

ELEANOR HALL SCHOOL

**Three Year Education Plan
2020-2023**

June 30, 2020

TABLE OF CONTENTS

Section 1: School Context: Foundation Statements and School Profile

[School Council Involvement in Education Plan Development](#)

[Education Plan Distribution](#)

[PHPS Foundation Statements](#)

[School Foundation Statements](#)

[School Profile](#)

[Historical Background](#)

[Demographics](#)

Section 2: Outcomes, Measures, and Commentary

[Alignment of Outcomes to Key Strategies](#)

[Summary of Key Division Priorities and Strategies 2020-2021](#)

[OUTCOME ONE: Alberta Students are successful.](#)

[Jurisdiction Outcome 1-A](#)

[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](#)

Section 1: School Context: Foundation Statements and School Profile

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

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

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

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

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

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

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

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

School Profile

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

Historical Background

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

Demographics

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

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

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

2020-2021

(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

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

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Summary of Key Division Priorities and Strategies 2020-2021

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division will guide and monitor the academic and mental health continuum of services available to students.</p> <ul style="list-style-type: none"> ● The “Mental Health Literacy” project is the framework through which schools promote and monitor the Tier 1 and 2 students’ mental health and well being <ul style="list-style-type: none"> ○ Principals will ensure that the skill set of The ‘Go-to-educator’ is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources. ○ Schools may to add responsibilities related to mental health literacy to their Inclusive Education Lead Teachers job descriptions ● Principals will monitor the academic and mental health of Tier 2 and 3 students. <ul style="list-style-type: none"> ○ Schools may assign responsibilities <ul style="list-style-type: none"> ■ to certificated school counsellors to support Tier 2 and 3 students’ mental and social well-being. ■ to “success coaches” to support Tier 2 students’ mental and social well-being. ○ School counsellors and Success Coaches must be monitored by the principal and division coordinator(s). ○ High schools must assign the responsibilities of a high school completion liaison to identify Tier 2 students for programming support, guidance and monitoring ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools 	<p>2,4</p>
<p>The division will maintain two district First Nations, Metis and Inuit Liaisons whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students</p>	<p>2,4</p>
<p>The principals will:</p> <ul style="list-style-type: none"> ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers 	<p>2,4</p>
<p>Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBlueprint as a tool to organize and plan for student success 	<p>3,4</p>
<p><i>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.</i></p>	<p>3, 4</p>

<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Have a Mental Health Literacy point person and continue to implement the Mental Health Literacy project. ● Continue to have a Success Coach to support Tier 2 students' mental and social well-being. ● Continue to support a Program Assistant Mentor. ● Have a Special Ed Coordinator. ● Continue to have a First Nations Metis and Inuit Worker. ● Deploy staff to prioritize supports for Tier 2 students. ● Our school piloted the SOS-Q with our students and we will be using the data provided to inform our practice. The Student Orientation to School (SOS) program has been specifically developed to help diagnose at various points in a student's school experience those who may be at risk of disengaging from school, and to provide support in the development of effective intervention strategies to address the needs of these students (Nadirova, Burger, Clarke & Mykula, 2007). The program identifies student traits and school environment factors that target students' affective needs and school engagement. ● Focus on transitioning students, continue working with RF Staples staff to transition our Grade 9 students. ● Continue to participate in Communities of Practice and other professional learning opportunities. <p>Additional school strategies focused on Student-Teacher Relationships:</p> <ul style="list-style-type: none"> ● Open gym/foyer/hallway/outdoor supervision for casual teacher-student discussions ● Students can eat in hallways to visit with each other and staff, and to be able to get away from peer groups they may need a break from ● Extracurricular activities. ● Being available when students want to talk, listening to them. ● Provide guidance to students in relation to behaviour-students have choices, but there are consequences. ● Student leadership opportunities including SWAT (student wellness action team). ● Academic planning. 	
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<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy. 	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p>	<p>1, 3</p>

<ul style="list-style-type: none"> ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy) 	
<p>The principals will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning 	1, 3
<p><u>In our school (Eleanor Hall School) we will:</u></p> <ul style="list-style-type: none"> ● Assign certificated staff as point persons for Literacy and Numeracy. ● Actively participate in both strategies. ● Administer specified assessments -RRST, BAS and MIPI. <p><u>School strategies focused on Literacy include:</u></p> <ul style="list-style-type: none"> ● Implement literacy programs such as <ul style="list-style-type: none"> ○ FlyLeaf, LLI, Visualizing and Verbalizing, Animated Literacy, Reading Reflex, Guided Reading, and Words their Way. ● Utilize technology for additional literacy support (TumbleBooks, Starfall, ABCya, etc.). ● D.E.A.R. time and cross-grade Reading Buddies. ● Expanding knowledge of literacy through technology (research, Google Slides, Storybird, etc.). ● Create opportunities for shared reading and writing among peers. ● Literacy centers to support differentiated instruction and independence. ● Junior High Literacy Project. <p><u>School strategies focused on Numeracy include:</u></p> <ul style="list-style-type: none"> ● Kim Sutton strategies: <ul style="list-style-type: none"> ○ All teachers who teach Math from K-9 will use Kim Sutton’s Ten Block Model to Math Fluency which supports the development of mathematical thinking and math fact fluency in a systematic way. It helps students not only learn their facts but prepare for many of the concepts in later years. ○ Students will practice math facts daily following Kim Sutton’s Ten Block Model ● Instructional strategies such as: <ul style="list-style-type: none"> ○ Guided Math groups ○ Use of manipulatives ○ Small group instruction ○ Daily basic math fact practice ○ Real World Problem Solving ○ Extra help offered during break times (recess and lunch) ● Cross Curricular Numeracy. To connect Numeracy to content areas other than Math, teachers will <ul style="list-style-type: none"> ○ Explore and Project and Concept Based Learning ○ Integrating books about numeracy into literature selections 	

<p>Support for Staff <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> ● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ 2.0 FTE certificated coordinators ○ 2.0 FTE First Nations, Metis and Inuit Liaisons ○ 2.25 FTE Speech - Language Pathologists ○ 1.4 FTE Occupational Therapist ○ 1.0 FTE Psychologist ● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ Site based Inclusive Education Lead Teachers (minimum FTE per site) ○ Schools will collaborate to align and distribute the services of PA Mentors 	<p>2, 4</p>
<p>Division administration will assign the following responsibilities to certificated coordinators:</p> <ul style="list-style-type: none"> ● Train, guide and monitor schools' Inclusive Education Lead Teachers ● Collaborate with schools' Inclusive Education Lead Teachers and principals to <ul style="list-style-type: none"> ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students ○ Support staff with students who have complex communication needs ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion ● Coordinate and monitor district counselling supports ● Guide and support the Mental Health Literacy project ● Orient and develop capacity of new teachers to PHSD 	<p>1, 2, 3, 4</p>
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an Inclusive Education Lead Teacher. <i>“With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction.”</i> Key responsibilities defined in the job description include:</p> <ul style="list-style-type: none"> ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice 	<p>1, 2, 3, 4</p>
<p>While all of the elements on the following list are part of the Inclusive Education Strategy schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> 1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. 3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher. 4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 	<p>1, 2, 3, 4</p>

<ol style="list-style-type: none"> 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. 8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. 9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. 10. We will ensure that families are included as equal and valued collaborative members of the team. 	
<p>The principal will:</p> <ul style="list-style-type: none"> ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning 	1, 2, 3, 4
<p>The division will continue to plan and implement a comprehensive professional development plan in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee ● 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) ● <i>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.</i> 	3
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Have a Special Education Coordinator. ● Support a PA Mentor. ● Continue to employ a Success Coach, ● Prioritize support of Tier 2 Students. 	

OUTCOME ONE: Alberta Students are successful.

<p><u>Accountability Pillar Measures:</u></p> <p>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).</p>
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- 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 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.5 Drop Out rate:** Annual dropout rate of students aged 14 to 18.
- 1.6 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.7 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

- 1.9 Student Achievement** - Grade 9 cohort results at the acceptable standard in Mathematics.
- 1.10 Student Achievement** - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.11 Student Achievement** - Number of coded students who graduate (code 41 to 46).
- 1.12 Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

Jurisdiction Outcome 1-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 [Summary of Key Division Priorities and Strategies 2020-2021](#), above.

Key School Level Strategies Include:

Literacy Strategies

- We will ensure that our school’s literacy program aligns to standards of the District Literacy strategy.
- Our Kindergarten and Grade 1 Teachers will continue to assess their students using the Reading Readiness Screening Tool (RRST) to identify and address gaps in learning.
- Elementary teachers will conduct assessments using the Benchmark Assessment System (BAS), measuring growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis.
- Our teachers will continue to use the designated intervention program, LLI (leveled literacy intervention), grades 1-5 Spelling Inventory, Literacy Place, and Fly Leaf to support the needs of struggling reading.
- A variety of strategies and programs designed to provide students with the opportunities for success and to overcome academic difficulties will be continued.

Numeracy Strategies

- Math teachers in grades 2-9 will administer the MIPI (Math Intervention Programming Instrument) which is an excellent starting point to determine where their students are at.
- All teachers use Kim Sutton's Ten Block Model to Math Fluency which supports the development of mathematical thinking.
- Use of spiralling math to reinforce key math concepts on a daily basis
- Jump math program to help support lower learners
- Use of number talks
- Extra work with smaller groups of lower learners (guided math)
- Foundational practice of basic facts
- Several strategies are taught to solve problems
- Use of manipulatives, hands on examples and real life examples when applicable
- Starting to work with concept based learning
- Use of prodigy website to reinforce skills in a fun way
- Successmaker for lower students
- Cross curricular - use math concepts in non-math classes

Citizenship Strategies

- Staff nominate students for our Division's Citizenship Award.
- Students are involved in service projects such as our community clean-up, and Terry Fox run.
- Students in grades 6-9 are able to join SWAT (student action wellness team) which provides them with opportunities to be leaders and good citizens by organizing events for the school.
- We will continue with our intergenerational project where our grade two students are matched with Seniors from Westlock Continuing Care.

Early Learning Programming

Our Early Learning program is called C Prep.

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

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

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 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.

- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

- We intend to improve FNMI cultural awareness through guests (speakers and dancers) and possibly classes on beading, leather work, etc.
- Actively engage the support of the district FNMI liaisons to:
 - Connect our staff and students with cultural activities
 - Track and support at-risk students
 - Assist students who need support transitioning from Jr. High to high school
- Our school will continue to purchase Aboriginal books to put into the school’s library
- We will observe Orange Shirt Day to educate our students about the residential school system and the impact this system had on Indigenous communities for more than a Century, and still does today
- Our Music teacher will continue to teach Aboriginal songs in classes
- We will work collaboratively with our Enhancement Society as we develop a nature based classroom that will assist us in increasing land based teachings into the school
- Our school wide house leagues program based on the Medicine Wheel will continue to be a focus
- Our staff will attend PD to develop knowledge, skills and understanding in support of instruction that includes an FNMI perspective
- E.H.S. will place emphasis on providing specific supports to parents who have identified their child(ren) as First Nations, Metis or Inuit which may include:
 - Clothing for the children
 - Food
 - Suggestions for getting their children to school to improve attendance
 - Facilitating support they may receive from community agencies
 - Time with the First Nations Metis Inuit worker who is able to visit their homes where they may feel more comfortable

OUTCOME THREE: Alberta’s education system is inclusive.

Accountability Pillar Measures:

- 3.1 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.
- 3.2 Programs - (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.

- 3.3 **Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 **Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 **Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 **Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 **PD (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.

Jurisdiction Outcome 3-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:

- 3-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
- 3-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.
- 3-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.
- 3-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.

3-A.5 PPHS 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 Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Educational Programming

- Our school will provide students with a variety of leadership opportunities so that they have a voice and be able to assist us in making decisions that will affect them. Our school will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- We will continue to recognize student academic success frequently and publicly. (Examples include: assemblies, newsletters and letters).
- We will continue to explore and offer a variety of CTF courses that will seek to engage the students.
- The increased number of core classes in the Junior High will continue next year.
- We have “Spirit Buddies”, allowing for students who don’t normally connect to engage in conversation and relationship building to start their day.

Extracurricular

- Our school has sports teams in both elementary and junior high. It is a rite of passage when you are able to wear a Dragons jersey and be part of a team.
- Our Music teacher will continue to lead an elementary choir.
- We will provide our Jr. High Students with an opportunity to join SWAT, our Student Wellness Action Team that plans activities for the schools as well as setting a variety of dress up days throughout the course of the year.
- We will continue our Recycle Team which is made up of volunteers from grades 4-6.
- The Junior High Warhammer Club will continue to meet once a week after school. Warhammer is a tabletop strategy game that promotes competition in a social setting.
- The Library club will continue.
- Intramurals for students in grades 4-9.

Professional Development

- Staff professional development will continue to focus on Concept Based Instruction UDL, DI, Assessment for Learning, Numeracy, Literacy.
- There will be opportunities for teacher directed, school led and division focused PD.
- Supervision of teachers and PGP meetings with the Principal will continue to be used to support teacher growth.
- Eleanor Hall School teachers will collaborate with our Special Ed Coordinator, other schools/teachers to develop common tools and products for differentiating instruction as well as continuing to develop understanding and practice in Concept Based Instruction (PD days, inter-school visits, collaborative groups).

Strategies to support formative and summative assessments

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

Communication regarding Student Progress and Classroom Activities

- Teachers will follow the procedures of AP 60-10 and will use a variety of ways to communicate student progress and classroom activities which may include PowerSchool updates, mini-reports, phone calls home, emails, by using apps such as the Remind App, Seesaw, classroom newsletters, Google Classroom, goal setting meetings, IPP meetings, and other formal and informal meetings with parents.

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

Accountability Pillar Measures:

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 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.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 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.

Jurisdiction Measures:

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".

- 4.15 **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 **Work Preparation** - 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.
- 4.18 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 **Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 **Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.
- 4.22 **Parent / Community Involvement** - Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 **Parent / Community Involvement** - 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.)
- 4.24 **Parent / Community Involvement** - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 **Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 **Technology / Management** - 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)
- 4.27 **Technology / Management** - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 **Technology / Management** - Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

- 4-A.1 **Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.
- 4-A.2 **Fiscal - Percentage of increase to Instructional Materials Fees**
- 4-A.3 **Fiscal** - Amount of money acquired from third parties in support of community schools.

See the strategies described under the section [Summary of Key Division Priorities and Strategies 2020-2021](#), above.

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments

- We will focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling). In order to help facilitate this, our school piloted the SOS-Q this year with our Junior High Students and will be using the results to help identify the students who may be at risk. The Student Orientation to School (SOS) program has been specifically developed to help diagnose at various points in a student’s school experience those who may be at risk of disengaging from school, and to provide support in the development of effective intervention strategies to address the needs of these students (Nadirova, Burger, Clarke & Mykula, 2007). The program identifies student traits and school environment factors that target students’ affective needs and school engagement.
- Our school will continue to focus a Virtues Program on our “DRAGONS virtues”
 - Determined, Respectful, Accepting, Grateful, Optimistic, Nurturing and Successful.
- Through our House Leagues program we will highlight our Virtues and students demonstrating the virtues will win rewards for their House.
- We will use our House Leagues to develop a climate of community and contribution to shared learning.
- Our school will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with the schools’ communities.
 - Teachers will keep running records of student behaviours as needed.
 - Teachers will refer students to the office only when they have been unable to rectify behavioral issues.
 - Staff will take an active role in student supervision.
 - Discipline will be focused on changing the behaviour rather than punishing misbehaviour.

Inclusive Practices / Supports for At Risk Students

- Our school is committed to a comprehensive counseling plan that supports high school completion, students at risk, student engagement, a respectful, safe and caring environment, and guidance and career counselling.
- Our school will use our House Leagues to develop a climate of community and contribution to shared learning.
- Starting this year, we will have a Special Education Coordinator. Key responsibilities include:
 - Collaborating with classroom teachers to design learning that purposefully engages all students.
 - Coordinating the plans, assessments, monitoring and supports for identified students.
 - Professional Development, Reporting and Accountability.
 - Administration of Program Assistant Staff.
- Teaching staff will identify the students at risk and help them to establish individual strategies/goals to work on throughout the year. This year the SOS-Q will assist us with identifying these students in JR. High. Strategies include but are not limited to:
 - Develop independence through the completion of smaller tasks that are achievable.
 - Build effective study/review practices: Address test anxiety, Study skill, Test taking

- strategies, Time management/prioritizing, and Exam and assessment vocabulary
- Flexible groupings and cooperative learning.
- Use Concept Based Instruction so that every student can meet curricular objectives.
- Differentiated assessments to demonstrate learning.
- Activities based on Multiple Intelligences.
- Modeling, questioning, student exemplars, and discussion as a way to help students to demonstrate inference.
- Universal Design for Learning, Project and Concept Based Learning to assist all students.
- Our school teams will collaboratively develop PSME's and IPPs that will serve as guiding documents that will assist with decisions, interactions and support of students.

Engaging and communicating with the community

- Our school will encourage and support student participation in Career Fairs when available.
- Events to draw parents to the school:
 - We will be intentional in inviting parents and community members to specific assemblies.
 - Our school in our community will be promoted by newspapers, website, newsletters, message board, school sign and invitations to parents.
 - We will recognize student successes in co-curricular competitions (Science Fairs, Heritage Fairs, Music Festivals, etc.)
 - We will recognize the accomplishments of staff and students during assemblies and newsletters.
- Encouraging volunteerism:
 - We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
 - Our school hosts a volunteer tea in recognition of the contributions of the volunteers.
- Building increased involvement in the School Council:
 - Our school works with the School Council and volunteers on school-yard projects.
 - We will support the efforts of our School Council as they hold presentations on such subjects as Drug Awareness and Technology.
 - We will continue to support The Enhancement Society's fundraising activities.
 - We will support the school council by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
 - Through emails, newsletters, and phone calls, we will encourage parents to get involved in the School Council.
 - We will continue to work together with community clubs and organizations such as the Lion's Club, the Village of Clyde, fire departments and local businesses.

Strategies associated with the use of learning technologies

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

program including lego robotics, and coding in conjunction with our 3D printer.

Communication Strategies

- We will communicate regularly to parents, specifically to emphasize positive behaviors, achievement and growth through newsletter, memos, bulletin boards, assemblies and through School Council meetings.
- We will inform parents of school activities and opportunities to get involved in the monthly newsletter, our website, and at times notes home or messages in the student agendas.
- We will distribute memos and school newsletters on a monthly basis recognizing the work of parents, staff, and students.
- We will showcase the talents of staff and students in a talent show every other year, and at assemblies, Teas, and the Christmas Concert.
- School staff will work with the community and ask for things to be posted on the School Council Facebook page to publicize school events.

Budgets and School Generated Funds

- We will have a budget that is balanced while maintaining quality programs for students and honouring all district commitments.
- We will continue to be fiscally responsible in the management of school funds.
- We will continue to partner with industry to acquire guest speakers and other 'extras' that we do not have money allocated to in our school budget.