



## Walter and Gladys Hill Public School

**SEP &  
AERR  
2019-2022**



**Combined 3 Year Strategic Education Plan (SEP)  
& Annual Education Results Report (AERR)**

## School Mission Statement

Walter and Gladys Hill Public School develops engaged 21st century leaders from ECDP to Grade 6. Our students are ethical, global citizens learning through collaboration and inquiry with an entrepreneurial spirit that meaningfully contributes to society.

## Motto

Empowering life-long learners and inspiring creative minds.

## School Council

Our school council, lead by Chairperson, Freya Fourny, is active in seeking ways to engage parents in the life of the school to support and enhance student learning.

## School Profile

Walter and Gladys Hill is in its fifth year as an ECDP to Grade 6 school with approximately 571 students. We are approximately 44% English Language Learners.

We are a Leader in Me School dedicated to providing Project Based Learning opportunities and developing 21st Century Learner competencies to enable future success for our students. Along with Project Based Learning, this year we are implementing 6 introductory language programs in partnership with the Multicultural Association. In addition and in partnership with Confucius Institute of Edmonton, we have a visiting teacher from China who will expose students to Chinese Language and Culture. We have 6 Reggio Inspired ECDP and Kindergarten classes which focus on inquiry through play in arts and science. A strong focus on Character Education through the 7 Teachings and TRIBES community building in tandem with our WITS Program & The Leader in Me, allows students to keep their behaviors in check and focus on academics. We are in our third year of PEAK Cricket. We offer a wide range of after school activities including Tech and Trade Academy, Sports, Mindfulness, and the Arts.

## Summary of Accomplishments

- 93.7% of students, parents and staff agree our school is safe and caring
- 94.5% of students, parents and staff agree that we provide a quality education
- 92.2% of our students, parents and staff agree that we provide a variety of programming
- 82.1 % of our grade 6 students met acceptable or excellent standards on Provincial Achievement tests
- 95.1% of our students, parents and staff agree that we have continuously improved.
- 7 Regional Science Fair Winners in 2019, 5 in 2018, 2017, 9 in 2016, and 8 in 2015.
- 1st place overall winners in City Robotics Tournament 2017 and 2nd place in 2015
- 3 award winners at the Inventors Fair this year; 4 winners last year
- 5 award winners in the Coding Tournament this year, 3 winners last year
- School Wide Outdoor classroom designed and continually created by students

## Trends and Challenges

- Staffing-this year we still have not hired replacements for Grade 6, Music and Grade 3.
- We have maintained enrollment numbers this year. We have begun the process of adding 4 modular classrooms. Traffic Flow is an issue as well as playground area capacity and an empty field for Grades 3-6 recesses only.
- Meeting technology needs; maintenance & training

## School Wide Growth Plan Goals:

### Goal 1:

**Students will improve use of conventions and sentence structure in writing**

**ECDP: All students will know 12 consonants letter name and sounds by June 2019.**

**Kindergarten: By June 2019 students will be able to identify names and sounds for all letters.**

**Grade 1: By June 2019 all students will independently write a variety of sentences using conventions.**

**Grade 2: By June 2019 students will use of periods and capital letters in writing 80% of the time.**

**Grade 3: Students will improve use of conventions and sentence structure in writing Personal goals per student**

**Grade 4: By June 2019 Students will improve their conventions and paragraph structures**

**Grade 5: By June 2019 students will increase their reading comprehension skills**

**Grade 6: By June 2019 students will get 80% or higher in reading comprehension; with 60% achieving their personal goals.**

A focus on Literacy will better prepare all of our students. We will ensure that they all have the supports that are needed to be successful.

- Start the year with Literacy Consultant reviewing best practices; continuing to build on resources
- MAC II and PPVT for ELL students to get data and set goals where they cannot do the CAT4 or PAT
- Read and Write Google training for LD students to help them improve
- Provide Teacher professional development in Literacy: Leveled Literacy Interventions, Words Their Way, Daily 5/Daily Cafe for Literacy and Math, Reggio Fairy Dust Training, Handwriting Without Tears
- Purchase RAZ kids, Lexia and Ooka Island memberships; School council home reading program purchase
- Conduct 2 week comprehensive review prior to PATs for Grade 6
- Review Exam bank; organization, study and test taking skills taught in Grade 6
- Provide parent information about PATs, study skills, nutrition and sleep near PAT time
- Provide regular Literacy progress reports to staff, students and parents
- Guest readers/speakers and literary contests to spark student interest
- EYE assessment for ECDP/KK to scan for those at risk for learning how to read
- Language games and home reading to go home in ECDP to help improve Pre reading skills/language development
- ECDP will use the District Numeracy framework draft

### Goal 2:

**Students will improve their ability to estimate and use operations**

**ECDP: Students will know “fiveness” by June 2019**

**Kindergarten: All students will know their numbers 1-10.**

**Grade 1: By June 2019 students will be able to recognize, write and count to 100**

**Grade 2: By June 2019 students will have addition and subtraction facts to 10 memorized.**

**Grade 3: Students will improve their ability to estimate and use operations personal goal per student**

**Grade 4: By June 2019 Students will improve their basic operations in Multiplication and Division**

**Grade 5: By June 2019 students will improve their application of operations**

**Grade 6: By June 2019 students will improve their application of operations**

A focus on Numeracy will better prepare all of our students. We will ensure that they all have the supports that are needed to be successful.

- Start the year with Numeracy consultant reviewing best practices
- Provide Teacher professional development in Numeracy: Guided Math, “Mathology” Resource
- Purchase Mathletics memberships
- Conduct 2 week comprehensive review prior to PATs for Grade 6
- Review Exam bank; organization, study and test taking skills taught in Grade 6
- Provide parent information about PATs, study skills, nutrition and sleep near PAT time
- Continue to grow math visuals around the school; continue estimation station
- EYE assessment for ECDP/KK to scan for those at risk for learning number sense
- Language games to go home in ECDP to help improve Pre reading skills/language development
- ECDP will use the District Numeracy framework draft

**Goal 3:**

**90% of students will achieve one of their WIGS this school year**

**ECDP: All students will zip up their own jackets by June 2019.**

**Kindergarten: All students will dress independently.**

**Grade 1: 90% of students will achieve one of their WIGS this school year.**

**Grade 2: 90% of students will achieve one of their WIGS this school year.**

**Grade 3: 90% of students will achieve one of their personal WIGS this school year.**

**Grade 4: 90% of students will achieve one of their personal WIGS this school year.**

**Grade 5: 90% of students will achieve one of their personal WIGS this school year**

**Grade 6: 90% of students will achieve one of their personal WIGS this school year**

We will continue to call parents to leadership positions within the school to become part of our community and be actively involved in the School Council decision making opportunities.

- Regularly scheduled LiMe time in the six day cycle
- All students have a leader in me binder that moves with them from year to year
- All students are tracking personal and academic goals
- All students are reflecting on their goals regularly

### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Walter & Gladys Hill Public Sc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.7	96	93.5	89	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	92.2	91.5	87.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	94.5	96.2	93.5	90	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78	78	77	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.1	81.1	82.2	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	21.2	16.8	19.5	19.9	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83	83	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59	n/a	n/a	n/a
	Work Preparation	92	91.7	85.5	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	91	94.1	91.7	83	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.6	89.9	90.5	81.2	81.2	81	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	95.1	91.3	86.2	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Measure Evaluation Reference**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

**Notes:**

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

**Overall Evaluation Table**

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	83.3	68.2	81.1	82.1	85	High	Maintained	Good	85		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	22.2	22.7	16.8	21.2	20	High	Maintained	Good	22		

		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	94.4	19.4	*	*	91.5	12.8	91.3	19.6	92%	15%
	Authority	84.5	15.2	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	n/a	n/a	80.6	33.3	*	*	80.4	10.9	73.9	15.2	85%	17%
	Authority	73.8	15.0	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	n/a	n/a	83.3	22.2	*	*	78.3	17.4	82.6	26.1	85%	25%
	Authority	72.3	15.6	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	n/a	n/a	75.0	13.9	*	*	73.9	26.1	80.4	23.9	80%	25%
	Authority	62.8	8.4	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		



1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events

**Comment on Results**

*-We met our targets for excellence in LA, Math and Science. We wanted to increase the number of students achieving excellent standard and we did it! (LA 12.8% to 19.6% Math 10.9% to 15.2% Science 17.4% to 26.1%)*

*-Above the province in both acceptable and excellent categories in % areas (Not Science). Last year we were below the province in SS and Science*

*-When you just consider the students who wrote the test:*

*Language Arts 95.5% Acceptable/Excellence*

*Math 77.3% Acceptable/Excellence*

*Science 84.4 Acceptable/Excellence*

*Social Studies 82.2% Acceptable/Excellence*

*-We are noting increased anxiety in students as self reported by a few. High expectations from home to excel may be affecting their performance.*

**Strategies**

A focus on Literacy and Numeracy will better prepare students. We will continue to dig deeper into these areas and The Leader in Me.

-Each grade level has targeted areas for their grades to work on

-Meet with and schedule time for Literacy and Numeracy Consultants to work with staff

-Provide Teacher professional development where needed in the areas of Literacy, Numeracy and Leader in Me

-Purchase RAZ kids, Lexia, Spelling City and Ooka Island memberships; School council home reading program purchase

-Conduct 2 week comprehensive review prior to PATs for Grade 6

-Review Exam bank; organization, study and test taking skills taught in Grade 6

-Provide writer's workshop to Grade 6 classes in April

-Provide parent information about PATs, study skills, nutrition and sleep near PAT time via an information night

-Support from School Counselor via Mindfulness training and exercises to alleviate stresses

-Provide regular Literacy progress reports to staff, students and parents. Benchmarking 3 times/year followed by LLI support groups

-Set school wide Literacy, Numeracy and Leader in Me Goals (WIG as per Leader in Me)

-Guest readers/speakers and literary contests to spark student interest (ie: Cartoonist grade 6, Words in Motion, Black History month, racism, etc)

-EYE assessment for ECDP/KK to scan for those at risk for learning how to read

-Language games and home reading to go home in ECDP to help improve Pre reading skills/language development

Notes:

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	94.9	85.9	94.1	91.0	95%	Very High	Maintained	Excellent	95%		
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	87.1	77.8	91.7	92.0	95%	Very High	Maintained	Excellent	95%		

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	94.9	85.9	94.1	91.0	80.9	81.8	81.8	84.9	84.5	83.4	83.5	83.9	83.7	83.0
Teacher	n/a	97.3	100.0	99.2	97.9	95.6	95.4	96.4	96.3	94.8	93.8	94.2	94.5	94.0	93.4
Parent	n/a	100.0	70.5	90.7	89.7	80.7	81.0	81.0	84.0	83.2	81.9	82.1	82.9	82.7	81.7
Student	n/a	87.5	87.3	92.5	85.4	66.5	69.1	67.9	74.6	75.4	74.5	74.2	74.5	74.4	73.9

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	87.1	77.8	91.7	92.0	83.0	80.4	85.4	84.5	83.9	81.2	82.0	82.6	82.7	82.4
Teacher	n/a	86.7	100.0	100.0	96.6	89.3	91.5	93.6	93.9	94.0	89.3	89.7	90.5	90.4	90.3
Parent	n/a	87.5	55.6	83.3	87.5	76.8	69.3	77.1	75.0	73.8	73.1	74.2	74.8	75.1	74.6

**Comment on Results**

-We maintained our results in this category and will continue to work towards 95%. We dropped a few percentages in each stakeholder result but also had fewer parents respond to the survey this past year. It looks like parents may have had a better understanding of the question about success after they are done school. They increased from 83.3% to 87.5%.  
 -Above the Province and the District in all categories  
 -This past year we already know that we have had a higher response and suspect the online survey may have been a positive thing.  
 -We still feel that the extra effort we put into educating parents, along with the assistance of School Council and making sure they understood the importance of the surveys has helped. Highlighting throughout the year, the areas we have been doing well in and sharing how we were helping to improve in other areas may have impacted their survey responses. Through Social Media, REMIND, newsletters and school displays we have been able to keep focusing on the good things we have going on that relate to these Survey questions.

**Strategies**

-Continue to allow and provide leadership opportunities in the school and the classrooms  
 -Train all staff trained in Project Based Learning in order to develop 21<sup>st</sup> Century skills and competencies through authentic projects, achieving cross curricular outcomes while developing inquiry, innovation and creativity. A minimum participation in 2 school wide projects will be required for returning teachers, and 1 for new staff. As teachers become comfortable, incorporate -- in other courses/subjects. PBL coach will work with teachers 1:1 throughout the year to assist with learning.  
 -character Education in Health programming includes 7 Teachings, TRIBES, Zones of Regulation, WITS  
 -Student Lighthouse team replaces Student Council--further conversation/education on their purpose needs to be done  
 -Continue Family groups, Terry Fox, United Way, Food bank donations, Speak Out, Gr. 4 Sock project, Recycling Ravens SPCA donations, Jump Rope For Heart, etc. to connect to good citizenship  
 -Michael's Hope has been a springboard for a number of other "little citizens" and we must continue to highlight their work and promote their Local and Global Citizenship. Develop partnerships where we can!  
 -Honour Citizenship, Healthy Active Role model student led awards each month  
 -Green Schools initiatives such as Outdoor Garden integration, recycling program, Destination Conservation Eco Legends team  
 -Infuse the new Career Technology Foundations curriculum into Project Based Learning in grades %; My Blueprint?  
 -Increase multicultural awareness through exposure to different cultures; partnering with the Multicultural Association to share information; parent and community guest speakers in classes, student presentations to peers  
 -Offer 6 optional world languages as courses along with cultural aspects of the language group and create one event per language club; continue with after school Mandarin program.  
 -Tech and Trade Academy focus on coding, innovation and robotics in Pre-engineering  
 -Increase parent involvement--Offer parent sessions on various topics in partnership with The Hub for Triple P Parenting  
 -Increase program awareness via social media, newsletters and word of mouth via School Council  
 -Community partner participation in school projects ie: Rona, NLHR, Shine Fitness, YMCA Eagle Ridge, SPCA, MIX 103.7, MCA, Northstar Ford, Boreal Artist, Artist Mimi, Chinese Society  
 -Highlight parents and students who volunteer in the community  
 -Organize charity programs that students can take part in--provide leadership opportunity by "planting seeds" with students  
 -we hold formal interviews and application processes (pre-job experience) for some of our student leadership positions which run year long (assembly, lunch leaders, breakfast leaders)

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated**

**(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

years of entering Grade 10.												
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

<p><b>Comment on Results</b>  <i>(an assessment of progress toward achieving the target)</i></p> <p><i>We only had 1 FNMI student write the PAT exams. He scored below in all areas. The student received Literacy Support year long, when he was present, to improve fluency. There were times of transiency for this student moving in and out of the city 2-3 times during the year. He was also dealing with personal health issues related to a benign tumor on his brain.</i></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>-Assist with transportation to school as much as possible and when necessary. (bus passes)</li> <li>-Provide assistance for breakfast/hot lunch where needed. Ensure basic needs are being met first.</li> <li>-Classroom teachers will integrate FNMI teachings into the regular curriculum, including a school wide focus on the 7 teachings (one per month). Ensure fidelity to new curriculum standards with regards to FNMI.</li> <li>-Support will be provided for those struggling with literacy and numeracy via precision reading, and math fluency drills</li> <li>-staff will partake in FNMI PD sessions when offered</li> <li>-invite Elders who are FNMI in to do storytelling, share their interests, educate us</li> <li>-compile resource list for access to be able to integrate</li> <li>-FNMI week to celebrate FNMI peoples</li> </ul>
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Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

### Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	93.9	90.7	96.0	93.7	98%	Very High	Maintained	Excellent	98%		

#### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	93.9	90.7	96.0	93.7	86.8	87.5	88.3	90.6	89.9	89.1	89.2	89.5	89.5	89.0
Teacher	n/a	97.3	100.0	100.0	98.6	96.9	95.6	97.2	97.5	95.1	95.3	95.4	95.4	95.3	95.0
Parent	n/a	93.9	84.4	94.7	94.9	86.0	87.5	88.3	90.8	90.2	88.9	89.3	89.8	89.9	89.4
Student	n/a	90.5	87.7	93.2	87.6	77.5	79.5	79.4	83.5	84.5	83.1	83.0	83.4	83.3	82.5

#### Comment on Results

*We maintained our good results and will continue to work towards higher levels. We surpassed the Provincial and District results. Again, making parents aware of what we have been doing, responding to their issues and communicating frequently are likely reasons for improvements in these areas. We have the benefit of a full time counselor, support from SOS with a mentor, an FSLW worker and other outside supports to help ensure we are meeting the needs of the whole child which likely also reflects the satisfactions represented in the data.*

#### Strategies

- ELL intake/welcome packages as well as Reggio Brochures have been printed in 5 languages
- Plan a pink shirt day lead by counselor, SOS member and the SASP team; Anti Bullying week activities; classroom training by counselor on Mindfulness and WITS
- Grade 6 Puppy Therapy for PAT's anxiety
- Continue Mindfulness Leaders are now leading in mindfulness exercises in the mornings
- Trained staff in the TRIBES process and utilize their learning in the classrooms to establish a learning `community`
- Offer Parent sessions via The Hub; Triple P Parenting & Caregiver Support group
- School Counselor to provide targeted groups in anxiety, trauma and depression
- Awareness through Suicide Prevention week, Bell Let's Talk Day, MEntal Health Week, World Autism Day
- Promote Walter and Gladys Hill Public as an APPLE school which means healthy active living for all; continue with Apple Core team

-Breakfast program in place; Fruit for Friend; Birthday Books as an alternative to cake--we are teaching healthy eating  
-Information sessions on internet safety by district personnel(parents and students)  
-Continue with Intergenerational Connect to build Empathy skills  
-Teachers integrate 7 Teachings as part of their health curriculum; School wide monthly focus.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	89.5	82.2	91.6	92.2	93%	Very High	Maintained	Excellent	93%		

**Program of Studies – Measure Details**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	89.5	82.2	91.6	92.2	79.2	81.0	81.4	84.1	83.3	81.3	81.3	81.9	81.9	81.8
Teacher	n/a	91.6	95.8	91.8	97.0	87.0	85.4	88.6	89.7	89.5	87.5	87.2	88.1	88.0	88.4
Parent	n/a	87.3	68.6	91.5	87.5	76.1	82.9	79.3	82.7	77.8	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	74.5	74.6	76.2	79.9	82.6	76.6	76.9	77.5	77.7	77.2

**Comment on Results**

We maintained our results almost reaching our goal of 93% and will continue to strive for higher.  
*Staff experience and expertise is used during PLF time to lead peers in areas that need improvement such as technology, literacy and Science.*  
*Staff offer multiple opportunities to students with regards to new technologies, arts, and the new CTF curriculum, after receiving training themselves (Ozmo, Ozbots, etc). They also offer a variety in after school programming which we are very proud to offer.*  
*Communication with parents about programs as they happened via social media, website and newsletters helped keep them in the loop. REMIND and See Saw are the more popular methods of communication with parents.*  
*Art Gallery visits to the Local Galleries and art workshops, Field trips to Heritage Park, Wetlands and Oilsands Discovery Center also offer a variety in the way curriculum is presented.*



**Strategies**

- Infuse FNMI--collaborate with staff and integrate across subject areas, including 7 Teachings
- Provide staff professional development on Eson boards, ipads, mac books, remind,iMacs, Google & Google classroom as well as any new trends that come up during the year in the Maker Space
- Science coach and PBL coach will work with teachers to implement Smarter Science and Project Based Learning in the classrooms. Coach may model lessons, help teacher plan lessons and provided feedback after observations.
- Provide Instructional Leadership team PD in Functional Behavior Plans, Response to Intervention, Differentiated Instruction throughout the year
- Link professional learning plan to initiatives in the school and literacy, numeracy and LiMe where possible
- Utilize community resources where possible to assist the classroom teachers: APPLE schools coordinator, Mental Health, full time School counselor, community artists, guest speakers
- Lead teachers for PBL, Smarter Science, Math, Literacy, Differentiated Instruction, Green Scene
- Drama production, artists in the classroom
- Continue to work with LTTA, Boreal Art Institute
- Arranging art performances for students, both at the school(Alberta Opera, Bach to Beatles, etc) and other schools or Keyano
- Problem Solve Smarter Science and PBL training issues with staff. How can we make sure everyone is trained and utilizing for the benefit of students--issues last year with timing of PBL in Edmonton and then Smarter Science Foundation human resources issues.

Notes:

## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	n/a	82.5	84.9	91.3	95.1	93	Very High	Improved Significantly	Excellent	95%		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	98.0	83.7	89.9	88.6	93	Very High	Maintained	Excellent	90%		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	96.8	87.9	96.2	94.5	93	Very High	Maintained	Excellent	95%		

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	98.0	83.7	89.9	88.6	84.3	82.6	82.2	84.7	81.5	80.6	80.7	80.9	81.2	81.2
Teacher	n/a	96.0	100.0	96.9	97.2	90.6	91.0	91.5	91.5	87.7	88.0	88.1	88.4	88.5	88.9
Parent	n/a	100.0	67.4	82.9	80.0	78.1	74.1	72.9	78.0	75.4	73.1	73.4	73.5	73.9	73.4

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	96.8	87.9	96.2	94.5	88.2	88.2	88.5	89.6	89.6	89.2	89.5	90.1	90.1	90.0

**School: 1765 Walter & Gladys Hill Public School**

Teacher	n/a	100.0	99.2	98.7	98.3	97.1	96.2	97.6	97.6	95.8	95.5	95.9	96.0	95.9	95.8
Parent	n/a	95.0	66.7	91.0	88.9	83.9	85.7	84.5	85.1	84.9	84.7	85.4	86.1	86.4	86.0
Student	n/a	95.5	97.8	98.8	96.3	83.7	82.8	83.5	85.9	88.1	87.3	87.4	88.0	88.1	88.2

**School Improvement – Measure Details**

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.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	82.5	84.9	91.3	95.1	81.7	79.9	80.2	82.4	81.6	79.8	79.6	81.2	81.4	80.3
Teacher	n/a	50.0	95.0	100.0	92.9	84.3	80.9	88.0	85.2	82.6	81.3	79.8	82.3	82.2	81.5
Parent	n/a	100.0	66.7	78.6	100.0	81.6	79.3	73.9	79.0	78.3	77.0	78.5	79.7	80.8	79.3
Student	n/a	97.4	93.0	95.4	92.6	79.2	79.6	78.8	82.8	83.8	81.2	80.7	81.5	81.1	80.2

**Comment on Results**

*We have maintained or improved significantly in this area. One area that was highlighted to parents visually in the school and in newsletters was Ms. Nutter's WIG of Increasing Parent involvement at school. We gathered data that showed from Sept to June parent involvement increased 1500%. Perhaps parents didn't see this, or they are only thinking about themselves when answering this question.*

*School Council continues to try to gather new interest from parents. Through multiple social media, student agendas and newsletters, parents were kept informed of School Council meetings and what is happening at the school, policies that are developed, school vision, programming and procedures and routines for the students. Reggio programs have family evenings which increased engagement. Our new school council chair is keen to make sure she is educated on ASCA procedures and has already hosted two training events for parents.*

*Our new focus is on Parent Leadership. Last year we had many come in to be leaders for Career Fair.*

**Strategies**

- School council to keep more up to date on facebook postings and emails with frequent communication and advertising of use of twitter and facebook, REMIND
- School Council provided a Bullying presentation to parents and supports home reading through book purchases
- Ensure effective communication with parents: homework pouches for all students, school and teacher webpages, Facebook, twitter accounts, try video newsletters, memos, radio (School news), private suggestion page, School Messenger system
- School Council uses One Note for meetings for easy sharing
- Use "Remind" with parents for upcoming events, deadlines, tests, surveys
- Coordinate Parent lead activities such as environmental club - language club, crochet
- Volunteer opportunities such as breakfast program, library committee, fall fair
- Continue Literacy/numeracy focus for improved achievement; benchmarking in both areas
- Monitor quality of teaching through informal supervision and formal evaluation
- Collaborative opportunities amongst staff; flex time in Professional Learning
- Create family event nights in partnership with parents: BBQ, meet the teacher, Fall Fair, Multicultural evenings, Healthy Night, etc., literacy night, art night, Reggio Night, makerspace night, music productions

-Seek ways to educate ELL parents on the importance of being involved via a blog, monthly newsletter or other publications  
-Continue ELL intake process  
-Settlement worker-Monita Vasal in the building weekly--use them as resources and connection with parents  
-Health Promotion Facilitator for Newcomers and Immigrants-Shabnam Imam

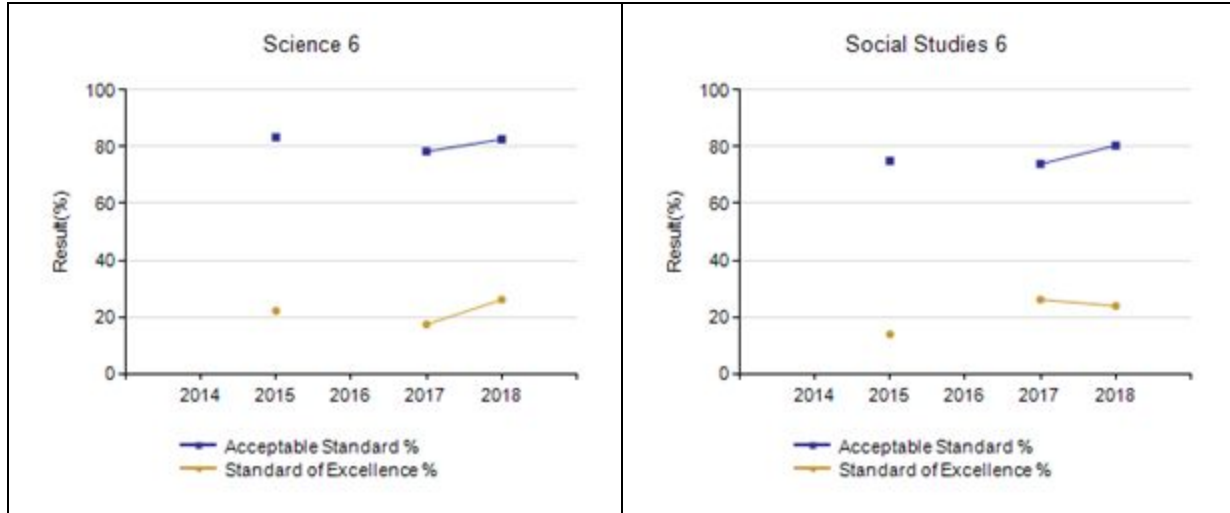
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

**APPENDIX – Measure Details**

The following page includes graphs that provide detailed data for the performance measures.

Graph of Provincial Achievement Test Results by Course													
<p><b>English Language Arts 6</b></p> <table border="1"> <caption>English Language Arts 6 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>95</td> <td>20</td> </tr> <tr> <td>2017</td> <td>92</td> <td>15</td> </tr> <tr> <td>2018</td> <td>92</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	95	20	2017	92	15	2018	92	20	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2015	95	20											
2017	92	15											
2018	92	20											
<p>[No Data for Français 6]</p>	<p><b>Mathematics 6</b></p> <table border="1"> <caption>Mathematics 6 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>80</td> <td>35</td> </tr> <tr> <td>2017</td> <td>80</td> <td>12</td> </tr> <tr> <td>2018</td> <td>75</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	80	35	2017	80	12	2018	75	18
Year	Acceptable Standard %	Standard of Excellence %											
2015	80	35											
2017	80	12											
2018	75	18											



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Walter & Gladys Hill Public Sc						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	46	91.3	42	93.0	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Maintained	Good	46	19.6	42	16.1	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	46	73.9	41	80.5	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	46	15.2	41	22.1	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	46	82.6	41	80.8	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	46	26.1	41	19.8	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	46	80.4	41	74.5	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	46	23.9	41	20.0	51,525	23.2	48,170	20.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.