

ELEANOR HALL SCHOOL

Three Year Education Plan

2019-2020

November, 2019

TABLE OF CONTENTS

Section 1: School Context: Foundation Statements and School Profile

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

School Profile

Historical Background

Demographics

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020 - Eleanor Hall School

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

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 and School Profile

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. 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 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, Mission and Philosophy Statements provide the framework for how we make decisions and support students.

Vision: "Provide a safe and caring learning environment that fosters the growth of academic development through creative and critical thinking skills in every student".

Mission: "Eleanor Hall School is committed to the growth, safety, and success of all students."

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

School Profile

Eleanor Hall School is a K - 9 school serving families from the eastern part of Pembina Hills Regional Division No. 7. It is located at the hub of many adjoining school attendance areas including Pembina Hills and neighbouring school authorities. Eleanor Hall School offers diverse programs and activities to remain attractive to parents who have several schools from which to choose. Students from Eleanor Hall compete Secondary School at RF Staples in Westlock.

Historical Background

The school grew from a small one room K-6 schoolhouse in the 1800's to eventually include high school programming. After 1967, students completed high school in Westlock and Eleanor Hall remained a K-9 school. The attendance area increased when the school in nearby Vimy was closed. The current building was opened in January, 2008 after the previous school's structural decay made it unsafe for occupation. This is the fourth school building on this site.

Demographics

In previous years the majority of students attending Eleanor Hall School came from families with an agricultural background. As with many rural communities, the percentage of students whose parents own and operate farms is diminishing and an increasing number of families work in a larger center such as Edmonton but reside in the village of Clyde or on any of the acreages that are developing nearby. For a variety of reasons, the area experiences more itinerant population than in the past. As a result, enrolment numbers can change frequently during any school year.

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.

2019-2020
<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>

Key Priorities and Strategies 2019-2020 - Eleanor Hall School

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: 	<p>3,4</p>

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In our school (Eleanor Hall School) we will:</u></p> <ul style="list-style-type: none"> ● Assign a staff member as a Mental Health Literacy point person. ● Continue to have a Success Coach. ● Continue to implement the Mental Health Literacy project. ● Deploy staff to prioritize supports for Tier 2 students. ● Focus on transitioning students, continue working with RF Staples staff to transition our Grade 9 students. ● Continue to participate in Communities of Practice and other professional learning opportunities, accessing EPPC funding. <p>Additional school strategies focused on Student-Teacher Relationships:</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. ● Provide guidance to students in relation to behaviour-students have choices, but there are consequences. ● Student Leadership opportunities including S.W.A.T ● Academic planning. 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. 	1, 4

<ul style="list-style-type: none"> ● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : <ul style="list-style-type: none"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
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In our school (Eleanor Hall School) we will:

- Assign certificated staff as point persons for Literacy and Numeracy.
- Actively participate in both strategies.
- Administer specified assessments -RRST, BAS and MIPI.

School strategies focused on Literacy include:

- Implement literacy programs such as
 - FlyLeaf, LLI, Visualizing and Verbalizing, Animated Literacy, Reading Reflex, Guided Reading, and Words their Way.
- School wide D.E.A.R. time and cross-grade Reading Buddies.
- Utilize technology for additional literacy support (TumbleBooks, Starfall, ABCya, etc.).
- Expanding knowledge of literacy through technology (research, Google Slides, Storybird, etc.).
- Create opportunities for shared reading and writing among peers.
- Literacy centers to support differentiated instruction and independence.
- Junior High Literacy Project.

School strategies focused on Numeracy include:

- Kim Sutton strategies:
 - All teachers who teach Math from K-9 will use 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
- Instructional strategies such as:
 - Guided Math groups
 - Use of manipulatives
 - Small group instruction
 - Daily basic math fact practice
 - Real World Problem Solving
 - Extra help offered during break times (recess and lunch)
- Cross Curricular Numeracy. To connect Numeracy to content areas other than Math, teachers will
 - Explore and pilot Project Based Learning
 - Integrating books about numeracy into literature selections

<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	<p>3</p>
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. 	<p>3, 4</p>

<ul style="list-style-type: none"> ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal’s role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) 	4
<p><u>In our school (Eleanor Hall School) we will:</u></p> <ul style="list-style-type: none"> ● Have a designated lead inclusion person. ● Support a PA mentor for two days a week. ● Continue to employ a Success Coach. 	

- Prioritize support of Tier 2 Students.

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 [Key Priorities and Strategies 2019-2020](#), above.

In addition, 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).
- Differentiated instruction and assessments.
- 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 our house leagues to develop a climate of community and contribution to shared learning.

Commentary (July 2019):

Literacy and related school priorities:

- 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.
- Our school identified teachers with whom the Literacy Coordinator worked to build Foundational Classroom Literacy programs as well as training in RRSST and Benchmark Assessment.
- Our school ensured that our elementary grade teachers participated 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. We noted a significant difference in student engagement with reading. The students loved the high interest novels provided which lit a spark in them to seek out novels by the same authors, or similar genre.
- 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 due to increased confidence in being able to accurately pinpoint the students level.
- 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.
- 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. Teachers continue to report the

impressive growth experienced by the students who take part in LLI. Not only does the growth happen almost immediately, it is sustained growth.

- 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, FlyLeaf, etc

Numeracy and related school priorities:

- Administration monitored the implementation of the school's numeracy program and worked collaboratively with the district Numeracy Steering Committee.
- All Math teachers in grades 2-9 administered the MIPI. The teachers then analyzed the data collected and used the results to inform instruction. Our teachers have been waiting for a diagnostic tool for Numeracy and embraced it wholeheartedly. During our Analysis Day, rich conversations occurred between our teachers, resulting in discussions of what they each needed to focus on, and how the teachers could support one another. It gave the teachers an increased understanding of the curriculum in the grade before.
- All teachers who teach Math from K-9 utilized their 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. Teachers are excited about the changes they are already seeing due to this work.
 - 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.
- Math teachers received Professional Development at the School Division Level in Math Talks and Daily Math Work.
- 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.

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). At Eleanor Hall this is a true strength. Thanks to our dedicated staff who build relationships with our students, students maintain relationships with previous years' staff. We truly know the children in our care. One of the ways we see the proof of this are the large number of highschool students who come back to visit on a regular basis and even help out by coaching. Our kids are always our kids.
- 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. We nominated two students this year using the new Citizenship award format.

September 2019 Comment on PAT Results:

Our Grade 6 PAT results in Language Arts and Social Studies are good, and are very close to that of the Province and Pembina Hills. In Science and Math we were below the Province and Pembina Hills. During our PAT Analysis Day, the teaching staff analyzed multi year reports, as well as individual student scores and test items.

For Grade 6 ELA, we need to focus on text organization, associating meaning, and synthesizing ideas in Informational texts. The strategies to meet this need include exposing students at the lower grades to non-fiction material including magazines and newspapers, and interpreting them. Common vocabulary to use includes: 'identify the device', 'use context' and 'make an inference'. The teachers also discussed having the students write informational articles to increase understanding of their purpose.

In Social Studies 6 students seem to be struggling with the historical context stream and questions that involve reading comprehension and synthesizing information. Ancient Athens and Iroquois Confederacy topics seem to be particularly challenging for students, as well as map reading and news articles. Strategies to better these results include rearranging the order of topics covered and increasing the focus on skills. Less teacher discussion and more focus on student directed learning and application of skills and knowledge may improve these results.

In Science 6, the areas the students struggled with are chromatography, adaptations of birds, and the unit on Sky Science. Students also experienced difficulty with inference questions. The Science teacher is teaching Sky Science at the beginning of the year and will refer to concepts throughout the year (spiralling the curriculum) to keep it fresh in the student's minds. There will also be an increased emphasis on vocabulary.

Our Grade 6 Math results were approximately 20% lower than that of the Province and Pembina Hills. The biggest areas of need identified were addition and subtraction of decimals with a whole number and decimals and fractions in general. Shape and Space was another area of need identified. Please see below for further details regarding strategies to improve our Math scores.

Our Grade 9 results in Language Arts and Science are good, with ELA being within 6% of the Province and Pembina Hills, and Science within 4%. Our Social Studies acceptable average was approximately 10% below the Province and 7% below Pembina Hills. We are extremely concerned with our Math 9 scores as we came out 40% below the Province and 34% below Pembina Hills. The students who wrote the K and E exam did very well in all subject areas.

In Language Arts 9, the trouble spots were in Ideas and Details in Informational texts, understanding the writer's craft and their purpose, as well as analysis, synthesis and conclusions of the material. Strategies that will be employed include: asking more high quality questions, increased focus on the business letter format, using the Raceway approach to comprehension (rephrase, answer, cite and explain), increase persuasive writing, citing evidence to explain, and encouraging all students to respond to a topic after building prior knowledge.

In Science 9, the students struggled with biodiversity and matter and chemical change. Strategies will include raising the interest level in the subject matter by finding ways to relate the topics to the students' lives. The teacher will be spiralling the curriculum to address all areas throughout the year, and will do more focused review.

In Grade 9 Social Studies any question that required interpretation and synthesis of information seemed to be a problem for students whether it was skill or knowledge based. Knowledge regarding Citizenship was a struggle, as well as questions with skills involving individual and collective rights. Additional review and greater breadth and depth of assignments will be of use as well as spiralling content.

As previously stated, the entire Math 9 exam posed a great challenge for students. Noteworthy trouble spots include order of operations, linear equations and polynomial expressions.

As Math was the major area of concern, all of the teachers spent extra time discussing strategies as part of our MIPI(diagnostic Math tool) test results analysis. The Math teachers will continue 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.

One of the major changes made this year was to our timetable by increasing the number of math classes. There are now 6 grade 6 math classes, and 7 grade 9 math classes in a four day period. The classes are 45 minutes long. The Grade 6 and 9 Math teacher 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 from other Division schools to ensure consistency and to learn best practices. The teachers plan on continuing with spiralling math curriculum for consistent reinforcement, especially with number concepts. 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 are strategies that will be used. All of our Math teachers will be attending Pembina Hills ongoing Math Professional Development, and will work with their colleagues to improve practice.

In addition to the pedagogical strategies, our school is also going to examine possible social and emotional factors that affect Math achievement. Our school is piloting for our Division a 'Student Orientation to School Questionnaire' (SOS-Q). As educators we need to better understand why students may be struggling. The hope is for us to be able to identify at risk students and then to create structures of support. The Questionnaire measures five key factors: Safe and Caring School, External Resilience, Internal Resilience, Extracurricular Activities, Self Confidence, Utility of School, and Peers.

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 [Key Priorities and Strategies 2019-2020](#), 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 (June 2019):

- We increased FNMI cultural awareness through guest speakers, First Nations songs during Music class, and instruction in First Nations Art techniques.
- We actively engaged the support of the district FNMI liaison to:
 - Connect our staff and students with cultural activities.
 - This year we brought in Metis performers from Kikino to sing, fiddle and jig. This was a highlight of our year. The students were engaged and truly enjoyed learning in an informative, but entertaining manner, something about the Metis culture.
 - Track and support at-risk students. We find that working together as a team,

reviewing the students' needs on a frequent basis, and adjusting strategies as needed has led to an increase in success with these students.

- Facilitate the Roots of Empathy program with one of our grade four classes.
- Assist students who needed support transitioning from junior high to high school.
- Help with attendance issues, student cleanliness/hygiene, making sure families who needed extra food get it and she helped to get IPP's and field trip forms signed
- Accompany the class to the School at the Legislature program to ensure a specific student would participate with the class.
- Our school purchased indigenous books to put into the school's library.
- Our new House Leagues are based on The Medicine Wheel by naming each house after the parts of the wheel-Mental, Spiritual, Emotional and Physical.
- E.H.S. placed emphasis on providing specific supports to parents who identified their child(ren) as First Nations, Metis or Inuit. We work closely with our FNMI support worker to help us build bridges between the staff and parents.
- 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.
- Our school staff participated in opportunities to develop knowledge, skills and understanding in support of instruction that includes the FNMI perspective.

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 [Key Priorities and Strategies 2019-2020](#), above.

Additional School Level Strategies Include:

Safe and Caring

- Our school will continue to focus a Virtues Program on our “DRAGONS virtues”
 - Determined, Respectful, Accepting, Grateful, Optimistic, Nurturing and Successful.
- Through our House Leagues program we will highlight our Virtues and students demonstrating the virtues will win rewards for their House.
- 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.
 - Discipline will be focused on changing the behaviour rather than punishing misbehaviour.

Support for students at risk

- 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 our House Leagues to develop a climate of community and contribution to shared learning.
- Our school will continue to bring in such groups as the Alberta Opera, DARE to Care, etc. to promote safe and caring schools.
- 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 throughout 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
 - Universal Design for Learning to assist all students

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.

Commentary (June 2019):

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Athletic Handbook with staff, the school council, and students

through Thought Exchange and meetings.

- A House League program was initiated with a focus on developing relationships among students of all grade levels with a focus on promoting and maintaining a safe and caring learning environment. Students earn beads in a variety of ways by demonstrating our virtues, being good citizens, achieving excellence, etc. The relationships we saw fostered between the students across grades is truly invaluable.
- We continued to offer a Jr. High Class (SWAT-Student Wellness Action Team) 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.

Support for students at risk

- Our school provided breakfast to approximately 70 students a day, snacks to approximately 20 students a day and provided lunch to students based on need. The increased number this year is directly related to the Nutrition Program from the Province that our school participated in this year. One of the most surprising findings was when we introduced fresh fruit to our breakfast program, as well as providing a bowl of fruit in the office for snacks. This was by far one of the most popular features to all students. Many students commented that they had never tried certain fruits, or that they do not get fruit at home.
- Our school worked with the District School Linked Team (OT, Speech and Language, Student Support Specialist, Mentor PA) to support programming by communicating and coordinating services for our students, especially Tier 2 and 3 students.
- Our Success Coach, FNMI, FCSS workers and district supports all work together to ensure our students' needs are being met.
- Our school used the tools provided by Student Services with the intention of efficient planning, monitoring, and deployment of service.
- Our Staff implemented and regularly used Democratic Classroom and Spirit Buddies ideas and strategies in the classrooms. We have witnessed great growth and engagement here. The need to have and practice conversations that used to happen around kitchen tables is evident.
- 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.
- When students make poor choices we use a Restorative philosophy and ask students what they can do to make things 'right'.
- Specific staff were assigned to implement prevention and intervention strategies. These efforts have resulted in fewer office referrals.
 - 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.
 - 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'. Teachers noted improved classroom test results and that their efforts helped to foster increased independence and better work and study habits. Strategies included, but were not limited to:
 - Develop independence through the completion of smaller tasks that are achievable.
 - Build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary
 - Flexible groupings and cooperative learning
 - Differentiated assessments to demonstrate learning
 - Activities based on the Multiple Intelligences
 - Modeling, questioning, student exemplars, and discussion as a way to help students to demonstrate inference
- Administration continued to work with teachers, students and parents on I.P.P.'s to ensure people are on the same page with student learning.
 - Goals were determined by the group, teachers implemented strategies, reviewed goals consistently and administered evaluation at the end of the year to see how students did.
- Our school was involved in the Mental Health Literacy Project.

Early Learning

- Our school continues to house an Early Learning program called CPREP. We are very happy that these students share a space in our school, and that parents who do have a choice of where to send their students are given an opportunity to see what we have to offer.
 - 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.
- 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.
- 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.

See the strategies described under the section [Key Priorities and Strategies 2019-2020](#), above.

Additional School Level Strategies Include:

Professional Development

- Staff professional development will continue to focus on UDL, DI, Assessment for Learning, Numeracy, Literacy.
- Staff professional growth plans will include the implementation and support of the use of Differentiated Instruction and Universal Design for Learning and the Literacy Strategy.

- Walkthroughs by the Administrator will continue to be used to support teacher growth.
- Eleanor Hall School teachers will collaborate with other schools/teachers to develop common assessment tools and products for differentiating instruction. (PD days, inter-school visits, collaborative groups)
- Eleanor Hall teachers will continue to use, and learn about Project Based Learning and Concept Based Instruction
- The teachers in this school will attend in-services provided by the District, and other PD as available from ERLC, etc.

Strategies associated with the use of formative assessment:

- 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.

Strategies associated with the use of learning technologies:

- Our teachers will continue to use a variety of learning technologies. We have one-on-one Chromebooks in grades 5-9. We will continue to use Google Classroom, Google Slides and Pear Deck.
- We will use programs such as board maker and other augmented communication devices.
- Our school is one of the leaders in the Division with myBlueprint to help students create portfolios and it provides career education resources. We will continue to explore myBlueprint.
- We plan on continuing to offer learning technology courses to our students as part of our CTF program including lego robotics, and coding in conjunction with our 3D printer.

Commentary (June 2019):

Professional Development:

- Our School engaged in opportunities to support Interim and Probationary teachers with district lead mentor supports. Our teachers actively participated in these value added opportunities. This also helped to support me as a Principal by aiding me in working with our Novice Teachers.
- 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. I witnessed the shift in common practices as I visited classrooms, seeing first hand how every student benefitted.
- Our school administration team participated fully in the Administrator's Professional Learning Community attending PD with Shelley Moore and on Concept Based Curriculum. We appreciated the opportunity to work with our colleagues as well as dedicated time to focus on professional learning.
- Our school allocated resources to ensure identified priorities and focuses were supported.
- 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.

- All of our K-4 teachers participated in PD led by the Division with a focus on Concept Based Curriculum.
- All teachers were introduced to Concept Based Curriculum and Shelley Moore at School Division PD.

Communication of student progress (formative assessment):

- We communicate student progress in a variety of ways. Some of the formative assessment students were involved in included: peer evaluation, self-evaluation, checklists, observations, reflective assessments, assignments, conversations and projects.
- Our teachers regularly communicated to parents how their children were doing. They used phone calls, notes, sending assignments home, PowerSchool updates, goal setting meetings, and Parent/Teacher progress meetings.

Use of learning technologies

- Our teachers use a variety of learning technologies. We have one-on-one Chromebooks in grades 5-9. We used Google Classroom, Google Slides and Pear Deck.
- We used programs such as board maker and other augmented communication devices.
- Our school is one of the leaders in the Division with myBlueprint which we used to help students create portfolios and provide them with career education resources.
- We offered learning technology courses to our students as part of our CTF program including lego robotics, and coding in conjunction with our 3D printer.

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
- 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.

See the strategies described under the section Key Priorities and Strategies 2019-2020, 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 School 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 monthly basis recognizing the work of parents, staff, and students.
- We will showcase the talents of staff and students in a talent show every other year, and at assemblies, Teas, and the Christmas Concert.
- 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, website, 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 support the efforts of our School Council as they hold presentations on such subjects as Drug Awareness and Technology.
- 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 Village of Clyde, 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 (June 2019):

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

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 email fan out list.

Events to draw parents to the school:

- Meet the Teacher held at the beginning of the school year helped to set the stage for communication between teachers and parents.
- We host a Community Terry Fox Run every year welcoming people to walk with us, as well as providing an opportunity for parent volunteers.
- We invite parents to performances such as The Alberta Opera.

- We invite parents to our Halloween event which includes a parade, to staff vs student sports competitions, host a community pancake breakfast during Education Week, and our annual barbecue and carnival, IKE fest.

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. Due to their efforts we have large school council meetings with anywhere from 15-20 parents attending. 120-150 people in the community came to the school in some kind of capacity to help.
- School Council organized a Drug Awareness Panel for students and parents.
- School Council organized a Parent Night with a focus on technology.
- School Council provided ASCA training for parents on the Council.
- The Enhancement Society funded special performances, helped to fund our field trips, Senior Buddies lunch, sports program, and sports equipment just to name a few.

Budget and School Generated Funds:

- Overall the budget is balanced, but the decision was made to reduce our reserves to assist with Inclusion.
- We spent reserve money on staffing this year as well as, books, instructional resources and technology.

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)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	47	71.8	10.6	43	74.2	11.0

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)	2019			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).

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

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

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

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

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

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	78.5	84.4	77.4	79.7	81.5	79.0	79.3
Parents	*	82.5	70.0	83.3	86.7	*	73.3
Students	75.0	74.1	68.4	57.7	67.2	60.6	67.5
Teachers	82.0	96.7	93.8	98.2	90.7	97.4	96.9

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	88.9	82.1	81.2	80.0	87.5	87.5	83.3
Parents	*	71.4	70.0	60.0	75.0	*	66.7
Teachers	88.9	90.9	92.3	100	100	87.5	100

Jurisdiction Measures:

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage at Acceptable	75.0	92.3	70.6	63.6	50.0	37.5	33.3
Percentage at Excellence	15.0	15.4	5.9	0.0	8.3	0.0	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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	–	–	–	11	20	21	27
Percent	18.0	20	23	22	34	35	39

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.1	93.7	91.7	90.0	93.8	85.9	88.5
Students	62.5	70.2	70.2	62.2	60.6	81.0	79.1
Staff	81.0	90.9	92.9	87.5	92.6	90.3	77.8

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	8	8	8	8	8	8	8

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	200	215	224	205	240	235	250
Percent	–	88	90	97	96	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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	15	25	24	5	6	4	5
Percent	8	13	12	10	10	7	10

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year	30.7	35	33	30	36	144	210

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	57	62	56	54	55	60	68
Percent	100	100	100	100	100	100	100

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	20	25	25	20	20	20	22

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							
Percent							

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	81.9	89.3	85.1	87.8	91.8	91.2	86.0
Parents	*	97.5	84.0	91.7	93.3	*	79.1
Students	77.8	72.0	74.3	71.8	83.6	82.3	80.5
Teachers	86.0	98.3	96.9	100	98.6	100	98.5

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	98.8	96.2	96.8	97.1	99.0	97.5	94.9
Students	73.6	86.5	92.6	94.7	85.4	91.2	88.8
Staff	95.2	95.5	96.6	91.7	100	100	94.6

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.”

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.6	94.6	95.6	94.7	95.9	92.4	94.4
Students	74.5	67.7	84.3	61.7	59.0	85.3	80.8
Staff	84.0	95.4	93.0	88.2	89.5	97.3	91.9

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	87.9	80.9	89.3	87.3	81.7	91.6	86.7
Parents	*	79.2	90.0	91.7	66.7	*	77.8
Students	79.1	77.3	80.3	73.1	83.0	85.2	84.8
Teachers	96.7	86.1	97.4	97.0	95.6	97.9	97.4

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	2018-2019
Level 6		0.8	0.9	0.9	2.4	3.0	3.4
Level 5		2.3	3.9	4.3	4.4	4.6	3.4
Level 4		6.6	6.1	6.0	4.4	4.2	4.2
Level 3		12.8	11.4	14.2	10.8	9.5	8.0
Level 2		16.3	15.4	8.2	9.6	4.9	5.7
Level 1		61.1	62.3	66.4	68.3	73.8	75.3

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	76.0	71.7	71.7	70.4	68.7	63.1	61.1
Parents	*	78.7	69.2	73.4	74.2	*	47.8
Students	73.2	59.4	63.2	58.3	56.0	47.4	55.7
Teachers	78.8	77.1	82.7	79.5	75.9	78.7	79.8

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers	73.3	63.9	82.1	100	77.8	64.6	79.5

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	80.0	83.5	90.2	80.0	79.2	77.2	No Data

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.9	98.7	90.2	94.3	91.8	92.4	94.9
Students	87.6	93.4	91.1	96.8	91.2	96.6	91.2
Staff	95.2	95.5	96.4	100	100	100	97.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.0	94.9	91.8	95.7	94.8	89.9	93.5
Students	77.0	81.3	89.4	88.3	81.1	95.0	89.2

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 performance of our principals at my school.

Students: I am satisfied with the performance of our school's principal(s).

Staff: I am satisfied with the performance of the principals (and assistant principals) at my school.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.9	93.6	87.1	90.0	85.1	No Data*	79.7
Students	83.5	89.2	91.0	87.4	77.6	82.1	77.4
Staff	81.0	100	89.3	86.4	100	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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	92.9	94.8	98.4	97.1	96.9	92.4	96.2
Students	92.6	83.5	85.0	88.1	85.8	94.2	92.1
Staff	100	77.3	95.7	100	100	100	86.7

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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Eleanor Hall	170	90	94	64	33	39	127

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

Ratio by school	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Eleanor Hall	1.12	0.74	0.58	0.60	0.55	0.72	1.00

4.11 Average age of computers in schools.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:	1.58	1.72	1.30	1.99	2.27	2.55	2.48

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.

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').

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').

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	85.9	89.9	86.4	85.7	88.4	84.8	81.0
Students	81.7	85.3	87.7	83.3	86.6	85.0	82.6
Teachers (1)	–	–	New 2015	100	100	100	100
Teachers (2)	–	–	New 2015	100	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 regularly visits my class.

Teachers: My principal and or assistant principal regularly visit my classroom.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	76.5	79.1	84.2	85.9	79.5	86.3	64.2
Teachers	85.0	90.0	89.7	89.5	95.2	84.2	84.6

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.

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers (1)	–	–	New 2015	100	93.8	100	86.7
Teachers (2)	–	–	New 2015	100	100	100	100
Students	–	–	New 2015	90.3	85.6	88.2	81.6

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

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’).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	–	–	New 2015	86.5	84.3	85.6	79.0
Teachers	–	–	New 2015	100	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.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	94.3	87.8	91.1	92.3

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	100	80.6	81.3	95.0	77.1	95.0	74.4
Parents	*	79.5	72.0	90.0	55.6	*	48.9
Teachers	100	81.7	81.3	100	98.7	95.0	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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	80.1	67.0	78.9	88.2	67.4	79.7	70.1
Parents	*	75.0	90.0	100	33.3	*	55.6
Students	82.5	70.3	69.9	64.5	82.3	65.6	70.1
Teachers	77.8	55.6	76.9	100	86.7	93.8	84.6

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	94.5	88.8	88.1	91.7	90.5	94.8	94.1
Parents	*	80.9	80.0	93.1	85.2	*	94.4
Student	90.7	87.0	88.1	82.0	89.8	90.6	87.7
Teachers	98.3	98.6	96.1	100	96.6	99.0	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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	72.8	63.3	64.7	69.1	66.1	82.8	68.1
Parents	*	53.6	51.5	57.4	37.8	*	46.7
Students	77.1	70.2	70.8	73.0	79.5	77.1	73.0
Teachers	68.3	66.2	71.8	76.9	80.9	88.5	84.6

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	90.6	92.3	85.2	91.4	86.6	92.4	91.1
Students	77.7	80.6	85.2	89.1	83.6	91.4	87.6
Staff	90.5	95.5	96.6	86.4	100	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 ...

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	85.9	97.5	93.5	97.1	96.9	96.2	92.4
Students	68.1	94.7	97.4	91.3	93.0	93.2	92.8
Staff	85.7	95.5	100	95.5	100	100	97.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	89.3	95.8	94.7	81.4	76.5	83.3	92.0
Staff	90.5	90.9	78.6	63.6	92.6	100	97.2

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	–	87.9	91.8	88.6	86.1
Students	59.7	60.9	68.2	71.9	70.3	74.1	59.0
Staff	90.5	81.8	96.4	90.9	96.0	93.1	88.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.8	97.4	95.0	97.1	93.9	91.1	96.2
Students	82.5	85.1	92.1	90.5	100	88.9	87.4
Staff	90.5	100	96.4	86.4	100	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.

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	90.4	93.9	81.8	86.1
Students (Gr 10-12)			New 2015				
Staff			New 2015	81.0	100	96.7	81.8

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	72.9	80.5	74.2	85.7	83.1	69.4	78.1
Students (Gr 7-12)	81.6	85.5	81.1	83.6	88.7	90.7	92.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student	70.1	67.4	69.3	81.8	92.3	86.7	72.3
Staff	85.7	81.0	86.2	75.4	75.0	81.5	91.2

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars	\$0	\$3,000	\$3,000	\$6000	\$5000	\$3000	\$2000

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	130	132	119	120	120	80	85

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.)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	5	6	6	7	6	10	8

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							