progress throughout the course of the year as well as year to year. This also has proven to be a good communication tool with parents as the folders outlined exactly where students were with their learning.

PowerSchool also gave the school a great opportunity to share with parents the progress of students and share with them what kind of summative and formative assessments we done throughout the course of the year. Parents still feel however that PowerSchool could do more.

While most parents liked it at the Jr. High level there is still a level of concern that its needs to be configured better at the elementary end.

It is also very important to note the use of the Jennifer Katz materials. Some teachers experimented with developing themed units. E.H.S. really focused on the social-emotional elements of UDL practices. This has meant highly engaging learning opportunities for kids and kids having a lot of fun while they learn.

Teachers used assignments and tests to inform themselves about student performance to see where they have made less successful in teaching particular concepts. Teachers are now going back and re-teaching things and they are taking the time to ensure that students have a firm grasp of concepts before they move on to something new. It's almost a "practice-makes-perfect" mentality at the school and students are feeling confident with their studies. Students appreciated having another opportunity to show what they know by having the opportunity to do a re-test or showing what they know in a medium that works well for them.

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 to accomplish goals, goals were reviewed consistently and a final evaluation at the end of the year to see how students did. The administration was strategic in assigning Program Assistants to various areas of the school. Consideration was given to personalities and student needs.

This past year a particular focus on technology was incorporated in our school students used it consistently and effectively in all subjects. We also used Smartboards, Senteo machine, document cameras, laptops and iPads that helped our students be even more prepared for learning in the 21<sup>st</sup> century. PHPS.'s Information Technology Services guided staff with what has been going on with technology and has kept teachers and administration up to date on all new developments and how it could be incorporated into the classroom setting for students.

Teachers were also very pleased to see an increased number of computers in the school. Students in 5-9 had a one to one system and this additional resource translated into good results in the classroom. The comfort level overall for both students and staff was amazing and the types of projects going in in the school as a result of this technology was wonderful to see!

The school also did one to one chromebooks for students in grade 5-9 and that seemed to work well. There was a lot of sharing of information back and forth through the cloud and of course through google docs. This accessibility to technology immediately made a huge difference to student learning. Students seemed to enjoy this opportunity and they also appreciated if they were away from school that they could easily access the information at home through google docs.

It is important to point out that the Purchasing Program for chromebooks no longer exists at this school. The one to one program at the school where the school pays for the total cost of the chromebook and the chromebook stays here has been a much better fit for our school.

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

**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:
  - 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.
  - 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 will develop a list of jobs and responsibilities known as “parent volunteer” jobs.
  - 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 School Councils’ 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:**

In alignment with PHPS's Strategy to promote Communications:

- Our school will work with the Communications Director to
  - Develop school leaders communication skills
  - Support school based communications initiatives

**Commentary (November 2016):**

Survey results show that parents particularly seemed satisfied about the education that their children are receiving. There are many skilled people on staff and their talents were used to best support the students who need them.

Staff were very pleased to see the level of leadership at our school this past year. The school had a number of people leading with PLC meetings, extra-curricular activities, Intramurals, assemblies, spirit days, school wide events, virtues, recycling, and various committees. Every staff member in the school was involved in some way or another in some leadership capacity. At Eleanor Hall School people feel part of a bigger team and they collectively make decisions together and everyone has something to offer and contribute. Staff were able to talk openly and honestly about these ideas and come to conclusions on what works best for the school.

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. The school now has a school sign, a new playground, a track and soccer pitch, new dragon logos, a mascot and increased technology resources. The new sound system has been a great piece of technology that has enhanced all of our assemblies. School Council is clearly intentional relative to supporting the school but they need some role clarification.

Parents are an integral part of the planning process as student progress with their schooling and life after school. One of the biggest challenges however is ensuring that parents see the path their child needs to be on as opposed to the path they think their child should be on. The school does its best to educate parents on the progress of their children and get our students into the program they need to be in for their success and potential graduation from high school.

Parents indicated that they appreciate the many different extracurricular activities that their children could participate in. They realized that staff give up a lot of their personal time to coach or run a club and these people were honoured by students at the end of the year with personalized gifts from students and parents.

Recognition for students and staff still needs work. Our overall satisfaction levels did go up this past year, which we suspect was due to the celebrations we had as a group to highlight the great things students and staff were doing. School wide virtues activities, newsletters, memos,

'week-in-reviews', morning announcements, awards night and monthly assemblies helped, but staff indicated that we could potentially do more. A suggestion of just taking more time to celebrate with each other during PLC's have come up. This is certainly an idea worth exploring moving forward.

Overall the budget is balanced, but the decision was made to use reserve monies to help complete specific projects that are important to students, staff, as well as parents. The school took approximately \$80,000 to make this work.

The regional Business Service staff have been integral to budgetary success and making sure the school can function effectively each and every year. The school worked particular close with the division's secretary treasurer to make sure students are being looked after as well as contingency plans put in place to ensure in lean years the school is still able to function in the highest possible capacities.

The school has approximately \$400,000 currently in reserve but community schools have been asked to reduce reserves to comply with district AP's. There will be a large portion of that money put toward staffing moving forward to offset the bigger class sizes in K-4.

### Section 3: Performance Measure Results and other Quantitative Data

#### OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

(Reporting) Goal 2: Success for Every Student  
Aligns with the Measurement elements of Previous Outcomes [1.1](#), and [1.2](#).

#### **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)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	37	83.8	16.2	41	78.1	10.7

**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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage							

**1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	85.4	79.6	77.4	78.5	84.4	77.4	79.7
Parents	86.7	73.3	68.0	*	82.5	70.0	83.3
Students	74.5	69.2	69.8	75.0	74.1	68.4	57.7
Teachers	95.0	96.4	94.5	82.0	96.7	93.8	98.2

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	90.9	65.9	70.5	88.9	82.1	81.2	80.0
Parents	100	50.0	50	*	71.4	70.0	60.0
Students	-	-	-	-	-	-	-
Teachers	81.8	81.8	90.9	88.9	90.9	92.3	100

**Jurisdiction Measures:**

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	11
Percent	26.5	19.6	20.5	18.0	20	23	22

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							



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

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

*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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	85.7	No Survey	91.4	94.1	93.7	91.7	90
Students	76.1	No Survey	62.9	62.5	70.2	70.2	62.2
Staff	76.0	No Survey	75.0	81.0	90.9	92.9	87.5

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	9	9	9	8	8	8	8

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	231	230	200	200	215	224	205
Percent	-	-	-	-	88	90	97

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	5	25	40	15	25	24	5
Percent	12	19	25	8	13	12	10

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Logins per school year	58.8	65.3	n/a	30.7	35	33	30

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	56	58	60	57	62	56	54
Percent	100	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	18	19	15	20	25	25	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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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**(Reporting) Outcome 2.4** Aligns with the Measurement elements of Previous Outcome **4.1**.

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

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## OUTCOME THREE: Alberta’s education system is inclusive.

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Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.

### 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.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	92.0	81.3	93.4	81.9	89.3	85.1	87.8
Parents	95.6	71.6	80	*	97.5	84.0	91.7
Students	85.6	75.9	77.5	77.8	72.0	74.3	71.8
Teachers	95.0	96.4	92.7	86.0	98.3	96.9	100

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	94.6	No Survey	95.7	98.8	96.2	96.8	97.1
Students	91.2	No Survey	87.8	73.6	86.5	92.6	94.7
Staff	96.0	No Survey	100	95.2	95.5	96.6	91.7

**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.”*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.8	No Survey	93.7	94.6	94.6	95.6	94.7
Students	78.6	No Survey	81	74.5	67.7	84.3	61.7
Staff	87.3	No Survey	84.7	84.0	95.4	93.0	88.2

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	88.0	77.6	81.6	87.9	80.9	89.3	87.3
Parents	85.2	68.2	73.3	*	79.2	90.0	91.7
Students	87.2	73.7	86.7	79.1	77.3	80.3	73.1
Teachers	91.7	90.9	84.8	96.7	86.1	97.4	97.0

**3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	-
Percent	23.2	23.2	26	16.5	22	21	22

**3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)**

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

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

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(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	78.9	68.0	74.4	76.0	71.7	71.7	70.4
Parents	89.6	62.6	76.3	*	78.7	69.2	73.4
Students	73.4	56.0	70.0	73.2	59.4	63.2	58.3
Teachers	73.7	85.2	77.0	78.8	77.1	82.7	79.5

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	91.7	66.7	69.7	73.3	63.9	82.1	100

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	83.9	No Survey	87.0	80.0	83.5	90.2	80.0

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	72.7	No Survey	94.3	92.9	98.7	90.2	94.3
Students	4-6: 79.9 7-9: 65.9	No Survey	94.8	87.6	93.4	91.1	96.8
Staff	45.1	No Survey	100	95.2	95.5	96.4	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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.1	No Survey	91.4	94.0	94.9	91.8	95.7
Students	82.4	No Survey	82.8	77.0	81.3	89.4	88.3

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	78.2	No Survey	91.3	92.9	93.6	87.1	90.0
Students	95.0	No Survey	79.2	83.5	89.2	91.0	87.4
Staff	80.0	No Survey	75.0	81.0	100	89.3	86.4

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.8	No Survey	91.9	92.9	94.8	98.4	97.1
Students	92.4	No Survey	90.5	92.6	83.5	85.0	88.1
Staff	94.4	No Survey	100	100	77.3	95.7	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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Eleanor Hall	158	183	260	170	90	94	64

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Eleanor Hall	6.73	6.60	2.35	1.12	0.74	0.58	0.60

#### 4.11 Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.30	1.99

### 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

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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**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	87.0	85.9	89.9	86.4	85.7
Students	-	-	91.7	81.7	85.3	87.7	83.3
Teachers (1)	-	-	-	-	-	Introduced in 2015	92.3
Teachers (2)	-	-	-	-	-		92.3

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	82.5	76.5	79.1	84.2	85.9
Teachers	-	-	62.5	85.0	90.0	89.7	89.5

**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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	84.6
Teachers (2)	-	-	-	-	-	New 2015	100
Students	-	-	-	-	-	New 2015	90.3

**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').*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	86.5
Teachers	-	-	-	-	-	New 2015	92.3

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	94.3

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	88.6	81.8	74.5	100	80.6	81.3	95.0
Parents	88.9	69.3	60.0	*	79.5	72.0	90.0
Teachers	88.3	94.2	89.1	100	81.7	81.3	100

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	85.8	76.2	69.4	80.1	67.0	78.9	88.2
Parents	100.0	66.7	60.0	*	75.0	90.0	100
Students	82.5	73.1	66.3	82.5	70.3	69.9	64.5
Teachers	75.0	88.9	81.8	77.8	55.6	76.9	100

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	92.8	86.0	85.6	94.5	88.8	88.1	91.7
Parents	94.4	76.4	76.7	*	80.9	80.0	93.1
Student	89.6	87.8	90.8	90.7	87.0	88.1	82.0
Teachers	94.4	93.9	89.4	98.3	98.6	96.1	100

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	65.9	58.8	56.0	72.8	63.3	64.7	69.1
Parents	72.7	38.1	41.9	*	53.6	51.5	57.4
Students	79.9	73.6	68.4	77.1	70.2	70.8	73.0
Teachers	45.1	64.8	57.6	68.3	66.2	71.8	76.9

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	89.3	No Survey	88.6	90.6	92.3	85.2	91.4
Students	93.4	No Survey	88.7	77.7	80.6	85.2	89.1
Staff	88.0	No Survey	87.5	90.5	95.5	96.6	86.4

**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 ...*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	89.3	No Survey	94.2	85.9	97.5	93.5	97.1
Students	98.6	No Survey	93.8	68.1	94.7	97.4	91.3
Staff	100	No Survey	100	85.7	95.5	100	95.5

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	93.8	No Survey	92.3	89.3	95.8	94.7	81.4
Staff	92.0	No Survey	93.8	90.5	90.9	78.6	63.6

**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*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	No Survey	-	-	-	-	87.9
Students	n/a	No Survey	74.7	59.7	60.9	68.2	71.9
Staff	80.0	No Survey	95.7	90.5	81.8	96.4	90.9

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.4	No Survey	98.6	96.8	97.4	95.0	97.1
Students	89.7	No Survey	84.2	82.5	85.1	92.1	90.5
Staff	92.0	No Survey	93.8	90.5	100	96.4	86.4

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	90.4
Students	-	-	-	-	-	Introduced in 2015	NA
Staff	-	-	-	-	-	Introduced in 2015	-

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	87.0	No Survey	87.0	72.9	80.5	74.2	85.7
Students	98.8	No Survey	83.6	81.6	85.5	81.1	83.6

**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student	79.6	No Survey	78.9	70.1	67.4	69.3	81.8
Staff	92.0	No Survey	56.3	85.7	81.0	86.2	75.4

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars	\$3,000	\$5,000	\$3,000	\$0	\$3,000	\$3,000	\$6000

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	50	110	150	130	132	119	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.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	8	8	8	5	6	6	7

**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)

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