

ELEANOR HALL SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

Section 1: School Context: Foundation Statements and School Profile

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

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

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

Eleanor Hall School staff believes developing the education of the whole child can be achieved through community connections and supporting diversity in our students. The following Vision, Philosophy and Mission Statements provide the framework for how we make decisions and support students.

Vision

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 in every student.

Philosophy

Eleanor Hall School staff believes that by providing a supportive learning environment for all of our students to learn and grow they will become responsible, independent members of society. Our DRAGONS acronym emphasizes our values:

- **D**etermined
- **R**espectful
- **A**ccepting
- **G**rateful
- **O**ptimistic
- **N**urturing
- **S**uccessful

Mission

“Eleanor Hall School is committed to the growth, safety, and success of all students.”

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.

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

Historical Background

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

Demographics

In previous years the majority of students attending Eleanor Hall School came from a predominantly agricultural background, changes in the community however have resulted in changes in our school demographics creating increased numbers of students who live in the village itself or from acreage developments surrounding the village. The attendance area increased when the school in Vimy was closed. 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.

2018-2019
<p><u>OUTCOME ONE</u>: Alberta’s Students are successful.</p> <p><u>OUTCOME TWO</u>: Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p> <p><u>OUTCOME THREE</u>: Alberta’s education system respects diversity and promotes inclusion.</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> <p><u>OUTCOME FOUR</u>: Alberta has excellent teachers, school and school authority leaders.</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> <p><u>OUTCOME FIVE</u>: The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A</u>: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Eleanor Hall School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies

<p><u>Address the Diversity of Student Needs</u> <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Deploy staff to prioritize supports for Tier 2 students. 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> ● <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">3, 4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement the Mental Health Literacy project. 	
<ul style="list-style-type: none"> ● Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will have/continue with</p> <ul style="list-style-type: none"> ● Breakfast Program ● 1 on 1 or small group mentorship programs with students (Such as Big Dragons Little Dragons ● Differentiated Assessments ● Retests Offered ● Project Based Learning ● Choice menus or some variation of this ● Extra-curricular Programs ● Sensory Room ● Flexible Seating ● Technology Supports (Google Read and Write) ● Leadership Opportunities (SWAT) ● Lunch Provided for those in need ● Open gym/foyer/hallway supervision for casual teacher-student discussions ● Incorporate FNMI perspectives in lessons where possible ● Opportunities to meet with a Success Coach 	

Measure-Impact of strategies to address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	
PHPS student survey results for: My teachers know ME. My teachers knows what I need to learn next, even if it's different than someone else.	86.5%	84.3%	85.6%	90%
Number of staff implementing the Respecting Diversity Program & developing a culture around different ways to be "smart".	91%	93%	95%	90-100%
Number of students accessing school counselling resources for friendship and school related issues (FSL, FNMI, CPS, etc.)	15%	15%	15%	<10%
Percentage of students who believe EHS is a "Safe and Caring" school.	94.7%	86%	91%	95%
Percentage of parents who believe EHS is a "Safe and Caring" school.	97.1%	99%	98%	98-100%
Discussion of student behaviour as a result of social and emotional learning initiatives. Staff and/or PLC meeting discussions				

<p>Student-Teacher Relationships <i>Student-Teacher Relationships are everyone’s responsibility.</i> <i>Strategies will be focused in grades 7-12.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	<p>3, 4</p>
<p>In our school we will (repeated from Diversity above):</p> <ul style="list-style-type: none"> Implement a Mental Health Literacy project 	
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 	<p>1, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Focus on transitioning students, continue working with RF Staples staff to transition our Grade 9 students 	
<ul style="list-style-type: none"> Additional school strategies focused on Student - Teacher Relationships 	
<p>In our school we will:</p> <ul style="list-style-type: none"> Open gym/foyer/hallway/outdoor supervision for casual teacher-student discussions Extracurricular activities Being available when students want to talk, listening to them Letting students know they have choices but that there are consequences for their choices Student leadership opportunities S.W.A.T. Academic planning 	

Measures - Impact of strategies focused on Student Teacher Relationships	Recent Data			Target 2019
	2016	2017	2018	
PHPS survey results-There is at least one adult in my building that knows me and cares about me.			97.6%	95-100%
Number of staff utilizing the Democratic Classroom and Spirit Buddies strategies on a frequent basis.	100%	95%	95%	90-100%

<p><u>Numeracy</u> <i>Everyone is a teacher of Numeracy.</i> <i>Strategies will be focused in grades 4-6.</i></p>	<p><i>Alberta Education Outcome(s) impacted</i></p>
<ul style="list-style-type: none"> ● <i>All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September</i> <ul style="list-style-type: none"> ○ <i>After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</i> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Administer the MIPI and analyze the data to inform instruction and professional learning needs of teachers. 	
<ul style="list-style-type: none"> ● <i>Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</i> ● <i>Support a Community of Practice of grades 7-9 Math teachers</i> ● <i>Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</i> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Facilitating collaboration between the potential coordinator and classroom teachers</i> 	<p>1, 3, 4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Numeracy 	
<p>In our school we will have/continue with</p> <ul style="list-style-type: none"> ● Kim Sutton strategies ● Guided Math Groups ● Differentiated Instruction and assessments ● Manipulatives ● Small group instruction ● Daily basic fact practice ● Real World Problem Solving ● Project Based Learning ● Cross Curricular Numeracy ● Integrating books about numeracy ● Extra help offered during break times (recess and lunch) ● Use of technology in instruction 	

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
Percentage of Math teachers using Kim Sutton strategies related to the 10 Block Model.		90%	90%	95-100 %
Math PAT results Grade 6	90.9%	62.5%		90%
Math PAT results Grade 9	63.6%	50%		70%

<u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i>	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> ● <i>All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</i> ● <i>All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</i> ● <i>Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to:</i> <ul style="list-style-type: none"> ○ <i>Work elbow to elbow with teachers</i> ○ <i>Guide the analysis of assessment data</i> ○ <i>Guide selection of instructional strategies</i> ○ <i>Serve as a site based Literacy ‘point person’</i> ● <i>The principal’s role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	1, 4
In our school we will: <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> 	1, 3, 4

<ul style="list-style-type: none"> ● <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	
In our school we will: <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
In our school we will: <ul style="list-style-type: none"> ● Implement literacy programs such as FlyLeaf, LLI, Visualizing and Verbalizing, Animated Literacy, Reading Reflex, Guided Reading, and Words Their Way ● Participate in Read-in Week ● School wide D.E.A.R. time and cross-grade Reading Buddies ● Utilizing technology for additional literacy support (TumbleBooks, Starfall, ABCya, etc.) ● Expanding knowledge of literacy through technology (typing, research, Google Slides, Storybird) ● Create opportunities for shared reading and writing among peers ● Literacy centers to support differentiated instruction and independence 	

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
Percentage of EHS non-coded students in grades 1-6 who reach grade level in reading comprehension and fluency as measured by the Benchmark Assessment.	77%	85%	85%	90%
PAT results Grade 6 ELA Total Test (Acceptable)	100%	79.2%		85%
PAT results Grade 9 ELA Total Test (Acceptable)	75%	83.3%		85%

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Key School Level Strategies Include:

- We will focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling).
- Students, teachers and parents will work together to set goals during October Goal-Setting.
- We will closely monitor attendance patterns; recognize excellent attendance.
- We will continue to recognize student academic success frequently and publicly. (Examples include: assemblies, newsletters and letters).
- We will use school-wide themes to develop a climate of community and contribution to shared learning. An example would be our Celebration of Learning Day in May/June.

Literacy:

- We will use a variety of strategies and programs designed to provide students with the opportunities for success and to overcome academic difficulties.
 - Literacy blocks, Balanced Literacy, school wide reading time, paired reading, mentors, 6+1 Writing Traits etc
- Staff will deliver through the Leveled Literacy Intervention (LLI) program within an inclusive setting.
 - We will have 60+ students enrolled in the LLI Program

Numeracy:

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

Commentary (July 2018):

Report on Key Strategies from 2017-2018 Education Plan

Improved Instructional Practice with a focus on Literacy and Numeracy

- Staff designed differentiated assessments to demonstrate learning of curricular outcomes.

June 2018

During the 2017-2018 School year, our school participated in the following strategies:

Literacy and related school priorities:

- Our school identified teachers with whom the Literacy Coordinator worked to build Foundational Classroom Literacy programs
- Our school used the designated intervention program, LLI, to support the needs of struggling readers as discussed with Literacy Coordinator in an inclusive setting. There were 100 + students from grades 1-9 working with a number of staff throughout the school to improve reading abilities.
- We used a variety of strategies and programs designed to provide students with the opportunities for success and to overcome academic difficulties.
 - Literacy blocks, Balanced Literacy, school wide reading time, paired reading, mentors, 6+1 Writing Traits etc
- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy.
- Elementary teachers conducted assessments as directed by the Literacy Steering Committee and supported by the Coordinator using the Benchmark Assessment System measuring student growth along the literacy continuum semi-annually and provided anecdotal feedback on an ongoing basis in the interest of program improvement.
- The Reading Readiness Screening Tool used to identify and address gaps in Kindergarten and Grade One. This helped teachers plan for what they needed to do to help students with reading.
- Our school ensured that our elementary grade teachers participated in Literacy Grade Group meetings scheduled over the course of the year.

Numeracy and related school priorities:

- Administration monitored the implementation of the school's numeracy program and worked collaboratively with the district Numeracy Steering Committee
- In this school 90% of students are 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 received training in Kim Sutton's Ten Block Model to Math Fluency which supports the development of mathematical thinking and math fact fluency in a systematic way. It helps students not only learn their facts but prepare for many of the concepts in later years.
- Students practiced math facts daily following Kim Sutton's Ten Block Model.

Other Key School Level Strategies Included:

- Focusing on the development of the "Whole" student we increased 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 worked together to set goals during October Goal-Setting.
- We closely monitored attendance patterns and worked with parents and students to improve attendance.
- Teachers also continued to practice with PAT exams in both Math and Language Arts to prepare students as best they can for PAT exams in May and June.

Citizenship:

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

September 2018 Comment on PAT Results:

Our Grade 6 PAT results are very good, and our acceptable standard across all subject areas has generally been increasing over the last five years. We did better than the rest of PPHS and the Province in all subjects except for Math 6 where we scored the same as the Province. During our PAT Analysis Day, the teaching staff analyzed test items. For Grade 6 ELA, we need to focus on using context clues and making inferences. Having the students read more nonfiction and analyzing what they are reading will result in improvement in these areas. In Math a couple of areas for improvement include the units Shape and Space and Multiplication and Division. The students' results in Science showed Sky Science as a Unit that requires more time and attention. The teacher will incorporate more questions that require students to provide explanation and details. In Social Studies, the students achieved lower on questions relating to Ancient Athens. More assignments will be given in this unit as well as having students find personal connections to the subject matter.

Our Grade 9 results in Language Arts, Social and Science were very good. Our Language Arts results were better than the Province and on par with Pembina Hills. Our Science results were higher than the Province and Pembina Hills, and our Social Studies results were within 3%. Math was over 20% lower than both the Province and Pembina Hills (This is addressed in further detail below). The students who wrote the K and E exam did very well on all subject areas. In Social Studies, the trouble spots appeared to be with questions asking students to pull information from two sources to get one answer. One way this will be addressed is by introducing sources earlier in the year with more time spent on source analysis. In Science, Biological Diversity knowledge questions were problematic. It was noted that it is the first unit that is taught and extra review later in the year will be provided. In Language Arts a couple of areas identified were figurative language and using information to draw a conclusion. Strategies to address these areas include increased exposure to figures of speech and introducing more non-fiction.

As Math was the major area of concern, all of the teachers spent extra time discussing strategies. Firstly, it should be noted that last year Math was the last exam written. It will be the first exam written this year, approximately a week earlier than last year.

The Math teachers will begin to focus more on the foundations of mathematics and to spend time investigating continuity between math grades. This includes regular times table (basic math facts) practice; through verbal repetition, flashcard creation, mad minutes, etc.

Mr. Gezmish is also including more PAT level question practice for his Grade 6 and 9 students including PAT non-calculator questions. He will continue to build student's confidence in math, and work with his colleagues within Eleanor Hall and many from R. F. Staples to ensure consistent progress. Deliberately exposing students to math terms/vocabulary, more time spent on number sense, continual review throughout the year, routinely working through problems step by step even when it is material that should already be mastered were strategies agreed upon by all math teachers.

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

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

Accountability Pillar Measures:

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

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.**

Additional School Level Strategies Include:

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

Commentary (July 2018):

First Nations, Metis and Inuit

- We strived to increase FNMI cultural awareness through guest speakers, First Nations songs during Music class, and instruction in First Nations Art techniques.
- Actively engaged the support of the district FNMI liaison to:
 - connect our staff and students with cultural activities

- track and support at-risk students
- assist students who needed support transitioning from Jr. High to high school.
- help with attendance issues, student cleanliness/hygiene, making sure families who needed extra food got it and she helped to get IPP's and field trip forms signed
- attend School at the Legislature to ensure one student would attend.
- facilitate the Roots of Empathy program with one of our grade four classes.
- Our school purchased Aboriginal books to put into the school's library
- E.H.S. placed emphasis on providing specific supports to parents who identified their child(ren) as First Nations, Metis or Inuit

Report on Key Strategies from 2017-2018 Education Plan

Diversity of Student Needs

- Our school worked with the District School Linked Team (OT, Speech and Language, Student Support Specialist) to support programming by communicating and coordinating services for our students.
- Our school used the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- Our school provided breakfast to approximately 50 students a day, and provided lunch to students based on need.
- Our school staff participated in opportunities to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.
- We worked in collaboration with our FNMI liaison.
- Staff implemented and regularly used Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms.
- Staff encouraged and promoted 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.
- We developed a Jr. High Class to help develop student's leadership skills where they mentored younger students (Big Dragons/Little Dragons), organized and ran school events, assemblies and pep rallies, and assist with our school yearbook.
- Our school was involved in the Mental Health Literacy project with staff attending the sessions offered on School Division PD Days.

OUTCOME THREE: Alberta's education system is inclusive.

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

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

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

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

3.5 Number and Percentage of students with Individual Program Plans (I.P.P).

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

Jurisdiction Outcome 3-A

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

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

Additional School Level Strategies Include:

Support for students at risk

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

Early Learning

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

Virtues Programming

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

Code of Conduct

- Our school will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with the schools’ communities.
 - Teachers will keep running records of student behaviours.

- Teachers will refer students to the office only when they have been unable to rectify behavioral issues.
- Staff will take an active role in student supervision.

Student Supports

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

Commentary (July 2018):

Student Mental Health:

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

Welcoming, Caring, Respectful and Safe Learning Environments:

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

Report on Key Strategies from 2017-2018 Education Plan

June 2018

Diversity of Student Needs

- Our school worked with the District School Linked Team (OT, Speech and Language, Student Support Specialist) to support programming by communicating and coordinating services for our students.
- Our school used the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- Our school staff participated in the Professional Development provided by the School Division to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.
- We worked in collaboration with our FNMI liaison.
- Our Staff implemented and regularly used Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms.
- Our Staff encouraged and promoted 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.
- We utilize our FCSS worker to work with students and their families. As well she has run a girls groups this year to help with friendship skills.
- One of our Program Assistants ran Social Skills groups with a variety of student groupings throughout the year.
- Using funds made available from the Classroom Improvement Fund several Certificated and

Non-Certificated staff attended Mental Health First Aid, as well as other PD offered by the PHPS Lead Teacher of Counselling. She also presented internet safety and information on consent to our grade 5-9 students

- Our school continued to have a Success Coach that helps students gain the necessary skills to function in the classroom setting more effectively.
 - The success of this strategy has been relationship building.
 - Students and teachers are comfortable in seeking out the Success Coach for help when they needed it.
 - In addition, parents reached out to her to ask for help with their children or even to go over things that happened at home that the school needed to be aware of.
- Teachers worked with students identified 'at risk'. Strategies included, but were not limited to:
 - develop independence through the completion of smaller tasks that are achievable.
 - build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary
 - flexible groupings and cooperative learning
 - differentiated assessments to demonstrate learning
 - activities based on the Multiple Intelligences including multiples means of representation
 - modeling, questioning, student exemplars, and discussion as a way to help students to demonstrate inference
- Administration continued to work with teachers, students and parents on I.P.P.'s to ensure people are on the same page with student learning.
 - Goals were determined by the group, teachers implemented strategies, reviewed goals consistently and administered evaluation at the end of the year to see how students did.
- Our school continues to house an Early Learning program called CPREP
 - This program accepts 3 and 4 year olds who would benefit from early intervention. Depending on need children receive Speech Pathology and Occupational Therapy services. Learning and exploring through play are at the heart of the program.

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 4.2 (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

- 4-A.1 PHPS Satisfaction survey: [Assessment and Feedback](#).** Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey: [Active Professional Learning Community](#).** Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

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

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

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

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

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

Report on Key Strategies from 2017-2018 Education Plan

June 2018:

Improved Instructional Practice with a focus on Literacy and Numeracy

- Staff designed differentiated assessments to demonstrate learning of curricular outcomes.

Literacy:

- Our school participated in the Division's Literacy Strategy
- Our school identified teachers who worked with the Literacy Coordinator to build Foundational Classroom Literacy programs
- Our school used designated intervention programs to support the needs of struggling readers.
- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligned to standards of the District Literacy Strategy
- Elementary teachers conducted assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
- Our school ensured our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- Our Junior High Language Arts teacher worked collaboratively with other School Division teachers on grade 7 and grade 9 literacy projects.

Numeracy:

- Administration monitored the implementation of the school's numeracy program and worked collaboratively with the district Numeracy Steering Committee

Professional Development:

- Our School engaged in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School engaged in opportunities to collaborate with district Lead Teachers, and or other

teachers and

- Explored innovative and iterative approaches to Literacy and Numeracy instruction
- Implemented new curriculum, such as Career Technology Foundations, using Project Based Learning
- Co-developed and implemented UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school administration team participated fully in the Administrator’s Professional Learning Community
- Our school allocated resources to ensure identified priorities and focuses were supported.
- Our school identified **new** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school staff participated fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.
- Our school participated in the Division’s Mental Health Literacy Project.

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

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

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.
- 5.2 School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Key School Level Strategies Include:

- Our school will provide students with a variety of leadership opportunities so that they have more of a say of what happens in our school.
- Our school will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Our school will encourage and support student participation in Career Fairs and similar events

Communication strategies:

- We will communicate regularly to parents, specifically to emphasize positive behaviors, achievement and growth through newsletter, memos, bulletin boards, assemblies and through Parent Council meetings.
- We will inform parents of school activities and opportunities to get involved in the monthly newsletter.
- We will distribute memos and school newsletters on a weekly and monthly basis recognizing the work of parents, staff, and students.
- We will showcase the talents of staff and students (Annual talent show held in the June).
- School staff will work with the community to publicize school events

Events to draw parents to the school:

- We will be intentional in inviting parents and community members to specific assemblies.
- Our school in our community will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
- We will recognize student successes in co-curricular competitions (Science Fairs, Heritage Fairs, Music Festivals, etc.)
- We will recognize the accomplishments of staff and students during assemblies.

Encouraging volunteerism:

- We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
- Our school hosts a volunteer tea in recognition of the contributions of the volunteers.

Building increased involvement in the School Council:

- Our school works with school council and volunteers on school-yard projects.
- We will continue to support The Enhancement Society's fundraising activities.
- We will support the school council by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
- Through emails, newsletters, and phone calls, we will encourage parents to get involved in School Council.
- We will continue to work together with community clubs and organizations such as the Lion's Club, the Elks, fire departments and local businesses.

Budget and finances

- We will have a budget that is balanced while maintaining quality programs for students and honouring all district commitments.
- We will continue to be fiscally responsible in the management of school funds.
- We will continue to partner with industry to acquire guest speakers and other 'extras' that generally fall out of the usual budget.

Commentary (July 2018):

- Survey results show that parents continue to be satisfied about the education that their children are receiving.
- We continued to recognize student academic success frequently and publicly. (Examples included: assemblies, newsletters and letters).

School Council and Community Engagement

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

Budget and School Generated Funds:

- Overall the budget is balanced, but the decision was made to reduce our reserves to help complete specific projects that are important to students, staff, as well as parents.
- We spent reserve money on staffing this year as well as musical instruments, books, instructional resources and technology.

Communications:

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	43	82.0	10.5	40	78.2	18.8

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

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

School Data (From October APORI)	2018			Previous 3 year Avg		
	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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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).

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

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

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

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

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

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

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

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

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

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	77.4	78.5	84.4	77.4	79.7	81.5	79.0
Parents	68.0	*	82.5	70.0	83.3	86.7	*
Students	69.8	75.0	74.1	68.4	57.7	67.2	60.6
Teachers	94.5	82.0	96.7	93.8	98.2	90.7	97.4

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	70.5	88.9	82.1	81.2	80.0	87.5	87.5
Parents	50	*	71.4	70.0	60.0	75.0	*
Teachers	90.9	88.9	90.9	92.3	100	100	87.5

Jurisdiction Measures:

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	36.4	75.0	92.3	70.6	63.6	50.0	37.5
Percentage at Excellence	9.1	15.0	15.4	5.9	0.0	8.3	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	11	20	21
Percent	20.5	18.0	20	23	22	34	35

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.4	94.1	93.7	91.7	90.0	93.8	85.9
Students	62.9	62.5	70.2	70.2	62.2	60.6	81.0
Staff	75.0	81.0	90.9	92.9	87.5	92.6	90.3

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	9	8	8	8	8	8	8

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	200	200	215	224	205	240	235
Percent	–	–	88	90	97	96	96

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	40	15	25	24	5	6	4
Percent	25	8	13	12	10	10	7

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year	n/a	30.7	35	33	30	36	144

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	60	57	62	56	54	55	60
Percent	100	100	100	100	100	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	15	20	25	25	20	20	20

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

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

OUTCOME THREE: Alberta's education system is inclusive.

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	93.4	81.9	89.3	85.1	87.8	91.8	91.2
Parents	80	*	97.5	84.0	91.7	93.3	*
Students	77.5	77.8	72.0	74.3	71.8	83.6	82.3
Teachers	92.7	86.0	98.3	96.9	100	98.6	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.7	98.8	96.2	96.8	97.1	99.0	97.5
Students	87.8	73.6	86.5	92.6	94.7	85.4	91.2
Staff	100	95.2	95.5	96.6	91.7	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.7	94.6	94.6	95.6	94.7	95.9	92.4
Students	81	74.5	67.7	84.3	61.7	59.0	85.3
Staff	84.7	84.0	95.4	93.0	88.2	89.5	97.3

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	81.6	87.9	80.9	89.3	87.3	81.7	91.6
Parents	73.3	*	79.2	90.0	91.7	66.7	*
Students	86.7	79.1	77.3	80.3	73.1	83.0	85.2
Teachers	84.8	96.7	86.1	97.4	97.0	95.6	97.9

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	74.4	76.0	71.7	71.7	70.4	68.7	63.1
Parents	76.3	*	78.7	69.2	73.4	74.2	*
Students	70.0	73.2	59.4	63.2	58.3	56.0	47.4
Teachers	77.0	78.8	77.1	82.7	79.5	75.9	78.7

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	69.7	73.3	63.9	82.1	100	77.8	64.6

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	87.0	80.0	83.5	90.2	80.0	79.2	77.2

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students							

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.3	92.9	98.7	90.2	94.3	91.8	92.4
Students	94.8	87.6	93.4	91.1	96.8	91.2	96.6
Staff	100	95.2	95.5	96.4	100	100	100

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

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

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.4	94.0	94.9	91.8	95.7	94.8	89.9
Students	82.8	77.0	81.3	89.4	88.3	81.1	95.0

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.3	92.9	93.6	87.1	90.0	85.1	No Data*
Students	79.2	83.5	89.2	91.0	87.4	77.6	82.1
Staff	75.0	81.0	100	89.3	86.4	100	100

*2017-2018 Question was altered and results are not available.

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.9	92.9	94.8	98.4	97.1	96.9	92.4
Students	90.5	92.6	83.5	85.0	88.1	85.8	94.2
Staff	100	100	77.3	95.7	100	100	100

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

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Eleanor Hall	260	170	90	94	64	31	80

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Eleanor Hall	2.35	1.12	0.74	0.58	0.60	0.55	0.72

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.27	2.55

Jurisdiction Outcome 4-A

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

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Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	87.0	85.9	89.9	86.4	85.7	88.4	84.8
Students	91.7	81.7	85.3	87.7	83.3	86.6	85.0
Teachers (1)	–	–	–	New2015	100	100	100
Teachers (2)	–	–	–	New2015	100	100	100

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	82.5	76.5	79.1	84.2	85.9	79.5	86.3
Teachers	62.5	85.0	90.0	89.7	89.5	95.2	84.2

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

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

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

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

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I'm OFTEN CONFUSED about what I'm supposed to learn.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	–	–	–	New 2015	100	93.8	100
Teachers (2)	–	–	–	New 2015	100	100	100
Students	–	–	–	New 2015	90.3	85.6	88.2

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').

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	–	–	–	New 2015	86.5	84.3	85.6
Teachers	–	–	–	New 2015	100	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	94.3	87.8	91.1

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	74.5	100	80.6	81.3	95.0	77.1	95.0
Parents	60.0	*	79.5	72.0	90.0	55.6	*
Teachers	89.1	100	81.7	81.3	100	98.7	95.0

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	69.4	80.1	67.0	78.9	88.2	67.4	79.7
Parents	60.0	*	75.0	90.0	100	33.3	*
Students	66.3	82.5	70.3	69.9	64.5	82.3	65.6
Teachers	81.8	77.8	55.6	76.9	100	86.7	93.8

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.6	94.5	88.8	88.1	91.7	90.5	94.8
Parents	76.7	*	80.9	80.0	93.1	85.2	*
Student	90.8	90.7	87.0	88.1	82.0	89.8	90.6
Teachers	89.4	98.3	98.6	96.1	100	96.6	99.0

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	56.0	72.8	63.3	64.7	69.1	66.1	82.8
Parents	41.9	*	53.6	51.5	57.4	37.8	*
Students	68.4	77.1	70.2	70.8	73.0	79.5	77.1
Teachers	57.6	68.3	66.2	71.8	76.9	80.9	88.5

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.6	90.6	92.3	85.2	91.4	86.6	92.4
Students	88.7	77.7	80.6	85.2	89.1	83.6	91.4
Staff	87.5	90.5	95.5	96.6	86.4	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.2	85.9	97.5	93.5	97.1	96.9	96.2
Students	93.8	68.1	94.7	97.4	91.3	93.0	93.2
Staff	100	85.7	95.5	100	95.5	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	92.3	89.3	95.8	94.7	81.4	76.5	83.3
Staff	93.8	90.5	90.9	78.6	63.6	92.6	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	87.9	91.8	88.6
Students	74.7	59.7	60.9	68.2	71.9	70.3	74.1
Staff	95.7	90.5	81.8	96.4	90.9	96.0	93.1

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.6	96.8	97.4	95.0	97.1	93.9	91.1
Students	84.2	82.5	85.1	92.1	90.5	100	88.9
Staff	93.8	90.5	100	96.4	86.4	100	100

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning (new in 2015-2016).

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New2015	90.4	93.9	81.8
Students	–	–	–	New2015	N/A	N/A	N/A
Staff	–	–	–	New2015	81.0	100	96.7

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	87.0	72.9	80.5	74.2	85.7	83.1	69.4
Students	83.6	81.6	85.5	81.1	83.6	88.7	90.7

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	78.9	70.1	67.4	69.3	81.8	92.3	86.7
Staff	56.3	85.7	81.0	86.2	75.4	75.0	81.5

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$3,000	\$0	\$3,000	\$3,000	\$6000	\$5000	\$3000

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	150	130	132	119	120	120	80

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.)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	8	5	6	6	7	6	10

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)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							