

**SWAN HILLS SCHOOL**

**Three Year Education Plan**

**2019-2020**

**November, 2019**

## TABLE OF CONTENTS

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

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

School Profile

Historical Background

### Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020 - Swan Hills 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, History and Demographics**

### **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, the Parent Advisory Council participates in our yearly planning by attending a regularly scheduled PAC meeting where we present our school plans from the school planning day and have them give input and suggestions for change. Throughout the school year, we present updates on how we are progressing with our plan. Currently, SHS and its PAC are considering ways to increase attendance to allow for greater parent voice to assist the school in planning.

### **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**

### **School Vision**

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

Further, we would like to see:

- staff work more collaboratively to improve learning and achievement.
- students engage in school and take more responsibility for their learning and performance.
- parents and the community becoming more involved with the school, and supporting staff and students in their endeavours.
- Staff, students, parents, and community members collaboratively supporting an environment that is welcoming, caring, respectful, safe, and that has at its base an appreciation for learning and responsibility.

### **Mission Statement**

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

### **Motto**

Together we can; Together we will

### **Teachers**

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

### **Learning**

We believe learning is unique to each individual and that all children can learn. With the appropriate supports and a combination of intrinsic and extrinsic motivation, students can grow, learn, and succeed.

### **Education**

We believe that education is a lifelong endeavour. It is empowering.

### **School Profile**

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

The school's motto, "Together We Can; Together We Will" speaks to the program model that is in place at the school. We have committed ourselves to work as a team of staff, students and parents to provide the best opportunities for our students and children. We ensure a high standard of personalized instruction for all children.

## **Historical Background**

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

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

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

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

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

There's nothing like an oil boom to help build a town, and like so many other Alberta communities that owe their existence and prosperity to oil, Swan Hills is no different. During the years of the oil boom, the base

camp that had been set up for the workers quickly exploded into a town site as homes, schools and recreational facilities were put in for the oil companies' employees.

In 1967, Swan Hills again took a place in history by becoming the first township incorporated during Canada's centennial year. The town is young, and because of that its residents enjoy a wonderful lifestyle incorporating new schools, new technology, new facilities and a young and vibrant population. It's a young town full of the opportunity that has always characterized the west. Part of this opportunity culminated in the development of the Alberta Special Waste Treatment Facility . Built in 1987, this world-class facility helps to diversify Swan Hills' economy.

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

Swan Hills' first school consisted of 2 portables placed on site in 1960. Two classrooms were added in 1962 and by 1964 the community had grown to the point where some permanent facilities were needed. An addition consisting of 6 classrooms, a science room, an ancillary room (large classroom), a library and the present large gym were added. This complex served the community until 1972 when 2 more portable classrooms were added. These were removed in 1985. In 1974 the school board with its own funds added space for gym storage and a mechanical room. In 1975, 6 classrooms were added to the building. At the same time the Town of Swan Hills funded an indoor heated swimming pool. In 1979, 2 classrooms, 2 ancillary rooms (present stage), a primary gym and a new library were added. Aside from regular upgrading, the facility remained the same until 1995 when a new administrative suite, staff workroom, a no barrier washroom, wheelchair access, counsellor's office, staff washrooms, computer lab, conference room and a renovated staff room were added.

### **Past Principals of Swan Hills School**

1960/61	Mr. Arkenstal	1997/00	Mr. Cam Oulton
1961/65	Ms. R.W. MacGregor	2004/06	Mr. Robert Gallagher
1965/68	Mr. C.C. Moore	2006/09	Mrs. Pauletta Renkema
1968/70	Mr. Ed McGill	2009/11	Mr. Bryan Richardson
1970/75	Mr. Larry Lambert	2012/2017	Mrs. Sheila Gardiner
1975/94	Mr. Doug Seebach	2017/present	Mr. Slade Sekulich
1995/97	Mr. Ron Kenworthy		

## 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

**OUTCOME ONE**: Alberta's Students are successful.

**OUTCOME TWO**: Alberta's education system supports First Nations, Métis and Inuit students' success.

**OUTCOME THREE**: Alberta's education system respects diversity and promotes inclusion.

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

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

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

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

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

**Key Priorities and Strategies 2019-2020 - Swan Hills School**

<p><b><u>Student - Teacher relationships</u></b>  <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"> <li>● Division <b>High Schools will continue to implement the principles of High School Redesign</b> 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"> <li>○ Teacher advisory structures to support enhanced student-teacher relationships</li> <li>○ Use of MyBluePrint as a tool to organize and plan for student success</li> </ul> </li> </ul>	<p>1</p>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:               <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions</b> 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"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ Site based mental health supports such as “success coaches”</li> <li>○ Site based high school completion liaisons</li> </ul> </li> <li>● <b>All schools will continue to implement the mental health literacy project</b>, guided by and supported by division lead teachers / coordinators.               <ul style="list-style-type: none"> <li>○ <b>Schools will assign a Mental Health Literacy ‘point person’</b> to support the implementation and coordination of the Mental Health Literacy project.</li> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ 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.</li> <li>○ <b>Other related school level strategies may include</b> aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● <b>Division high schools will take a lead role in coordinating effective transitions</b> of students from feeder schools</li> <li>● The principal’s role is to:               <ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from:</li> </ul> </li> </ul>	<p>3,4</p>



<ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)</li> </ul>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
<p><b><u>In Swan Hills School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Resume training of staff for Go-To Educator</li> <li>● Educate staff on the NME (Neurosequential Model of Education) and Collaborative Response Models</li> <li>● Assign teachers to have classes in more than one Division, with the intent of adding new ideas, opportunity for role modeling, and addressing school culture</li> <li>● Continue to allocate adequate High School Completion Counselling time <ul style="list-style-type: none"> <li>○ In addition to designated people, teachers will meet with individual students on a regular basis outside of class time to assist students academically and personally</li> </ul> </li> <li>● Continue with the PAWS classroom &amp; school wide programming, leadership groups, counselling <ul style="list-style-type: none"> <li>○ Support and programming by PAWs as required, ie: specific focus group activities</li> <li>○ Adapt programming, place students in K&amp;E programs to address students unique needs</li> </ul> </li> <li>● Integrate breakout programming rooms for students with academic, behavioural, and emotional needs in each division</li> <li>● Implement Mental Health strategies that are engaging and relevant for students</li> </ul>	

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

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

<p><b><u>In Swan Hills School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Identify point-of-contact staff members identified for Literacy and Numeracy</li> <li>● Administer MIPI assessments to Grades 1-10 math students in September for teachers to recognize concepts where extra support may be needed throughout the upcoming semester <ul style="list-style-type: none"> <li>○ Provide time for administration and analysis of assessments, in addition to collaborative time</li> </ul> </li> <li>● Provide resources to deliver appropriate programming (Number Talks book, F&amp;P resources (shared or guided resource), LLI box), as able</li> <li>● Implement training for PA support staff to ensure understanding of math language and strategies <ul style="list-style-type: none"> <li>○ Additional PAs to be trained for LLI</li> </ul> </li> <li>● Provide intervention earlier for students who score markedly low on the RST</li> <li>● Continue literacy and numeracy strategies, as able, with one-on-one support (PA) for students identified with concerns</li> <li>● Ensure 2 cycles of LLI support for Division 2</li> <li>● Open invitations to Math PD for all staff - or could be provided in-house by those who attended live</li> <li>● Identify struggling students in Gr. 9 and make accommodations until streamlined programming can occur in Gr. 10.</li> </ul>	
--	--

- (For example, a student struggling in Math 9 will be placed on K & E Math if he/she intends to enter 10-3.
- This helps to limit student frustration and anxiety over poor grades).
- Essentially, students will be streamed a year earlier.

<p><b><u>Support for Staff</u></b>  <b><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● 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</li> <li>● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)</li> </ul>	<p>1, 2, 3</p>
<ul style="list-style-type: none"> <li>● <b>School principals will assign certificated staff</b> (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> <li>○ Identification of students with risk factors</li> <li>○ Planning or facilitating planning for identified students</li> <li>○ Monitoring, supporting and reviewing the implementation of plans</li> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul> </li> </ul>	<p>3</p>
<ul style="list-style-type: none"> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)</li> <li>○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.</li> <li>○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>○ Support staff with students who have complex communication needs</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions will prioritize school level supports of Tier 2 students.</b> The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ <b>Site based</b> mental health supports such as "success coaches"</li> <li>○ <b>Site based</b> high school completion liaisons</li> </ul> </li> </ul>	<p>3, 4</p>

<ul style="list-style-type: none"> <li>● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.</li> <li>● <b>Schools will collaborate to align and distribute the services of PA Mentors</b></li> <li>● 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</li> <li>● The principal's role is to: <ul style="list-style-type: none"> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>○ Monitor how the needs of students and staff are being addressed</li> <li>○ Actively participate in professional learning</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● 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)</li> <li>● 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.</li> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> <li>○ 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.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Support implementation of the Moving Forward with High School Redesign</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> <li>○ Coordinate training and Professional Development for Principals (LQS)</li> </ul> </li> </ul>	4
<p><b><u>In Swan Hills School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Admin will ensure appropriate and relevant resources and training are available to teachers to meet student needs</li> <li>● Increase time for Spec. Ed./Inclusive Ed. teacher to support classroom teachers in individual programming</li> <li>● The Inclusive Ed. teacher and Admin will assess needs and coordinate the provision of services with district resources</li> <li>● Support the training and skill development of Program Assistants <ul style="list-style-type: none"> <li>○ Implement collaboration time for PAs to collaborate with each other and PAs to collaborate with Special Ed Facilitator</li> <li>○ Schedule time for teaching staff and PAs to work with PA mentor</li> <li>○ Plan for and provide PA (and teacher, as needed) training consistent with their roles working with students</li> </ul> </li> <li>● Incorporate FNMI Liaisons' knowledge into classroom programs in meaningful and relevant ways</li> <li>● Div. Meetings and teacher-directed days will used for identifying and strategizing for at-risk students</li> </ul>	

- Teachers will attend sessions to facilitate the success of at-risk students
- We will ask experts to train all staff in-house (such as psychologist) rather than just suggesting strategies
- Staff will attend relevant PD to learn strategies that are student and age appropriate and relevant to a situation
- Seek training to address and support unstructured/multi-graded class environments
- Advocate for video-conferencing/Google Hangouts PD sessions
- Consider use of teacher-directed days for in-house and in-district collaboration
- Recommend a PD Fund Plan that would allow teachers to “pool” money for 1-3 years so that Specialist Council PD Sessions are affordable. These councils provide detailed sessions that are very meaningful; currently, they are inaccessible.
- Staff will collaborate with subject partners in our own building more frequently, using teacher-directed days

## 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 extra-curricular 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 servi1.183.6ce 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.

**Additional School Level Strategies Include:**

Literacy:

- Continue to provide a foundational classroom literacy program
- Continue extended Language block in Division 1
- Teachers provide practice PAT and Diploma Exams to ensure success/ unit exams model the exam questions
- Elementary teachers will be focused on building literacy instruction skills
- Teachers will complete assessments contained in the assessment folder at regular intervals (Fountas and Pinnell).

Numeracy:

- Continue extended Math block in Division 1
- Students in Grades 4 to Grade 6 will practice math facts daily.
- Continue to provide visuals to promote mathematical understanding (Eg. Power of 10 resources, Geri Lorway PD, Coming to Know Number)
- All teachers will focus on Numeracy language and methods for emphasis in all courses.

General

- Students at all levels will participate in district events ie. Science Fair, Music Festival,
- We will have grade to grade transition meetings for grade 3, 6 & 9 students as they move from one Division to another.

Regarding High School Redesign:

- High school staff will continue commitment to the 'Moving Forward with High School Redesign' project and develop further plans for transforming our high school into a flexible learning environment for all students.
- Establish new programming to provide experiential learning possibilities for students
- Collaborate with district schools to provide joint programs to benefits of all partners and stakeholders
- Since we are not able to have an Outreach program, we have developed an Inreach program for those students who struggle with the traditional learning environment.
- Continue Flex Room programming to provide opportunities in a wide range of subjects
  - A will teacher oversee our 'Flex Room' and ADLC program.
  - This will provide opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.
- High school liaison will create/coordinate credit recovery and retroactive credit opportunities for students (arrange agreements for teachers-students-administration)

**PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework:**

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”*
  - We will work on goal setting with at-risk students and their parents.
  - Students in K-12 will achieve their individual goals as identified in the October reporting period.
  - We will continue to partner with ADLC to use distributed learning programs and teacher supports.
  
2. Successful Transitions *“Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”*
  - We will continue to sustain Work Experience and RAP programs.
    - Administration, counsellors and teachers will continue to encourage our students to get involved in Work Experience, RAP and other CTS programming.
  - Our high school students will be involved in Career Development opportunities and planning by attending a Career Fair in Whitecourt, using my Blueprint and having presentations by various organizations including Careers Next Generation.
  - Grade 9 students will have opportunities to explore connections between high school and careers:
    - Attend the Career Fair (Whitecourt)
    - Career Investigation Survey,
    - Discussion with teachers about high school diploma and certificate requirements etc. (as use of the additional time allotted for LA)
  - The school will participate in partnerships with Career Next Generation
  - Efforts will be made in the upcoming year to provide more opportunities for all Gr. 7-12 students to listen to and participate in career presentations, as a scheduled aspect of programming
  - New CTS programs established in the current year will be continued and expanded
    - We will continue exposing jr. high students to these through courses
  - We will add new CTS and electives reflective of student interest in successive years
    - Music, Drama, etc., some through shorter, multi-week courses offered during CTS and Flex blocks.
  - Teachers routinely discuss how their subjects transfer to careers; include specific aspects, as appropriate, into lessons
  
3. Collaborative Partnerships *“Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities.*
  - Administration and staff will provide support to students to build effective



study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.

- We will facilitate student involvement in community programs that set the stage for social justice projects or to become more aware of social issues as lifelong learners. (music, computer, community service projects, refereeing, shared reading, mentoring of students, and recycling projects).

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

- We will collaborate with PAWS to encourage students to participate in school activities or after school programs offered by PAWS.
- We will maintain a comprehensive counselling plan that supports personal, academic and career decision making for all students.
- We will encourage and support student participation in Career Fairs and similar events.
- SHS and PAWS staff will engage guest speakers to discuss career opportunities where and when possible.

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

- We will continue to keep running records of student major and minor misbehaviours.
- We will continue to work closely with PHRD’s FNMI worker to track and support at-risk students.
- We will continue to designate the role of high school completion liaison to a specific certificated teacher.
- Regarding Attendance:
  - Parents and students in will be informed of the attendance policy and it will be followed.
  - Administrators will closely monitor attendance patterns; recognize and award excellent attendance.
  - Swan Hills School will send attendance letters home to the parents and guardians of students not attending school regularly.
  - Students will be referred to the Attendance Board when a child has a profile that will demonstrate over 20% days missed over the course of the year.

**Commentary (July 2019):**

Moving Forward with High School Redesign

- Swan Hills School School has completed a third year of MFWHSR:
- Teachers continue to focus on building strong and positive culture by engaging students in extracurricular activities and leadership opportunities.
- Our Counsellor met with students on a regular basis to review student progress and their program, encouraging them to complete extra credits, do work experience/RAP, apply for scholarships, improve their attendance, etc.
- We enhanced engagement in the Woodworking room for our junior and senior high students through visits to forestry sites

- Teachers met bi-monthly as a PLC group to discuss common assessment practices, alignment of curriculum and to share and develop rubrics
- Admin attended spring networking meeting, presented at the fall session
  -
- Flex Room options are continuously wide and varied
- New CTS and Elective courses were piloted in Div. 4, including Psychology, Fitness & Weight Training, Com-Tech Photography and Design Studies, expanded Sr. High Foods. Additional programs and new format planned for the 2019-2020 school year.
- Established new CTF offerings to pique interest in Sr. High CTS.

#### Numeracy

- All teachers worked on math vocabulary and ensuring that teachers were using the appropriate vocabulary with students.
- A continuous block of math was implemented in all elementary classrooms.
- Elementary teachers Implemented variations of programs supporting numeracy that focus on vocabulary, basic operations, numeracy strand, and problem solving.
- Elementary teachers used the Math Profile Assessment to gauge basic skills of students moving into division two.
- Grade level math teachers received professional support on MIPI implementation.

#### Literacy:

- Administration monitored the implementation of the school's literacy program to ensure the program aligned to standards of the District Literacy Strategy
- Our teachers worked with the Literacy Coordinator to establish Literacy programs, and supported students throughout the year with relevant supports.
  - Our school continued to implement the ERI and LLI interventions
- A point of contact teacher has been identified, and, in the 2018-2019 school year, FTE was provided for this Literacy Lead to support colleagues.
- Participating teachers measured student growth along the literacy continuum semi-annually and provided anecdotal feedback on an ongoing basis in the interest of program improvement
  - Measures: Reading Readiness Screening Tool
  - Benchmark Reading Assessment is another measure that should be reported.

#### General Comments:

- A common comment in all analysis is the need for greater engagement, student motivation, and personal accountability (ensuring work is completed in a timely manner so teachers can help ensure understanding).
- Teachers strive to find interesting ways to present information and to build student confidence when learning foundational skills.
- Greater attention in class with fewer distractions (talking, technology, etc.) is beneficial.
  - To reduce distraction, cell phones and other electronic devices were allowed for classroom use only under strict teacher supervision, with students directed when to use them (Kahoots, quick research, etc.).
  - Teachers noted an increase in attentiveness and engagement in most classes.
- Consideration of strengths in language arts suggests other subjects may benefit with continued dedication to establishing foundational knowledge and then bringing students to a higher level (conceptual) understanding of topics.

**July 2019 Comment on PAT and PDE Results:**

**PAT Results:**

Grade 6 – up from last year in all courses, and many instances of achieving the standard of excellence. All courses are consistent with or above the provincial average.

Grade 9 PATs – up from last year in most courses. Below but approaching provincial average in all cores except Math (ELA 9 is nearly exact with PA). Math 9 standard of excellence is very close to provincial average. Math 9 and ELA 9 nearing provincial average of standard of excellence.

K&E courses are all significantly above provincial average, with all above provincial standard of excellence except Math 9.

**Actions resulting from analysis:**

- Continue focus on basic/foundational information in all courses to help ensure students know and use foundational knowledge for all levels of question types (higher level concepts have not been the concern); practice tests featuring foundational concepts and processes to help address second-guessing.
- Highlight K&E results which is setting students up for success and confidence, and preparing their transition to grade 10 with various routes available to them.
- Emphasize concepts of numeracy throughout math courses (not just as a unit); consistent knowledge and use of place values has been highlighted as a problem area; add more frequent numeracy talks and incorporate greater use of number lines and similar tools.
- Focus on decimal, fraction, and percentage, across all grade levels – noted as a consistent area of concern.
- Focus on skills independent of calculators across grade levels.
- Continue cross-reference of grade level achievements and weaknesses (as with MIPI tool) in all cores to note patterns – more difficult with social and science due to varying topics and outcomes.
- Experiment with strategies to enhance student engagement and motivation.

**Diploma Exam Results:**

English 30-1 and 30-2 are above the provincial average on acceptable standards, and English 30-1 leads the provincial average on the standard of excellence; however, each course average slightly below the provincial average.

Social Studies 30-1 (2 students) is above provincial standard of acceptance though below the provincial average grade.

Math 30-1 (2 students) standard of excellence is above that of the province, but with an average grade below.

Chemistry 30 (4 students) is below the provincial average, with a 50% standard of acceptable and 25% reaching the standard of excellence.

Noted are the small numbers of students enrolled in Sr. High Diploma level courses. Low enrollment, exacerbated by any inherent students factors such as frequent lates and/or absences and low motivation and/or lack of engagement, impacts results and may skew averages.

**Actions resulting from analysis:**

- Experiment with strategies to enhance student engagement, motivation, and attendance (as applicable), and address desire to simply “pass”.
- Simulate Provincial Exam circumstances during unit tests to aid with anxiety
- Emphasize summative assignments focused on foundational and literal concepts and questions.

**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.

**Key School Level Strategies Include:**

- We will host an FNMI event yearly that creates awareness of First Nations, Metis and Inuit

traditions and cultural understandings.

- We will work closely with PHPS's FNMI staff to track and support at-risk students.

#### **Commentary (July 2019):**

##### Support of FNMI students

- Staff continued to consult with the division's FNMI Liaison to help support our FNMI students.
- Staff participated in a Blanket Exercise provided by a district FNMI Liaison.
- FNMI Liaison provided Blanket Exercises and presentations to several Social Studies classes, as connected to curriculum content.
- Several staff members attended PD sessions to obtain information and classroom resources for integration in lessons and activities.

##### Progress toward instruction of FNMI Perspectives

- The draft copy of the new TQS was presented and discussed as a staff including the section on FNMI instruction; staff attended PD sessions in anticipation of changing TQS.

### **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:**

##### Welcoming, Caring, Respectful and Safe Learning Environments

- We will continue with the monthly character traits program (Div. 1 & 2)

- We will enhance opportunities for district schools (Fort Assiniboine) to collaborate with SHS students in curricular and extracurricular activities

#### Inclusive Practices / Support for At-Risk Students

- We will base programming on specific student needs and requirements
- We support inclusion of all students, working toward students routinely participating in curricular and extracurricular activities and, as much as possible, remaining in the classroom with/without the support of a PA.
- Special needs students will be able to demonstrate literacy skills in accordance with English Language Learner Outcomes at each grade level or as determined in IPP's.
- We will identify at risk students and use individualized approaches to engage learners.
- We will provide support for students who have not been tested, based on the teacher's professional judgements
  - Provide support for students with low academics and not just a high RTI level
- We will create and adapt alternative assignments for students placed in classes based on previous year's academic performance
- We will provide support to put individualized programs in place.
  - That is, time and resources to help with both creating individual programs and delivery of these programs by teachers or PAs.
- We will provide speech and language support for students before age 8
- We will expand life skills/pathways programming (PA) for students identified with cognitive and behavioural specialties
- With a goal to enhance teacher capacity to provide instruction within a UDL framework, each teacher will commit to:
  - select at least one new unit in one subject area as a special focus for developing formative assessment strategies, including the effective use of assessment rubrics;
  - attend related divisional workshops;
  - participate in collaborative sharing;
  - access available in-class coaching from peers and Lead Teacher.
- The junior/senior high teachers will focus on flexible learning environments that include concept-based learning and UDL.

#### Promoting Activity, Wellness and Success (PAWS)

- We will continue working towards a systemic model that utilizes the PAWS mental health strategies.
  - PAWS will provide in-class programming that will allow our teachers to meet one-on-one with the PAs in their classrooms to analyze the success of their programming for their at-risk students and making changes as necessary.

#### Early Learning

- Our students in Preschool and Kindergarten are assessed by our Early Learning Team in collaboration with the classroom teacher.
  - Once identified with speech, language, behavior or academic needs, the team provides an aide if necessary and the proper interventions for those children.
  - Regular visits and meetings with the Early Learning Team ensure success for students.
  - Preschool, beginning in the 2019-2020 year, will run under PHPS' Early Learning team.
- We will continue to ensure PUF funding and supports follow through to Kindergarten

## **Commentary (July 2019):**

### Welcoming, Caring, Respectful and Safe Learning Environments

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
  - An updated digital copy of our Student Code of Conduct was put on the school website.
  - Staff referred students to the office only when they have been unable to rectify behavioural issues.
  - An Office Referral form continued to be used to communicate details of all incidents and provided for clear communications.
  - We continued to keep track of incidents and made adjustments to school discipline policies to encourage improvements and reductions in office referrals.
  - We ensured that we had proper supervision in place.
  - We continued to tighten up our discipline and attendance policies to provide students with the structure they need to be successful.
  - Amendments were made to Discipline Cycle to allow for younger students and special needs students whose maturity and/or issues may require consequences different from the stated plan.
- Our school moved forward with several staff trained through the Go-To Educator program
  - We will resume training in the next school year and work toward all staff having the tools for working more effectively with students.
- Staff continued the attribute and character education program within Division 1 & 2 which involves students, staff, parents and the greater community.
  - We employed programs such as Kelso's Choices and others that help students learn to make positive behaviour decisions.
  - In collaboration with PAWS, we worked with our junior/senior high students to develop proper social skills, conflict resolution skills and mindfulness.
  - We encouraged and maintained a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other.
    - We also began work on celebrating diversity including utilizing the Safe Space resources.
  - We communicated regularly to parents, to specifically emphasize positive behaviors, achievement and growth of students.
  - We continued to introduce a monthly trait at assemblies.
    - Leadership students took ownership of these assemblies by presenting and discussing the monthly trait.
  - We display and refer to self-regulation charts, using the language naturally to more greatly accustom students to use.
- Monitoring student attendance was a priority for administration.

### Inclusive Practices

- Swan Hills School provides excellent programs for students whose learning, physical or mental disabilities range from mild to severe through programs to assist with high school completion issues.
  - The school has established an instructional support team of special education teachers, special needs aides, counsellors and an administration team that works

closely with the parents, students, community and outside agencies so that all the needs of the students are met.

- The program focuses on both preventing problems and supporting students through a number of ways.
- Division One students participate in an ERI (Early Reading Intervention) program to bring student's reading ability to grade level.
- We are now transitioning to the LLI program that will expand the ERI program to reach even more students.
- The school provides skilled aides and instructional teacher support for identified special needs students and for students in the school experiencing difficulty or are at risk of non-completion of their high school program.
- Students with identified needs are supported by PAs as they are integrated in classrooms and pulled out to address specific needs.
- Parents have received communications on positive aspects of student behaviour as well information on supports applied to address inappropriate behaviours.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ.

#### Support for students at Risk

- Our HSC person met with students at risk on a regular basis ensuring that they were on track and getting the supports needed.
- Teachers in general built strong relationships with all students and communication with parents to help ensure that students at risk did not fall through the cracks.
- Students' programs are regularly reviewed, informally as well as formally (by teachers individually, teachers & PAs, and collaborative groups of teachers) to ensure goals are met and students are challenged
  - Students are now identified in Gr. 7 as potentially requiring K & E in Gr. 8 & 9- inform parents, students, other staff- try to arrange accommodations for Gr. 8 & 9
  - Evidence of the success of this process is seen by the number of students who move from K & E Jr High to becoming successful 'dash 2' diploma students.

#### Student Mental Health:

- Go-To Educator training was used in student relations
  - We plan for the balance of staff members to receive training in the coming year.
- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
- Consultations with NME specialist, with further support and training planned for the fall.

#### Early Learning Supports

- We utilized the support of our district team to help support our youngest students.
- Our kindergarten teacher maintained regular communication with this team throughout the year, and they visited regularly.
- This year we planned for the integration of a school based Early Learning program guided by the Division Early Learning Principal.



**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.**

**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:**

Activities to support professional development

- Strategies associated with a Professional Learning Community:
  - Administrators will continue to provide opportunities for teacher leadership to their staff.
  - Teachers will collaborate in division/subject groups and with other schools/teachers to develop common UDL/DI and assessment tools
  - Teachers will collaborate with district colleagues through opportunities available during teacher-directed PD days.
  - Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via video-conference/Google Hangouts.
  - Teachers will model teaching strategies for each other.
- Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
  - Personal professional growth plans will continue to direct the nature of school based professional development activities.
  - Professional Development requests will be approved and/or directed according to PGP's and relevance to assignments and areas of school need.
- Administration will continue to provide opportunities for teachers to attend ERLC workshops and events.
- We will continue to provide mentoring of new teachers relative to the community and culture of the school.

Communication regarding Student Progress and Classroom Activities

- All core-subject long-range plans will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
- In addition to tests, quizzes or other forms of summative evaluation teachers will use

formative assessment tools such as:

- use of criteria/rubrics,
- performance assessment tasks,
- sharing of learning outcomes with students and parents,
- examples of work which has changed and been revised over time based on feedback from teacher and/or peer self-evaluation,
- The use of diagnostic tasks to inform planning,
- Teachers will use assessment for learning practices daily.
- Teachers will use targets, proofs, and exemplars with students.
- Elementary teachers will prepare and share with students and parents I Can/target statements for each core subject unit.
- Teachers will implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
- Staff will work to achieve 90% attendance at parent teacher interviews.
- Staff will meet with all parents of at-risk students twice a year to set and monitor goals.
- We will continue to increase parent involvement by requiring parents' signatures on high school registration forms.

#### Engaging Programs

- See also Outcome 1 strategies
- We will ensure that we are staffing efficiently meet student program needs while maximizing teacher utilization.
- We will continue to provide Quality Daily Physical Education and Music to grades 1 through 12
- We will continue to focus on the CTS and CTF course offerings to our students.
  - We have combined our junior/senior high options classes to provide high school opportunities to take more of a variety of CTS courses in a classroom.
    - These include Robotics, Cosmetology, Rec Studies, Art, and Music along with exploring different career options in the CTF program.
    - Additional elective and CTS programming, including Psychology, Fitness & Weight Training, Com-Tech studies, etc., added this year, with further expansion in the coming year.
    - CTS "mini-courses" offered in the coming year;
      - students will complete single-credit courses in each 2-3 week course, providing initial steps into various areas of study.

#### Technology use for instruction

- Administration will promote professional development in technology for the staff.
  - We will continue to develop teacher skills in the use of the Interactive whiteboards as a tool to enhance learning.
  - Staff will attain greater understanding of Google Read & Write, especially for, but not limited to, inclusive ed. students with specific needs.
- We will implement ever-greening plans to maintain computers and technology to an effective level.
  - We will be monitor Chromebook and laptop availability with the intent of ensuring a one-to-one device to student ratio.
- Teachers will provide students with instruction in digital citizenship and new technologies

intended to increase support, strategies and structures designed to improve their learning.

- Teachers will integrate technology into student assignments and projects and increase the use of web based applications to support academic achievement.
  - Teachers will use SMART technologies to enhance English language arts instruction.
- Teachers will encourage students to share examples of their technology use with parents.

### **Commentary (July 2018):**

#### Activities to support professional development

- We encourage teachers to participate as much as they felt necessary in professional development activities at the district level.
  - Our staff utilized the support of our CLTs on a regular basis and participated in most district training.
  - Teachers were supported to increase their skills and application of:
    - common assessment practices, consistent assessment, and balancing formative and summative assessments.
- Teachers were supported in receiving PD relevant to district and provincial priorities (literacy, numeracy, and diversity), and were provided PLC time for collaboration on the same as well as on aspects of professional growth plans.
- 
- Teachers were provided with enough PLC time to discuss and create common assessment strategies among junior and senior high staff as a HSR strategy.
  - During the year, time was provided for teachers to work on meeting the goals in their PLC plan including
    - common numeracy language and assessment practices
    - common assessment practices in the upper grades.
  - Teachers use PLC time well, and request additional focussed time for working together on instructional content and strategies, especially for blended grade level classes and for addressing enhancements for literacy and numeracy in all subjects.

#### Communication regarding Student Progress and Classroom Activities

- Teachers continue to share information on student progress with both students and parents, providing information through Fresh Grade and Powerschool, as well as through frequent progress reports (usually monthly).
- Classroom and school activities are shared through print and electronic messaging, school website, and school newsletters.

#### Technology use for instruction

- Technologically, the school is one of the best equipped throughout the province of Alberta
  - Each classroom in the school has computers, televisions, interactive SMARTboards, and LCD projectors.
  - In addition, the school boasts three fully equipped computer labs and a fourth “mobile laptop” lab for classroom use.
  - In 2012, we added a set of iPads for our primary students.

- In 2014, we added Chromebooks in our div. 2 and are piloting one-to-one computers in our Grade 9 classroom.
- With this easy accessibility to computers, students are well-served when it comes to the research and resources that can be found online.
  - We are proud of our ability to democratize technology and allow social media and its related applications into classrooms.
- Technology use ranges from moderate to high depending on courses and need.
- Teachers have been encouraged to find, use, and share, relevant applications that benefit student learning (but not merely for the sake of use).

**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 extra-curricular 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:**

To Engage and communicate with the community:

- We will sustain participation in the School Council:
  - We will solicit parents to attend meetings
    - offering incentives,
    - communicating the importance of having parent representatives,
    - and establishing and communicating clear guidelines regarding the attending parents to avoid apprehension regarding commitment.
- We will connect with the community:
  - Through our collaboration with community clubs and organizations such as the fire department, police department and local businesses.
  - With work experience partnerships with local businesses
  - On service projects.
  - Through curricular and extracurricular activities and volunteer work, connecting and engaging with partners through local competitions, student learning games (Amazing Race, etc.)
- We continue our effective use of Newsletters:
  - We will distribute memos or provide information in the school newsletter on a monthly basis recognizing the work of parents, staff, and students within the school.
  - We will use a section of the monthly newsletters to explain various aspects of the school’s budget and/or description of educational and school policy and curriculum Eg. HS Redesign.
  - We will celebrate student and staff accomplishments at the school or within the community on a monthly basis.
- We will continue to make Improvements to school Websites
- We will host and facilitate events to draw parents to the school:
  - We will increase the number of ‘social’ events to bring parents and partners into the school. For example:
    - Start Up Barbecue, Grandparents’ tea, School open houses, Volunteer Appreciation events.
  - We will host an Open House in collaboration with the PAC for parents of K to Grade 6 students each year.
  - We will be intentional in inviting parents and community members to specific

assemblies.

- We will monitor and record when parents are involved with school activities. For example:
  - extra curricular activities, community nights, movie nights, school council attendance, monthly call-outs, volunteering, parent teacher interviews, etc.)
- To Encourage volunteerism:
  - We will develop a list of jobs and responsibilities known as “parent volunteer” jobs.
    - Eg: in classrooms, on a specific class project, in the office, in the library, in school programs and on field trips.

#### Extracurricular Programs

- We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic.
- We will continue our Leadership Group that allows students more input into decision making that affects them
- Where possible, and given staff involvement we will plan to be involved in at least one extra-curricular event next year for boys and girls at the high school and junior high school levels.
- Student Union events and activities will be supported by our school staff and all students will be encouraged to participate in at least one event during the school year.
- The school will focus on providing increased opportunities for our students at the school, both afterschool and on weekends in collaboration with the PAWS Project.
- We will seek information from student body as to what additional extracurricular programming is desired and feasible.

#### Budgets and School Generated Funds

- Swan Hills School will:
  - Create a budget that is balanced while maintaining quality programs for students and moving towards increasing course offerings for students through the implementation and support of Distributed Learning.
  - Continue to support School Councils’ fundraising activities.
  - Continue to partner with industry to acquire guest speakers and other ‘extras’ that generally fall out of the usual budget

#### **Commentary (July 2019):**

##### Engaging and communicating with the community

- Our school maintained a very open communication policy with its parents and the greater community.
  - While the parents are updated on school activities through monthly newsletters, the school also showcases its activities to the business community through administrative updates in the community newsletter and news articles posted in the Grizzly Gazette.
- Our librarian continued posting school news on Facebook in order to get our good news stories out to the community.
  - She used our town General Discussion page to post news, and it was very well-received.
- With the addition of the electronic sign, we have been able to share relevant information on

events and activities with the larger community.

- Attendance at town hall and Interagency meetings to spread word of school activities and to share relevant information.
- The School Council that provided feedback to the school administrators from both the parents and the community.
- The staff work hard to recruit volunteers for the school to help with the numerous special events held throughout the year.
- We continued to be active participants in our community and worked well with many community agencies.
  - We partnered, with the support of PAWS in many cases, with the RCMP, Emergency Services, Fire Department, FCSS, seniors, Community Health, and local oil companies on a number of different projects and activities.
- We continued to work well with our Parent Advisory Council and the Grizzly Cubs fundraising group.
  - We have currently met most of our fundraising goals, so are planning to expand on and enhance such projects as the bottle-refill stations, and then we will identify new goals.
- We continued to encourage parents to get involved and volunteer at the school and saw a greater number of dads being involved.
- We continued to work with our local businesses to provide Work Experience and RAP opportunities for our students.
- We experienced an increase in community partners requesting student volunteers for upcoming activities, which provided greater opportunities for students to become involved.

#### Extra-Curricular Planning and Supports

- We ensured that all fundraising plans for extra-curricular activities were in place and that those activities were made affordable for parents.
- We continued to encourage our students to participate in extracurricular activities, especially our sports' teams and had a great increase in participation this past year.
- We included our grade 5 and 6 students in junior basketball to increase the interest and build our teams for future years.
- Division 2 participation in the PPHS sport league increased in all sports.

#### Budgets and School Generated Funds

- We were frugal with our field trip spending by having teachers and students fundraise for the majority of their activities.
  - We increased fees for our sports' teams to compensate for a lack of funding in that area.
- We did not make any large purchases of any kind this past year in order to combat our growing deficit.



### 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
	34	73.5	13.2	29	68.8	12.2

#### 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
	16	69.0	9.5	16	68.6	7.1

#### Multi-Year PDE Reports: All Subjects

**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	76.1	65.5	62.9	63.2	71.9	84.3	58.9
4 Year	59.0	84.0	75.6	62.9	71.1	83.2	84.2
5 Year	69.0	64.4	84.1	85.7	62.9	77.9	83.2

**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	4.1	3.1	5.5	1.1	6.8	0.0	9.7

**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	16.6	21.8	5.2	5.4	25.6	28.3	36.0
6 Year	50.3	31.8	33.8	35.1	21.8	11.0	26.8

**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	39.1	26.1	30.4	35.7	33.3	25.0	50.0

**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	29.6	15.1	29.0	31.6	29.6	28.1	33.6

**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	58.2	75.1	53.9	77.4	83.3	85.4	75.1
Parents	*	*	*	*	*	82.9	71.4
Students	45.0	61.8	53.9	57.5	66.5	73.4	56.8
Teachers	71.4	88.3	n/a	97.3	100	100	97.1

**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	60.0	83.3	n/a	66.7	93.3	95.0	85.7
Parents	*	*	*	*	*	100	71.4
Teachers	60.0	83.3	n/a	66.7	93.3	90.0	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	83.3	44.4	50.0	29.4	50.0	30.0	44.4
Percentage at Excellence	8.3	5.6	0.0	0.0	16.7	0.0	16.7

**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	1.25	0.35	0.5	.25	.25	.25	.25

**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	16	11	8	3	0	1
Percent	10	14	10	8	3	0	

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	6	2	2	0	2	0	0
Percent	10	1	1	0	1	0	0

**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	82.3	94.4	93.6	91.0	90.8	94.2	87.5
Students	53.5	64.4	65.3	72.5	80.9	62.9	60.9
Staff	61.1	95.0	94.3	100	100	91.3	83.3

**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	2	5	5	5	5	5	6

**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	270	262	240	248	203	207	208
Percent	100	100	100	100	100	100	100

**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	2	3	3	5	5	2	3
Percent	0.8	1.0	1.0	6	2	2	3

**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	0	60	60	63	0	0	0

**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	–	–	–	102	90	55	87
Percent	100	100	100	100	97	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	28	24	27	23	10	12	18

**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	–	–	–	28	19	15	17
Percent	34.0	56.0	40.0	48.3	34.5	40.5	42.5

**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	5	39	55	55	50	36	15
Percent	2	68	100	95	91	97	38

-----

**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	73.5	78.8	66.0	86.0	86.0	88.3	87.4
Parents	*	*	*	*	*	94.3	91.4
Students	64.1	61.0	66.0	73.4	73.3	72.6	73.5
Teachers	83.0	96.7	n/a	98.6	98.7	98.0	97.1

**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	87.3	97.8	98.9	100	98.7	100	97.2
Students	57.8	70.3	73.1	83.5	91.7	89.8	86.2
Staff	83.3	100	100	100	100	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.”*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	82.9	75.1	97.9	96.4	95.4	96.4	94.8
Students	58.0	51.0	67.8	58.1	55.7	79.5	77.6
Staff	63.0	87.7	92.7	95.7	98.3	97.1	94.4

**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	78.4	85.8	69.0	86.6	87.0	83.2	87.2
Parents	*	*	*	*	*	81.0	85.7
Students	56.9	71.7	69.0	75.5	78.5	75.5	80.6
Teachers	100	100	n/a	97.8	95.6	93.3	95.2

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

Percentages	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		0.4	0.4	0.9	1.0	3.6	2.8
Level 5		1.1	1.9	1.7	3.4	4.6	4.7
Level 4		4.3	3.8	5.6	3.4	4.1	4.3
Level 3		10.4	9.4	13.4	17.2	10.2	8.5
Level 2		10.4	7.9	12.5	6.9	6.1	6.2
Level 1		73.4	76.6	65.9	68.1	71.6	73.5

**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	3	5	3	2	4	0 of 0	0 of 0

-----

**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	57.5	65.6	41.6	60.7	58.9	69.4	66.1
Parents	*	*	*	*	*	64.2	60.7
Students	43.5	61.4	41.6	55.3	49.1	69.2	0.7
Teachers	71.6	69.8	n/a	66.1	68.6	75.0	76.8

**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	81.5	91.7	na/	82.2	72.7	80.0	57.1

**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	56.3	61.4	71.0	60.9	65.8	72.5	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	30.8	46.2	64.9	61.9	62.5	77.3	70.6



**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	78.8	92.2	90.4	94.2	93.4	88.4	90.3
Students	77.0	83.8	80.2	82.2	87.1	83.9	85.6
Staff	100	95.0	94.3	95.5	96.6	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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	72.5	91.0	90.2	89.9	94.7	91.3	87.3
Students	69.9	80.2	75.0	84.2	88.9	87.9	78.6

**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	81.0	95.5	95.7	94.2	96.1	No Data*	88.9
Students	70.0	75.2	74.8	86.4	90.7	92.6	88.2
Staff	83.3	100	94.3	100	100	95.7	88.2

\*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	98.7	98.9	96.7	97.1	98.7	97.1	97.2
Students	79.6	85.3	83.9	85.6	87.2	91.9	89.2
Staff	100	70	100	100	100	100	75.0

**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
SH	243	176	158	107	101	98	225

**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
SH	1.28	0.95	1.04	0.85	0.78	0.98	1.67

**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	2.50	2.73	2.26

**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	64.1	82.0	89.2	79.7	89.5	84.1	76.4
Students	66.4	87.3	77.1	72.8	82.2	79.8	64.0
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	56.6	64.1	57.8	64.1	81.2	79.5	73.0
Teachers	50.0	83.3	42.9	76.5	85.7	100	80.0

**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	100	100	100
Teachers (2)	–	–	New 2015	100	100	100	100
Students	–	–	New 2015	76.7	84.6	85.5	76.6

**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	66.7	65.3	69.7	71.2
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	85.3	88.2	81.2	84.5

-----

**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	74.0	73.2	n/a	73.3	74.0	73.2	63.7
Parents	*	*	*	*	*	73.5	48.6
Teachers	74.0	73.2	n/a	73.3	74.0	72.9	78.8

**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	46.7	69.5	60.0	73.9	76.6	74.7	71.3
Parents	*	*	*	*	*	57.1	66.7
Students	37.9	64.1	60.0	61.1	66.5	77.0	61.7
Teachers	55.6	75.0	n/a	86.7	86.7	90.0	85.7

**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	74.5	89.7	74.7	88.9	84.8	91.7	81.3
Parents	*	*	*	*	*	90.5	71.4
Student	65.9	84.2	74.7	82.2	78.5	84.6	77.1
Teachers	83.1	91.7	n/a	95.6	91.1	100	95.2

**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	82.9	80.1	69.3	80.9	79.2	69.9	75.3
Parents	*	*	*	*	*	60.7	56.7
Students	75.1	71.5	69.3	72.4	79.4	69.4	78.8
Teachers	90.7	88.7	n/a	89.4	78.9	79.7	90.5

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	62.5	77.8	83.9	79.7	82.9	85.5	83.3
Students	54.1	66.7	71.2	78.6	83.8	100	74.8
Staff	94.4	100	100	100	96.6	83.1	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	47.5	90.0	94.6	94.2	93.4	97.1	90.3
Students	33.1	82.2	86.4	92.2	95.8	93.5	95.5
Staff	61.1	100	100	100	100	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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	81.6	86.4	93.1	82.6	71.1	79.7	83.1
Staff	76.5	94.7	94.3	77.3	67.9	65.2	52.9

**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	–	–	–	87.0	92.0	91.3	80.6
Students	45.5	59.8	53.4	73.0	83.8	80.3	72.3
Staff	66.7	100	100	100	96.6	100	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	82.5	93.0	92.4	94.2	97.4	94.0	97.2
Students	75.9	81.9	84.7	89.3	60.0	92.5	90.7
Staff	94.4	100	100	100	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	87.9	82.9	88.2	84.5
Students (Gr 10-12)	–	–	New 2015	66.7	60.0	59.1	47.1
Staff	–	–	New 2015	87.0	79.3	91.3	70.6

**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	61.3	65.9	59.1	71.4	76.7	76.3	84.3
Students (Gr 7-12)	68.3	75.0	75.0	79.6	96.0	85.7	91.1

**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	57.5	61.2	56.4	95.5	96.6	56.5	64.0
Staff	76.5	85.0	85.3	61.2	63.6	100	76.5

**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	\$8,900	\$1,800	\$500	\$500	\$500	\$20,000

**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	28	56	53	67	54	67	51



**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	6	6	7	57	35	31	28

**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	6	6	15	16	19	16	18