

Annual Education Results Report



Helen E. Taylor School 2011-2012

“Bringing Out The Best”



Helen E. Taylor School “Knights”

SCHOOL DEMOGRAPHICS

Helen E. Taylor School is a Grade Five to Nine School located in Wembley, Alberta. Wembley has a population of about 1,500 and is located 19 km west of the city of Grande Prairie, Alberta. The attendance area for the school includes the town of Wembley and the surrounding rural area.

ADMINISTRATORS:

Lynda Miller

Rob Twelvetree

Lynda Miller

Lynda Miller

Principal

Designate Principal

Special Ed

Counseling

Certificated Staff as per staffing sheet

Regular Classroom Staffing Assigned by Central Office under formula- Grades 1-12, I.A	7.52 F.T.E.
Accommodation Staffing Supplied by Central Office	0.38 F.T.E.
Administration	0.60 F.T.E.
Special Ed/ IOP/GL	0.25 F.T.E.
Counseling	0.23 F.T.E.
Site Purchased Staffing	0.00 F.T.E.
Site Purchased Staffing ECS	0.00 F.T.E.

Non-Certified Staff (For TAs-thirty hours a week equal one FTE, For Admin Assistants One FTE =35 hours)

Teaching Assistants supplied by central office	2.75 F.T.E.
Teaching Assistants purchased by site	0.66 F.T.E.
Admin Assistants supplied by Central Office	1.00 F.T.E.
Librarian Technician	0.64 F.T.E.
FNMI Liaison Workers	0.10 F.T.E.
FCSS Worker	0.10 F.T.E.

Student Enrolment: Grades 5 - 9: 142

School Mission Statement

As a Community of Learners at Helen E. Taylor School, we will provide personally challenging, high quality learning experiences for our students in a mutually supportive and respectful environment.

School Information

Helen E. Taylor School is a Grade 5-9 School, located in the town of Wembley, 19 km west of Grande Prairie, Alberta. **Helen E. Taylor School** has a 2011-12 enrollment of one hundred and forty two students and a staff of 7.52 teachers and six support staff. The attendance area for the school includes the town of Wembley and the surrounding rural area, with class sizes varying from eighteen to thirty students.

At **Helen E. Taylor School**, we also strive to “Bring Out the Best” in each individual, both academically and socially. We offer our students a wide range of Complementary courses that vary according to teacher/student preference. Complementary Courses are scheduled on a M/W – T/Th rotation, each rotation running 8-10 weeks in length. This schedule allows students to choose from a wide range of courses throughout the school year, thus offering an appealing variety to challenge the students at **Helen E. Taylor School**. Our Grade Five students are involved in The Roots of Empathy Program, each class meeting with the Roots Instructor on a weekly basis, and “adopted” a Roots Baby who visits the classes once a month. Grade Five students also take part in the Red Cross Swimming program, at which time they are taught swimming lessons and water safety. Grade Six students have the opportunity to be involved with the DARE program as sponsored and presented by the RCMP and our school liaison officer, Cst. David Lee. Grade Seven students take part in the “Eureka! Program” EUREKA stands for Exploring and Understanding Respect to Encourage Kindness and Acceptance. This program, which is sponsored by the John Howard Society, provides grade 7 students with the opportunity to participate in a team building experience. Students become part of a caring community in which they can develop a positive sense of self, proper communication skills and learn to work together to resolve interpersonal conflict. The knowledge and skills that the students learn from this two day workshop can benefit them throughout their lifetime.

All students in Grade 5-9 take part in a two-day downhill ski trip to Nighthawk Recreation Area. Students at **Helen E. Taylor School** also take part in various cultural events, such as choir, guitar classes and weekly drama club. Elementary students are offered a regular music/choir program and Jr. High students are offered a wide array of Complementary classes such as Acoustic Guitar, Art Murals and Art of All Kinds (includes watercolor, acrylic painting and charcoal sketching).

The majority of Jr. High Complementary courses focus on a health & fitness focus, which include Field Games, Smash & Sweat, Indoor & Outdoor games, Fit & Firm, Walk/Jog/Run, Fitness for Flexibility, and Hockey. A variety of other Complementary Courses for our Jr. High students include Art, Guitar, Computers, Critics Choice, Tied in Knots, Board Games Galore, Card Creations and Japanese!

Students in Grades 6-9 have the opportunity to take part in a Student-Focus Group titled “Your Voice”. Approximately 20 Grade 6-9 students volunteered to be part of this focus group and come together once a month to discuss issues and concerns that directly affect the students at our school.

Helen E. Taylor School proudly offers a wide range of team-support activities such as volleyball, basketball, badminton, cross-country skiing, track and field and regular Intramural activities. These events create a great working relationship between students, staff and parents, and also create a very comfortable atmosphere in which to work. All of this helps the students to achieve to their greatest potential.

One event which helps create this atmosphere is **Helen E. Taylor School’s** monthly assembly. These assemblies are student-lead according to Intramural House-Leagues. The “Knight’s of Honor” Award is an opportunity to recognize one student from each classroom who excels or who has shown growth in a particular area. These students are celebrated as being examples of some of Helen E. Taylor School’s finest citizens, because at **Helen E. Taylor School**, we believe that we are providing them with the knowledge, skills and attitudes that bring out “the best” in our students.

Helen E. Taylor School is also supported by a dedicated **School Council** consisting of parents, teachers, principal, and a community representative. These individuals work together to promote the educational well being of all of our students. Some of the initiatives from our School Council include the cold Breakfast program and the “Partici-parent” Volunteer program.

These are just some of the things that make Helen E. Taylor School such a great place in which to be educated. Great kids, active parent involvement and excellent staff make everything at Helen E. Taylor work for the betterment of the community!

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Helen E. Taylor School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	83.7	95.0	87.1	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	73.6	85.1	72.1	80.9	80.5	80.1	Intermediate	Maintained	Acceptable
		Education Quality	74.1	93.9	85.2	89.4	89.2	88.9	Very Low	Declined	Concern
		Drop Out Rate	0.0	0.0	0.0	4.2	4.3	4.7	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.1	84.2	80.6	79.3	79.1	78.0	Low	Maintained	Issue
		PAT: Excellence	12.9	15.8	12.9	19.6	19.4	18.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	80.0	90.9	80.6	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	82.9	93.9	80.2	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	82.7	83.6	78.4	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Concern	School Improvement	58.2	89.0	79.3	80.1	79.9	78.8	Very Low	Declined Significantly	Concern

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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 or equal to than 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)

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

B.4

Performance Measure		Results (in percentages)					Target**	
		2007	2008	2009	2010	2011	2011	
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.	Overall	School	76.4	80.9	85.3	95.0	83.7	if set
		Authority	83.3	84.0	85.0	87.2	88.2	
		Province	84.2	85.1	86.9	87.6	88.1	
	Teacher	School	86.3	90.7	94.0	96.3	97.8	
		Authority	95.1	95.1	94.1	95.7	96.0	
		Province	92.6	93.1	93.8	94.4	94.5	
	Parent	School	71.7	75.6	76.9	*	83.7	
		Authority	76.8	78.5	82.0	81.0	84.1	
		Province	81.7	83.2	85.3	86.1	86.6	
	Student	School	71.1	76.3	85.0	93.7	69.6	
		Authority	78.0	78.4	78.9	84.8	84.6	
		Province	78.5	79.1	81.7	82.2	83.3	

Comment on Results

(an assessment of progress in relation to past performance)

In relation to past performance, 83.7% of parents indicate that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at Helen Taylor School. Although this percentage is 12% lower than results last year, there is a steady increase shown over the last five years.

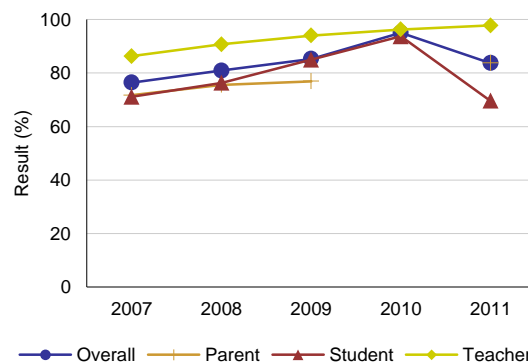
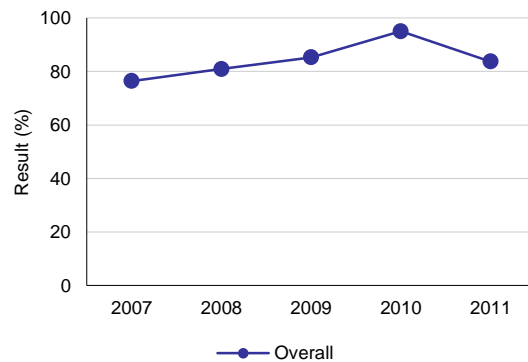
In analyzing the results, responses indicate that parents and teachers all agree that students are safe on the way to and from school, are safe while at school and teachers care about the children at Helen E. Taylor School. Student results differ, with 73% students feeling safe on the way to and from school and 25% not feeling safe. Similarly 67% feel safe at school, where 40% do not. Also, 70% of students feel that teachers care about the children at Helen E. Taylor School, 10% disagree and 19% did not know.

In regard to students being treated fairly by the adults at Helen E. Taylor School, 100% of the teachers feel adults treat the students fairly. Comparatively, 55% of parents agree but 44% disagree and 65% of students agree but 45% disagree. This discrepancy may indicate that although teachers feel students are being treated fairly, about 50% of students and parents do not feel students are being treated fairly by adults at HET. In comparing the five year average, this discrepancy been teachers, parents and students is indicated.

It must be noted, however, that the overall five year average indicates a steady increase in all areas, with the exception of the 2011 decline.

This decline will be addressed and discussed as a staff in hopes of recognizing why students may feel poorly treated and ways these concerns could be addressed.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

** If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

Outcome: *The education system meets the needs of all K–12 students and supports our society and the economy.* **A.1b**

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
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.	Overall	School	61.9	61.4	69.7	85.1	73.6	if set
		Authority	73.6	76.5	77.6	79.0	78.5	
		Province	78.5	79.4	80.3	80.5	80.9	
	Teacher	School	78.8	75.0	72.5	83.5	90.3	
		Authority	82.4	83.6	84.2	87.2	88.4	
		Province	85.7	86.4	86.8	87.7	87.6	
	Parent	School	55.1	47.2	66.0	*	64.6	
		Authority	71.0	75.1	77.6	74.6	75.0	
		Province	76.9	77.6	78.7	78.0	78.3	
	Student	School	51.7	62.1	70.7	86.7	65.9	
		Authority	67.4	70.8	70.9	75.1	72.0	
		Province	72.9	74.1	75.3	75.9	76.9	

Comment on Results

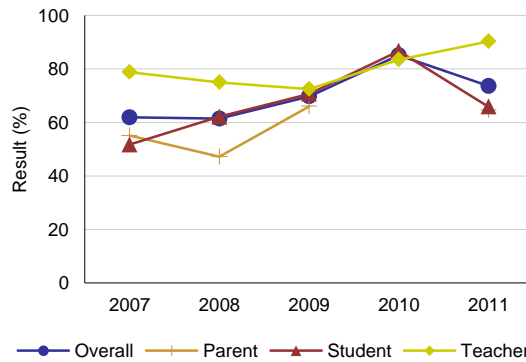
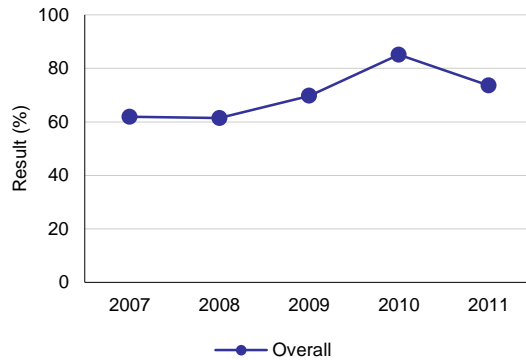
In analyzing the rolling three year average, results indicate a steady improvement in regard to fine arts, career, technology, health and phys. ed.

Opportunities for drama and music continue to be a concern for teachers, parents and students.

*One area that could be examined is way more opportunities for drama and music could be provided.

School Council will be approached to assist in this area

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K–12 students and supports our society and the economy.* (continued) **A.4**

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	School	78.3	78.7	83.1	93.9	74.1	if set
		Authority	86.2	86.1	86.3	87.5	87.0	
		Province	87.6	88.2	89.3	89.2	89.4	
	Teacher	School	88.6	90.8	98.3	97.0	98.1	
		Authority	95.1	94.6	93.0	95.2	95.8	
		Province	94.7	94.9	95.3	95.6	95.5	
	Parent	School	63.2	63.0	70.5	*	55.9	
		Authority	78.1	77.4	79.8	78.3	78.5	
		Province	81.8	83.0	84.4	83.9	84.2	
	Student	School	83.1	82.4	80.6	90.8	68.3	
		Authority	85.3	86.4	86.0	88.9	86.8	
		Province	86.4	86.6	88.3	88.2	88.5	

Comment on Results

In looking at the rolling three year average there has been a steady increase since 2007, but a 20% decrease in satisfaction for 2011.

In analyzing the teacher, parent, student responses, results indicate some parent concern in regard to the quality of education and quality of teaching at school. These same results were supported primarily by parent responses and not supported by teacher or students responses.

Student responses indicate that

-81% of students felt that what they were learning at school was useful to them

-73% thought that the quality of teaching was good at HET

-87% felt the overall education received at HET was good.

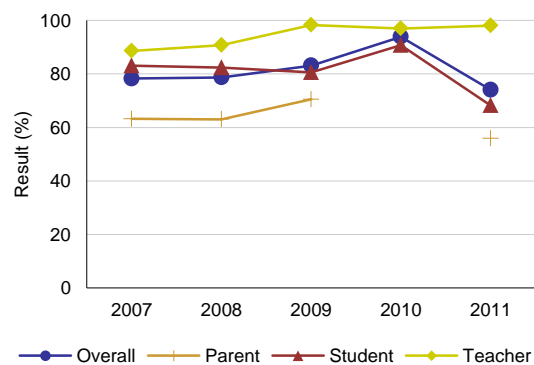
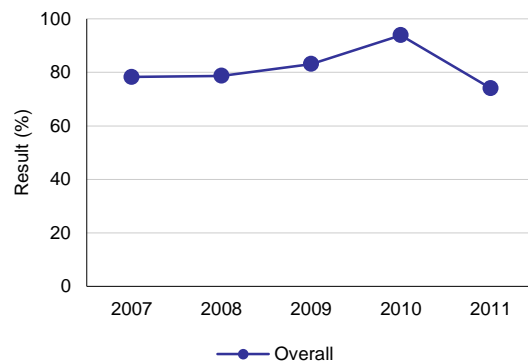
In regard to quality of teaching at HET, 30% of parent responses indicate that the quality of teaching was good, whereas 70% were dissatisfied with the quality of teaching.

In regard to the overall education received at HET, 44% indicate the overall quality as good, whereas 55% were dissatisfied with the overall quality of teaching at HET.

It must be noted that only 10 parents (23%) of grade seven parents responded to the survey.

It may be worthwhile to investigate out of these 10 parents who responded to this survey, how many of them have actually spend time in the school and in the classroom.

Graph of Overall School Results



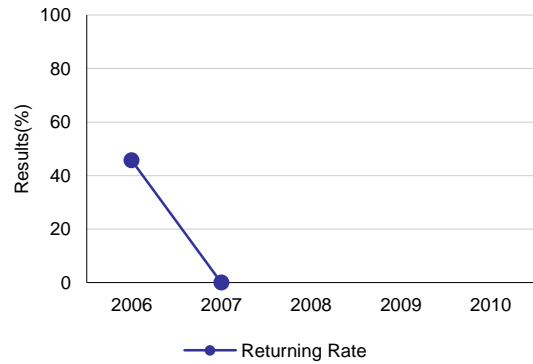
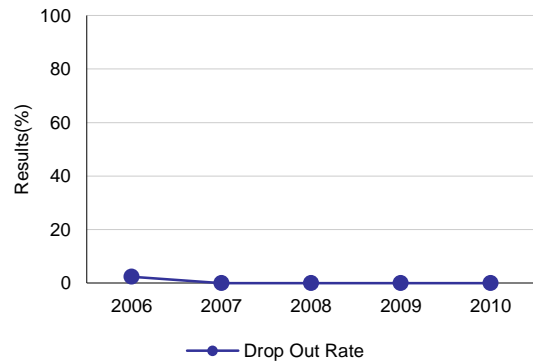
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2011
Drop Out Rate - annual dropout rate of students aged 14 to 18	School	2.4	0.0	0.0	0.0	0.0	if set
	Authority	4.6	4.9	4.7	4.5	3.4	
	Province	4.7	5.0	4.8	4.3	4.2	
Returning Rate	School	45.7	0.0	n/a	n/a	n/a	
	Authority	16.5	20.1	18.2	16.9	24.5	
	Province	21.2	21.3	19.8	23.5	27.9	

Comment on Results
 (an assessment of progress in relation to past performance)

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *High school completion rates are showing continual improvement.*

[No Data for High School Completion Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p>	<p>Graph of Overall School Results</p> <p>[No Data for 3 Year Completion Rate]</p> <p>[No Data for 4 Year Completion Rate]</p> <p>[No Data for 5 Year Completion Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure: PAT Results by Number Enrolled - Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).		Results (in percentages)**										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	School	81.3	9.3	82.5	10.0	75.0	12.9	84.2	15.8	74.1	12.9	if set	if set
	Authority	74.1	12.0	73.8	10.2	74.5	12.1	76.8	11.8	76.0	11.0		
	Province	76.8	18.6	76.6	17.7	78.3	18.3	79.1	19.4	79.3	19.6		

PAT Course by Course Results by Number Enrolled. (reporting of authority and province results are optional)			Results (in percentages)										Target		
			2007		2008		2009		2010		2011		2011		
			A	E	A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	School	83.3	9.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	77.9	11.7	74.6	6.7	83.5	11.0	82.0	15.1	83.9	11.0			
		Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5			
	French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
		Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8			
	Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
		Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6			
	Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.0	19.8			
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0			
Grade 6	English Language Arts 6	School	90.2	4.9	90.6	18.8	77.4	19.4	87.5	12.5	66.7	7.4	if set	if set	
		Authority	79.5	11.2	76.1	13.9	79.9	14.4	81.0	8.1	78.5	7.3			
		Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5			
	French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
		Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1			
	Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
		Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6			
	Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.4	11.1	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.0	10.0			
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8			
	Science 6	School	80.5	22.0	90.6	18.8	64.5	16.1	95.0	35.0	74.1	18.5	if set	if set	
		Authority	75.7	20.6	71.3	14.5	67.4	17.3	79.1	18.2	75.7	18.8			
		Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0			
	Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	75.0	12.5	51.9	11.1	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	63.7	7.5	62.2	8.7			
		Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5			
	Grade 9	English Language Arts 9	School	85.7	5.7	78.6	0.0	80.6	5.6	72.2	2.8	74.2	16.1	if set	if set
			Authority	73.3	7.9	76.7	7.5	74.0	9.5	74.9	7.7	74.9	10.0		
			Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
		English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
			Authority	n/a	n/a	n/a	n/a	n/a	n/a	61.5	0.0	*	*		
			Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9		School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
		Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0			

	Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
		Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8				
	Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.5	19.4	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54.3	5.6			
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3			
	Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	61.5	7.7	*	*				
		Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9				
	Science 9	School	64.7	2.9	67.9	0.0	76.5	11.8	80.6	11.1	80.6	9.7	if set	if set		
		Authority	65.8	9.4	70.5	9.2	69.1	9.0	69.0	10.9	67.2	8.3				
		Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8				
	Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	61.5	0.0	*	*				
		Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3				
	Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	69.4	19.4	58.1	16.1	if set	if set		
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	58.2	9.3	55.8	10.4				
		Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0				
	Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	61.5	23.1	*	*				
		Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6				

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Comment on Results / Strategies for Improvement

2011 PAT results are generally on par with PWSD results, with the exception of Grade Six Language Arts & Social:

HET Grade Six LA results: 66.7%

PW Grade Six LA results: 78.5%

HET Grade Six Social Studies results: 51.9%

PW Grade Six LA results: 62.2%

In analyzes these results, it has been found that:

Number of students writing the examination: 24

Number of students registered in Grade Six: 27

There were 3 students exempted from writing:

Students #1 & 2: IPP with completely modified programs & did not follow grade six curriculum

Student #3: Severe attendance issue. September-March missed 50% then did not return to school from Spring Break on April 1, 2011.

Students who wrote the exam, as a group, experienced many academic challenges. For the majority of the students, previous performance in grade three was similar to grade six results this year.

Possible reasons that Helen E. Taylor Grade Six results in LA and Social are substantially lower than the provincial average are:

- 1) **A high percentage of low level readers.** According to Fountas & Pinnell Benchmark Assessment System, of the 24 students who wrote the test, 9 students were not reading at grade level; 5 of the 9 were 2 grade levels below and 4 of the 9 students were reading at 3+ grade levels below. ***Supports, such as implementation of the Literacy Intervention program and ensuring accommodations are in place, will be provided for 2011.**
- 2) Accommodation 8 (Reader) was approved for 5 students, **however this accommodation was not provided for the Social Exam**; the parent volunteer did not show up for the exam. In order for the school to comply with all test writing and administration rules and to ensure procedures were followed, **these 5 students wrote the test without the accommodation assistance** that had been requested.
- 3) According to the classroom teacher, there was significantly less time for program review prior to achievement test writing.

There was less emphasis on review due to the number of low level readers and high needs of the group as a whole. Additional classroom time was required to cover the curriculum, thus impacting year end review time. Instructional practices of the teacher focused on more discussion and reading aloud to the class. This practice, although extremely beneficial to students who were auditory learners, did not compliment the format followed by Alberta Achievement tests.

Recommendations for 2011-12 Grade PAT tests will include:

- 1) Involvement in the Literacy Intervention Program to assist students reading below grade level.
- 2) Ensuring all PAT accommodations are provided as required.
- 3) Teachers will build in program reviews as a mandatory component for all grade six & nine students.
- 4) Teachers in grade 6 & 9 will build in “practice PAT tests” as part of their year–end program reviews, establish a baseline for students and encourage students to exceed their baseline when they write the actual test.
- 5) Establish a K & E Program which will assist a number of grade nine students who experience complex academic difficult at school. A separate K & E classroom will be established with a smaller pupil-teacher ratio and specific Ab. Learning curriculum designed for greater academic student success. These students will write the K & E 2011 PAT in LA, Math, Science and Social.

It must be noted that:

- 1) There continues to be a certain student apathy toward academic success at the JH level. Parents play a key role in alleviating this apathy.
- 2) School council needs to positively promote the school and support the teachers and workshops that are provided at the school.
- 3) Incorporate use of the Principal's List as a means of recognizing students in the 70-75% range. This may place more focus on marks and recognize students who are on the cusp of achieving honors.

Although performance of HET Grade Nine Math exceeded that of the district, there continues to be issues that may be affecting PAT scores.

Issues around math are complex and will be addressed in the following ways:

- 1) Re-involvement in the AISI Math project
- 2) Involvement with Peace Wapiti Math Cohort Project
- 3) Professional Development for Jr. High math teachers through NRLC sessions, math mentorships and collaboration with other math teachers in PW division
- 4) Requesting School Council to assist teachers, as well as inform and involve parents in their child's education
- 5) Invite parents to volunteer and assist with math classes
- 6) Set up HET Math Days & Math Evenings at which time AISI Math Coordinators will assist HET math teachers to provide opportunities for parents to become informed on the new math curriculum and various math skills so they feel more confident to help their children

* Multiple sets of Castle Rock Math Keys were purchased and placed in the school library for parents to sign out. Information where parents can purchase these keys for their own use is also regularly posted in school newsletter. Due to the fact that there continues to be a number of students who have academic difficulty that are writing the PAT tests, the use of the Math Keys needs to be promoted by the school and school council.

Overall, it must be noted that:

- Participation rates continue to be above Provincial average.
- Grade Nine students at Helen E. Taylor surpassed both Peace Wapiti and Provincial standards in **Science**.
- Grade Nine students at Helen E. Taylor surpassed Peace Wapiti standards in **Math** and **Social**
- Grade Nine students at Helen E. Taylor were on par with Peace Wapiti standards in **Language Arts**

SCIENCE
HET - 80.6%
PWSD - 67.2
Province - 74.9%

MATH
HET - 64.5%
PWSD - 54.3%

SOCIAL
HET - 58.1%
PWSD - 55.8%

LANGUAGE ARTS
HET - 74.2%
PWSD - 74.9
Province - 79.1%

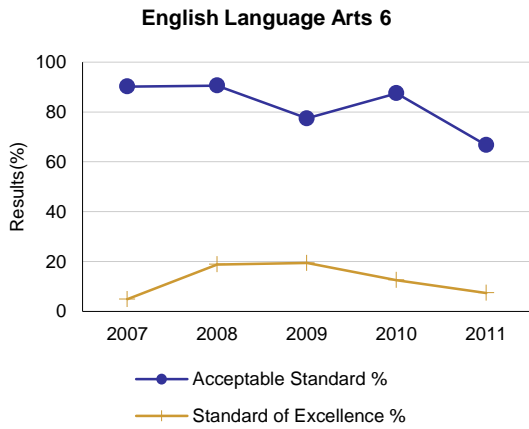
Graph of Provincial Achievement Test Results by Course

[No Data for English Language Arts 3]

[No Data for French Language Arts 3]

[No Data for Français 3]

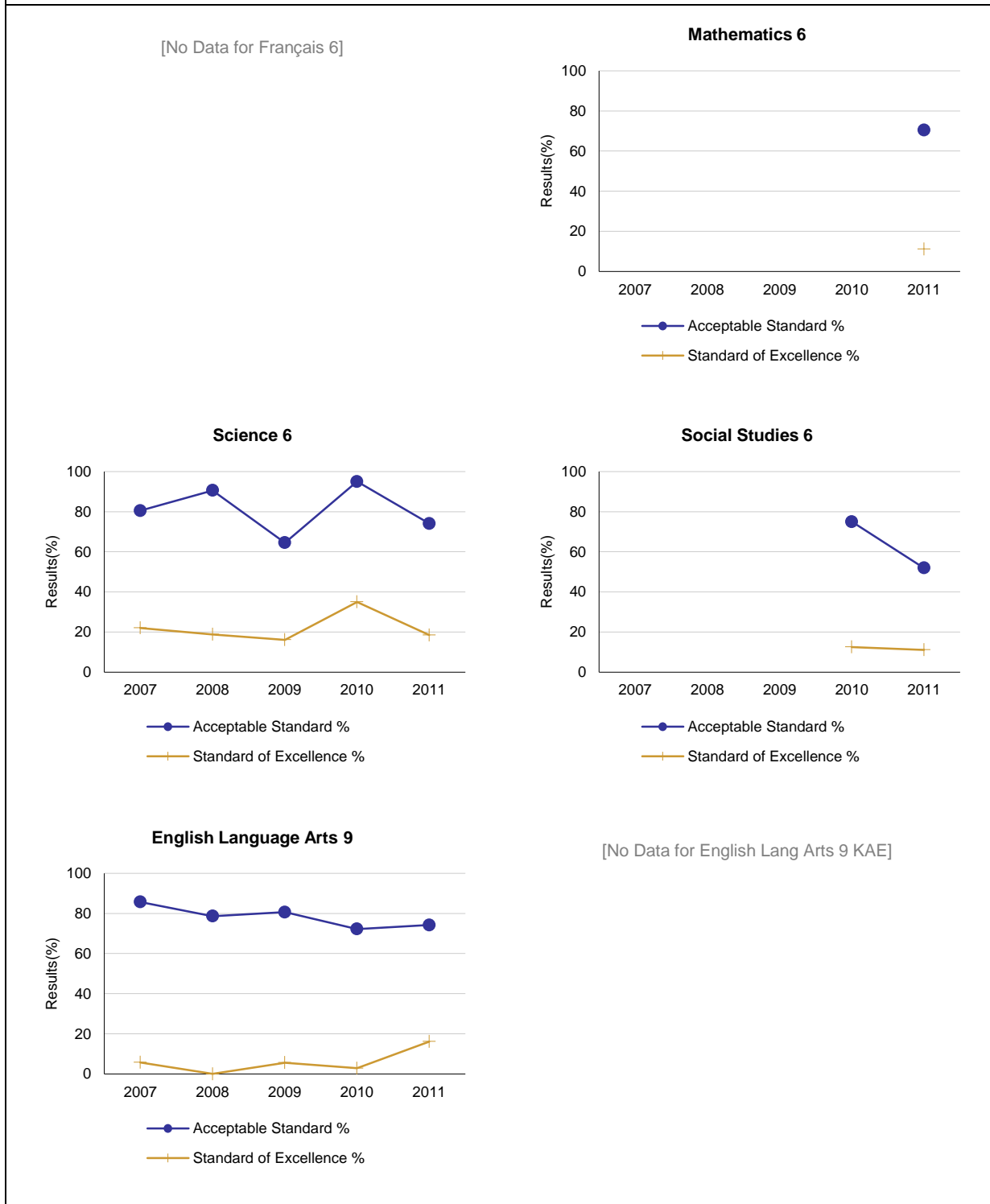
[No Data for Mathematics 3]



[No Data for French Language Arts 6]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

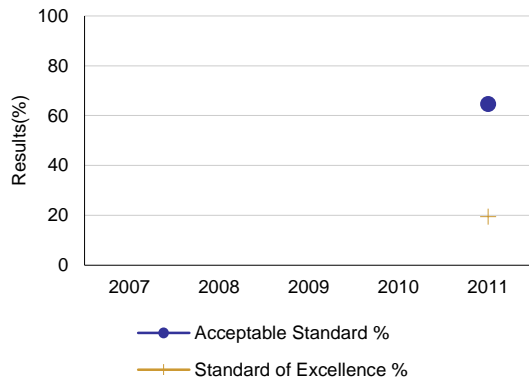
Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

[No Data for Français 9]

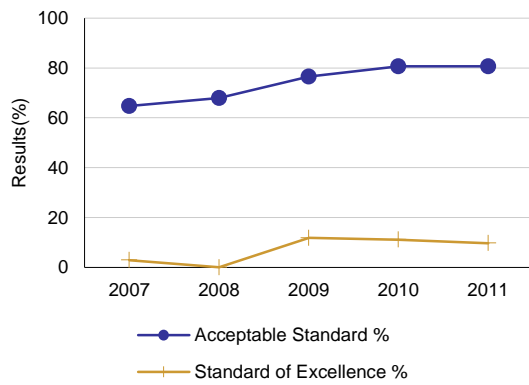
Mathematics 9

[No Data for Mathematics 9 KAE]



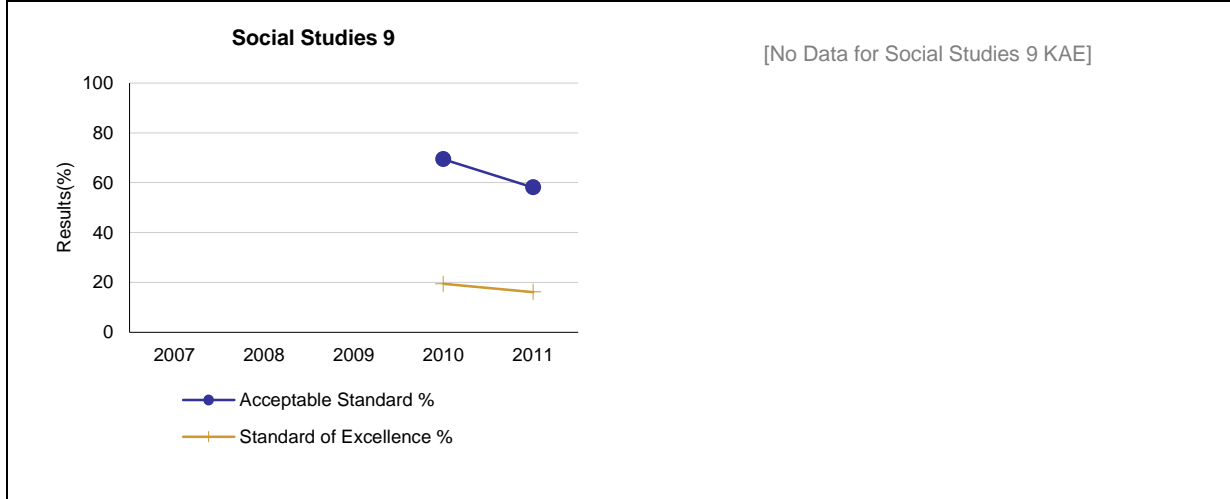
Science 9

[No Data for Science 9 KAE]



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Helen E. Taylor School							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	81.8	42,052	81.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very Low	Declined	Concern	27	66.7	34	85.2	43,433	83.0	43,646	82.1
	Standard of Excellence	Low	Declined	Issue	27	7.4	34	16.9	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Low	Maintained	Issue	27	74.1	34	83.4	43,441	76.2	43,534	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	18.5	34	23.3	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Declined	n/a	27	51.9	40	75.0	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	27	11.1	40	12.5	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	31	74.2	33	77.1	43,024	79.1	43,763	78.2
	Standard of Excellence	High	Improved	Good	31	16.1	33	2.8	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	31	80.6	33	75.0	42,932	74.9	43,553	71.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	9.7	33	7.6	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	31	58.1	36	69.4	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	31	16.1	36	19.4	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

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%.

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

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.

	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

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

[No Data for Diploma Exam Results]

[No Data for Diploma Exam Results]

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: Aggregated Diploma results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p>	<p>Graph of Overall School Results</p> <p>[No Data for Diploma Exam Results]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Diploma Examination Results by Course

[No Data for English Lang Arts 30-1]

[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

[No Data for Pure Mathematics 30]

[No Data for Applied Mathematics 30]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

[No Data for Social Studies 30]

[No Data for Social Studies 30-1]

[No Data for Social Studies 33]

[No Data for Social Studies 30-2]

[No Data for Biology 30]

[No Data for Chemistry 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course

[No Data for Chemistry 30]

[No Data for Physics 30 Old]

[No Data for Physics 30]

[No Data for Science 30]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 examinations.

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.

[No Data for DIP Achievement Evaluation Reference]

Notes:

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 category, values range from greater than or equal to the lower value to 100%.

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 examinations.

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.

[No Data for DIP Improvement Reference]

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.

[No Data for DIP Overall Evaluation Reference]

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

[No Data for Diploma Exam Participation Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p>	<p>Graph of Overall School Results</p> <p>[No Data for Diploma Exam Participation Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

[No Data for Diploma Exam Participation Rate]

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject

[No Data for Diploma Exam Participation Rate]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

[No Data for Rutherford Eligibility Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p>	<p>Graph of Overall School Results</p> <p>[No Data for Rutherford Eligibility Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

Outcome: *Students are well prepared for lifelong learning.*

[No Data for High School to Post-Secondary Transition Rate]

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p>	<p>Graph of Overall School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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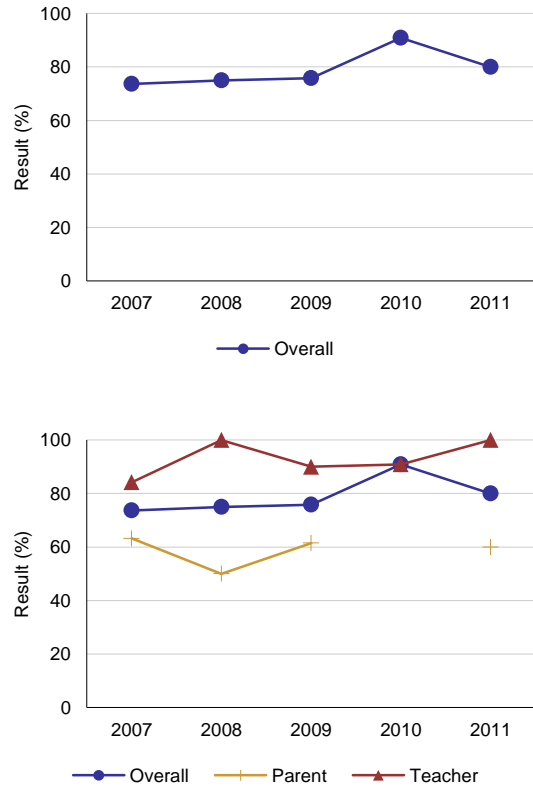
Outcome: *Students are well prepared for employment.* **A.B**

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	School	73.7	75.0	75.8	90.9	80.0	if set
		Authority	75.6	76.6	78.1	78.1	80.5	
		Province	77.1	80.1	79.6	79.9	80.1	
	Teacher	School	84.2	100.0	90.0	90.9	100.0	
		Authority	93.0	89.6	90.2	93.1	95.9	
		Province	89.2	89.3	88.9	90.0	89.6	
	Parent	School	63.2	50.0	61.5	*	60.0	
		Authority	58.2	63.6	65.9	63.2	65.2	
		Province	65.1	70.9	70.2	69.8	70.6	

Comment on Results

Although there was a significant decrease in results for 2011, the rolling three year average indicates there is steady improvement in regard to students being taught attitudes and behaviors that will make them successful at work when they finish school.
74.8% - 80.6% - 82.2

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students model the characteristics of active citizenship. **A.6**

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	School	66.0	65.2	81.6	93.9	82.9	if set
		Authority	73.5	74.7	75.6	80.5	81.4	
		Province	76.6	77.9	80.3	81.4	81.9	
	Teacher	School	91.5	83.6	98.0	98.2	97.8	
		Authority	92.5	91.8	89.9	93.3	93.8	
		Province	89.9	90.6	91.8	93.0	92.7	
	Parent	School	45.8	55.6	78.5	78.0	78.0	
		Authority	62.9	67.7	71.1	72.2	74.1	
		Province	72.6	74.7	77.4	78.5	78.6	
	Student	School	60.7	56.3	68.3	89.7	72.8	
		Authority	65.0	64.6	65.8	76.0	76.4	
		Province	67.1	68.5	71.8	72.7	74.5	

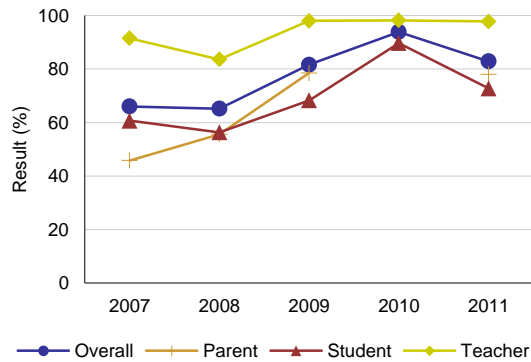
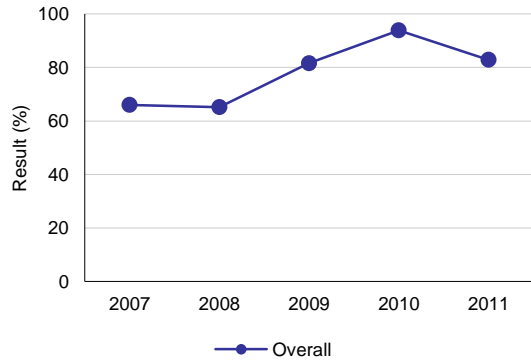
Comment on Results

Although there was a significant decrease in results for 2011, the rolling three year average shows steady and significant improvements in regard to students modeling the characteristics of active citizenship: 70.9% - 80.2% - 86.1% from 2007 to 2011

Results indicate that 60% of parents agree that students follow the rules at HET, 40% of parents disagree.

*One area that could be examined is how students follow the rules at HET, the school discipline policy and any inconsistency regarding the school discipline policy.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships. **C.1**

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	School	78.6	71.3	80.2	83.6	82.7	if set
		Authority	77.2	76.0	81.1	79.6	79.8	
		Province	77.5	78.2	80.1	80.0	79.9	
	Teacher	School	93.6	92.6	88.0	83.6	95.5	
		Authority	90.2	87.0	90.4	90.2	90.2	
		Province	87.1	87.5	88.0	88.6	88.1	
	Parent	School	63.6	50.0	72.3	70.0	70.0	
		Authority	64.1	64.9	71.7	69.1	69.4	
		Province	67.9	69.0	72.2	71.3	71.7	

Comment on Results

Teachers are greatly satisfied with degree of parent involvement in decision making, showing a 12% increase from last year.

Due to lack of parent responses for 2010, a comparison to last year cannot be made. Parents, however, are similarly satisfied as they were two years ago. Responses indicate a 20% improvement from 2008 result in regard to parental involvement in decisions about their child's education.

In regard to decisions about their child's education and at their child's school, 60% of parents responded that they are satisfied and 40% were dissatisfied.

In regard to the opportunity to be involved in decisions about their child's education, 50% of parents responded that they are satisfied, 40% are dissatisfied and 10% did not know.

In regard to the opportunity to be involved in decisions at their child's school, 70% of parents are satisfied and only 30% were dissatisfied.

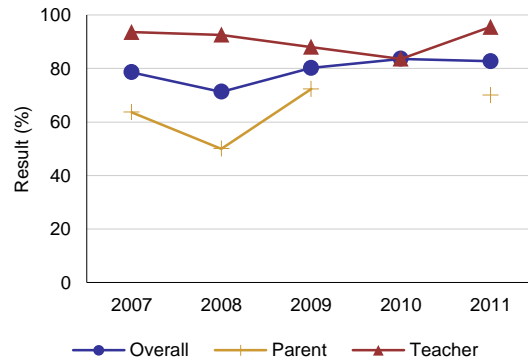
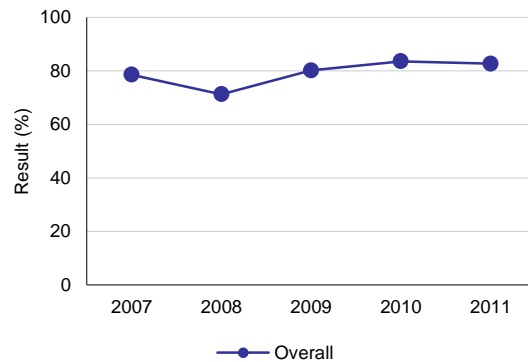
In regard to involvement in decisions about their child's education, 80% of parents responding to the survey are involved and 20% of respondents are not. Similarly, 90% of parent respondents are involved in decisions at the school, and 10% are not.

Although these results indicate that a greater percentage of parents are satisfied with parental involvement at HET, results could indicate that parents are feeling that their input into decisions are not being considered.

* One area that could be examined is how administration is responding to parent input and decisions about their child's education.

It must be noted that there only 10 parents (23%) responded to the survey.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement. E2

Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2011
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	School	69.2	75.7	73.1	89.0	58.2	if set
		Authority	75.4	75.2	77.7	80.0	80.5	
		Province	76.3	77.0	79.4	79.9	80.1	
	Teacher	School	94.7	90.9	100.0	90.0	88.9	
		Authority	78.6	74.8	76.9	85.7	86.4	
		Province	74.5	75.6	78.2	80.8	80.1	
	Parent	School	55.0	88.9	69.2	50.0	50.0	
		Authority	71.9	73.2	78.9	71.7	74.8	
		Province	75.1	75.9	78.1	77.0	77.3	
	Student	School	58.0	47.4	50.0	87.9	35.6	
		Authority	75.7	77.7	77.4	82.8	80.4	
		Province	79.3	79.5	81.8	81.8	82.9	

Comment on Results

Teacher responses indicate a similar satisfaction level as was found last year @ 90% satisfied

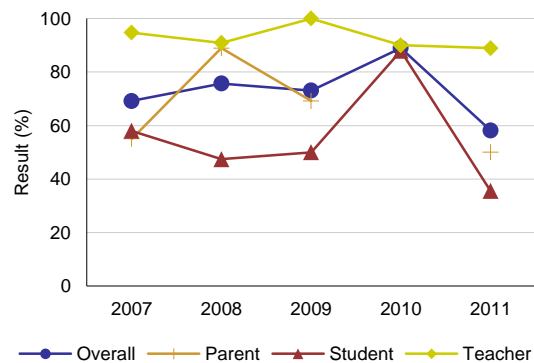
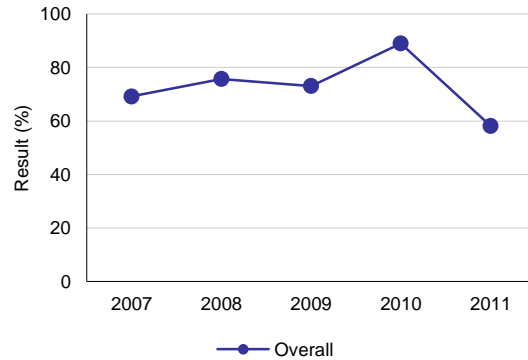
Out of the 10 parent responses, 5 parents indicated that the quality of education at HET school had stayed the same in the past three years, 4 parents felt it had declined and one did not know.

* Although the number of parents responses are low, this is an area that bears further examination by school administration.

*Students responses also indicate that students lack of a sense of school pride with 37% being proud of their school but 58% are not. Similarly, only 35% of students would recommended HET to their friends, whereas 66% would not.

* One area that could be examined is the reasons students are not proud of their school and ways that school pride can be encouraged.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Section 2 – Helen E. Taylor School Goals

Goal One: Excellence in Student Learning Outcomes

Alberta Education Goal 1 : Success for Every Student

Helen E. Taylor School Goal One: Excellence in Student Learning Outcomes

Outcome:

Increase student achievement on Provincial Achievement Tests in Grade 6 & 9

Helen E. Taylor Strategies:

Math: Division 2 Math Provincial Achievement Test (PAT) results are being addressed through HET involvement in PWSA AISI projects. The Curriculum Coordinator, with lead teachers from various schools, are focusing on two overarching strategies – Understanding by Design and Assessment for Learning. Their specific intent is to improve results by using comprehensive strategies with a focus on critical comprehension and aiding students in developing an awareness of when to use “fix it” strategies. This Learning Community of teachers meets five times during the course of the year and uses Moodle online collaboration to stay connected throughout the year.

- a) Provide opportunities for Math teacher(s) to meet with Peace Wapiti AISI Learning Community of Teachers and attend workshops, conferences, PD sub time
- b) Provide opportunities for Math teacher(s) to meet with Peace Wapiti Math Cohort on a regular basis
*workshops, conferences, PD sub time
- c) Encourage math teacher(s) to communicate regularly with parents regarding math curriculum and program “how to” sheets that will assist and inform parents on what their child did in math as well as what is coming up & how to help them.
- d) Organize and host regular Math Nights for HET parents to become familiar with curriculum changes and strategies to use to assist their children

Literacy:

- a) Promote school-wide participation in the AISI Literacy project for all teachers Grade 5-9
- b) Encourage and provide release time & PD money for teachers to work with Northwest Regional Consortium and attend in-services and conferences regarding math and literacy
- c) Encourage and provide release time and PD money for teachers to collaborate with other teachers in the district
- d) Provide curriculum information to parents and School Council
- e) Approach School Council with a request for more parent participation and volunteers in the classroom
- f) Provide allotted PW sub time calculated at 1 sub day per teacher (10 sub days) to be used for testing and implementing the Literacy program and being involved in math cohort groups
- g) Administer Fontas & Pinnell tests in September and June for Grades 5, 7 & 8 in order to achieve a baseline and track student growth in literacy
- h) Continue to support one teacher to represent our school as an AISI Lead Teacher
- i) Timetable to ensure that all classes in Grade 5-9 have one continuous 90 period of uninterrupted Language Arts instruction each day
- j) Provide sub-time for teachers to test students according to their reading level, organize Guided Reading programs for their classroom, and to collaborate on the AISI Literacy project
- k) Continue a regular Book Studies with teaching staff
- l) Provide money in the site budget to purchase additional Literacy resources

Health & Wellness: Respond to research data that indicates a direct correlation between student academic success and increased physical activity by promoting the following:

- a) Continue the school focus on health and wellness of students and how this correlates to academic success
- b) Involve and encourage active partnerships between the home, school and community in relation to student health and wellness
- c) Continue to promote good eating habits and a variety of nutritional options throughout the day. This will include an informal breakfast program & two nutrition breaks evenly spaced throughout the day.
- d) Continue to promote a wide range of opportunities for physical activity.
- e) Approach the Wembley Rec Centre regarding a school membership to use the Fitness Centre facilities. This would meet the IPP goals of several students, as well as regular Complementary course activities for JH students

Provide release time for teachers to analyze PAT results in all subject areas

Goal Two: Preparation for Lifelong Learning, World of Work, Citizenship

Alberta Education Goal 2: *Outcome: Students are prepared for the 21st century*

Helen E. Taylor School Goal 2: *Students model the characteristics of active citizenship*

Outcome 1:

Increased involvement of School Council, student citizenship within our community, and stronger partnerships within our school and across our wider school community

Helen E. Taylor Strategies

- Provide School Council with relevant information and seek meaningful input from them on issues surrounding issues raised in the AERR.
- Maintain a positive working relationship with School Council
- Pursue opportunities for our students and our school as a whole to collaborate with the greater community of Wembley
- Promote student active citizenship within our community
- Provide student, teacher and parent sessions from Dare to Care, Inc.
 - a) JH students will take part in the ``Take the Time` one-day session to deal with bullying and challenges within our school community and encourage an atmosphere of tolerance and respect.
 - b) Elem. students will take part in `Bully Proofing Your School` one-day session
 - c) Parents will be offered `The Truth About Drugs` session
 - d) Teachers will take part in a one-day workshop that will examine bullying and how the school discipline policy can support the Dare to Care philosophy.
- Review and clarify the school`s discipline policy so that
 - a) rules for students are more clear and concise
 - b) teachers and staff respond to student behavior in a consistent manner
 - c) discipline can still be flexible enough that students individual needs are recognized and considered
 - d) discipline can still be adjusted to meet the maturity differences between elementary and junior high levels
 - e) students feel they can voice their concerns so they feel recognized and respected

Goal Three: Continuous Improvement: Transformed Education Through Collaboration

Alberta Education Goal 2: *Outcome: Students are prepared for the 21st century*

Helen E. Taylor School Goal 3: Students and parents will feel their school has improved over the last year

Outcome 1:

Students will have access to more programming and supports to enable their learning

Helen E. Taylor Strategies

- Approach school council to assist Helen E. Taylor School in
 - a) providing a wider range of learning opportunities at the school in the areas of drama, music, craft clubs, language opportunities, etc.
 - b) assist the school in the operation of the Canteen
 - c) organizing and supervising extra-curricular activities such as sports teams, ski trips, travel clubs
 - d) ways we can improve school spirit
 - e) assist teachers and students in making banners to put up in the hallways, tie-dying T-shirts, organizing the ordering and purchase of school T-shirts, hats, etc.
 - f) assist in putting together recess games & equipment for elementary students
 - g) explore the possibility of creating a Playground Committee for the building of a new playground on the east field

Outcome 2:

Helen E. Taylor School staff and parents will demonstrate effective working relationships and a more positive relationship between the school and parent community

Helen E. Taylor Strategies

- Clarify the roles and responsibilities of school council
 - a) ensure there is a clear understanding that school management is not a role to be taken on by school council members
 - b) ensure that school council does not become a venue to discuss or listen to complaints about the school or the performance of individual students or teachers, especially during activities related to school council
- Explore ways the school can be made to feel warmer and more welcoming to visitors as they enter
- Explore ways parents and students can voice issues and concerns involving the school in an acceptable manner

Section 3 – Summary of Successes at Helen E. Taylor School

Trends and Issues:

1. There is some concern indicated on the Accountability Pillar Survey results for 2010-11. Student Learning Achievement in Grades 6 & 9 remain a concern with HET Acceptable PAT results at 74.1%, compared to Provincial Acceptable results at 79.3%. The Previous 3-Year Average for HET Acceptable results are at 80.6% compared with the Previous 3-Year Average for the Province`s Acceptable results of 78%.

It must be noted that even though there are some parental concerns regarding achievement on the Grade Nine Math Achievement Test, Helen E. Taylor School was 10% above that of the District which was at 54.3%. It also must be noted that the 97% Participation rate at HET continues to be very high compared to Provincial participation rate of 86% and District Participation rate of 74%.

It also must be noted that although there was a decline in Education Quality and a significant decline in Continuous Improvement at the school level, these results are based on only 9 or 10 (out of 37 possible) parents responding to the survey.

2. Helen E. Taylor School continues to see a decrease in enrollment. The 2010-11 school year again saw a downturn in the economy, with some families returning to their home in eastern Canada, other areas of Alberta, or have moved into the larger centre of Grande Prairie. Although there are a number of homes for sale and selling in the community of Wembley, it seems these families either do not have children, or have preschoolers who will not affect the enrollment at HET for some time.
3. The new Fitness and Nutrition (FaN) Program was well received by students and parents alike, with students eating earlier in the day, and again in the afternoon. Students say they are better able to concentrate in their studies, enjoy visiting with their friends and enjoy not being `forced` to go outside for 30 minutes after lunch. Students report they enjoy the freedom of eating in whatever classrooms they choose and being allowed to play cards or their guitar after they eat. Parents report they have noticed their children are not `famished` when they arrive home and are better able to carry on with extra-curricular and activities outside of school because they are not so hungry. Correlation between the FaN program and Provincial Achievement Test results are not able to be assessed.
4. Due to declining enrolment and therefore fewer teachers, Helen E. Taylor School is no longer able to provide a music/choir class to elementary students. We need to explore other ways of offering these options to students.

2010-11 Successes at HET:

- Helen E. Taylor School continues to recognize and promote the belief good nutrition, physical fitness and a healthy life-style are integral to student learning
- Staff developed and designed a new innovative school-wide focus on Fitness and Nutrition, otherwise known as the “FaN” Program
- Staff reorganized the school day to provide for two nutrition breaks for students throughout the school day
- The school day was re-organize the Jr. High day into thirds, with an opportunity to eat between each segment. Two twenty minute Nutrition/movement breaks were timetabled between each third
- Physical activities opportunities for JH students was increased by using the last third of each day for Complementary Courses. Two 50-minute Complementary Courses were offered each day, with at least one of the Complementary Courses be activity-based.
- A Breakfast program was offered and well received by students.
- Helen E. Taylor School has continued to offer private piano lessons through a certified GPRC instructor. Students can register through the college and are able to leave class to attend one 30-minute piano lesson once a week.
- Our school continues offering the positive reinforcement Rock`s Draw program
- Complementary courses continue to popular, particularly hockey, guitar & art mural!
- Helen E. Taylor School continues to promote our school within the community by offering a ***Grade Five Orientation Parent Night*** in May for present Grade Four parents. Parents are able to meet the Grade Five teachers for the upcoming school year, view a power point presentation which showcases our school, review of the Student-Parent Handbook and then have a tour of the school. This is followed up by inviting the grade four students and parents to a noon-hour BBQ and recess play, followed by a tour of the school and an initiation visit to the Grade Five classrooms.
- Helen E. Taylor School also to promoted our school within the community by hosting a ***Meet the Staff BBQ*** in September beginning with a welcome & staff introductions in the gym, followed by a BBQ prepared and served by our School Council. This annual event continues to be very well attended.
- Helen E. Taylor School continues to be involved in a number of community service projects. Our students are involved with regular Recycling programs, community service projects such as “Snow Angels” and “Gardening Angels”, serving at the Seniors’ Tea, as well as collecting for the Local Food Bank. Students also took part in the 30-hour Famine, raising several thousand dollars for the World Vision Organization.
- Monthly Assemblies were student-led according to Intra-mural House Leagues
- Pep Rallies introduced our Volleyball & Basketball teams where teachers played the teams!

- Grade Five students were part of the Roots of Empathy program, which ran all year, culminating with a Roots Graduation in May!
- Helen E. Taylor School, with financial assistance from EnCana, invited Dare to Care, Life Skills & Bully Proofing Your School Facilitator Dwayne Peace, to do one full day JH student presentation on Life's Challenges in Secondary School and Drug Awareness.
- Grade Six students received Red Cross swimming lessons
- Grade 7-9 students received a two-day Water Safety course at the Leisure Centre.
- Grade Seven students attended a two-day session called Eureka! Using the Wembley Hall facilities.
- Grade Nines took part in Take Your Kids to Work Day in October.
- All students had a blast competing for Intramural House points by taking part in the Tournament of Knights, which ran each noon hour for one week in February
- All students went skiing at the local Nite Hawk Recreation Centre for two full days!
- A student focus-group called Your Voice held regular meetings, discussing issues pertaining to the students of our school. Many of the Voice students volunteered within the community and with our local seniors
- Students enjoyed a Halloween Costume Parade and afternoon Sock-hop!
- An annual Remembrance Day service was held at the school assembly.
- Helen E. Taylor was once again well represented in the Legion Remembrance Day Contests with many students placing 1st or second in all categories.
- Our school decorated a Christmas tree for the Wembley Wonderland of Trees
- Students and their families enjoyed an old-fashioned Christmas Skating party at the Wembley Rec Centre!
- HET celebrated Family Literacy Week with many school activities, culminating with a Family Game Night in the gymnasium!
- The school hosted Miss Canada Ashley Callingbull to speak to our students regarding striving to overcome obstacles in your life and achieving your goals.
- JH students attend the Troy Payne sessions at Beaverlodge Regional High School.
- Our basketball teams enjoyed a friendly game basketball with members of the RCMP!
- All students in Grade 5-9 took part in personal safety presentations by PACE
- February fun saw JH students take part in Winter Activity Circuits.
- Helen E. Taylor School hosted two well-known authors: Sigmund Brower and Laura Schultz-Nicholson

- Dare to Care facilitator Dwayne Peace presented a Drug Awareness program to JH students
- All students enjoyed a musical presentation by Sexsmith Secondary School and instructor Duane Paulson
- Our school hosted a February Talent Show which highlighted the many skills and talents of our students and staff!
- HET received several large monetary gifts: Alberta Sport, Recreation, Parks and Wildlife Foundation for \$2000 which went toward the purchase of ice time for our hockey program, as well as \$1000 each from Alliance and Pembina Pipeline. These monies went toward the costs of our breakfast program and Rock`s draws.
- All classes took part in a Bottle Drive for Haiti, raising nearly \$1000!
- During May, HET hosted the Grade Nine Party Program, organized by Wembley, Beaverlodge and Hythe FCSS
- Gr. 5-9 did Town Clean-up in May
- May also saw all students in grade 5-9 enjoy a Track & Field day, with superb representation at the District Track Meet in Grande Prairie.
- Grade five students travelled to Lake Saskatoon to study Wetlands.
- Many Jr. High students took part in the Thirty-Hour Famine, which raised money and awareness for World Vision.
- The Voice students took served at the Senior Strawberry Tea at the Wembley Rec Centre.
- Grade nine students took part in highway clean-up and a bottle drive in order to raise money toward their Grade Nine celebration.
- All classes experienced year-end field trips to places like the GP Museum, swimming at Bear Cree Pool, Mall-crawl & a movie at Cine-Plex and Bowling
- We had a wonderful Grade Nine Celebration and dance in early June.
- All Gr. 5-9 finished off a wonderful year at the 2010-11 Awards Assembly on June 27!

A huge thank you to the teachers and staff at HET for their many efforts!

A huge thank you to Ted Watt for his dedication to our school and for his effort in setting a clear direction for the 2010-11 school year!

Section 4 – Communication of this Plan

Communication of the AERR has included input from staff, as well as informally from School Council. Copies of the completed AEER will be emailed to staff. School Council will receive completed copies of the AERR at the November School Council meeting. Goals for the 2011-12 will be discussed beginning in March 2012.

School Based PD Day Plan 2011-12			
	August September	November	January
What will be presented on or what will be the focus of the PD day?	<p>1) Organization of Intramural Activities and School Spirit Activities for 2011-12</p> <p>2) Dare to Care “Bully-Proof Your School” full day session with Lisa Dixon-Wells</p> <p>*Examine the extent of bullying in our school</p> <ul style="list-style-type: none"> - the bullies - the victims <p>*Respond effectively</p> <p>*Examine our school discipline policy</p>	<p>1) Emergency First Aid, AED & CPR Training</p> <p>2) Review of Extra-curricular & School Spirit Activities and how School Council can help</p>	<p>1) Examine and redo the school discipline policy *clarify and simplify according to Dare to Care guidelines</p> <p>2) Review of Extra-curricular & School Spirit Activities and how School Council can help</p>
Which schools goals will the PD meet?	<p><i>Goal Three: Continuous Improvement: Transformed Education Through Collaboration</i></p> <p>Outcome: <i>Students and parents will feel their school has improved over the last year</i></p> <p><i>Goal Two: Preparation for Lifelong Learning, World of Work, Citizenship</i></p> <p>Outcome: <i>Increased involvement of School Council, student citizenship within our community, and stronger partnerships within our school and across our wider school community</i></p>	<p><i>Goal Three: Continuous Improvement: Transformed Education Through Collaboration</i></p> <p>Outcome: <i>Students and parents will feel their school has improved over the last year</i></p> <p><i>Goal Two: Preparation for Lifelong Learning, World of Work, Citizenship</i></p> <p>Outcome: <i>Increased involvement of School Council, student citizenship within our community, and stronger partnerships within our school and across our wider school community</i></p>	<p><i>Goal Two: Preparation for Lifelong Learning, World of Work, Citizenship</i></p> <p>Outcome: <i>Students model the characteristics of active citizenship</i></p>
Who will present/facilitate the day?	<p>1) Lynda Miller, Administrator</p> <p>2) Lisa Dixon-Wells, School Consultant for Dare-to-Care Inc.</p>	<p>1) Dustin Sieker & Matt Benn-Edwards, Cast Safety Services</p> <p>2) Lynda Miller, Administrator</p>	<p>1)) Lisa Dixon-Wells, School Consultant for Dare-to-Care Inc.</p> <p>2) Lynda Miller, Administrator</p>
Which teachers will be involved?	All teachers will be involved	All teachers will be involved	All teachers will be involved
Which teachers will not be involved and how will their PD needs met?			

<p>What is the administrator's involvement?</p>	<p>Administrator will chair & attend all sessions</p>	<p>Administrator will chair & attend all sessions</p>	<p>-Administrator will chair & attend all sessions -Ensure Bully-proofing Your School program material covered by all classes -Administrator will rewrite and publish final document -Plan Gr. 6 parent session for early June</p>
<p>What follow up will be done?</p>	<p>-Strategy sharing at staff meetings -Review content in class on regular basis -Do PSA's regarding Dare to Care strategies at General Assemblies -Follow-up on students of concern -Build into AERR</p>	<p>-Strategy sharing at staff meetings -Share activities and need for parent support with School Council at November School Council meeting</p>	<p>-Ensure Bully-proofing Your School program material covered by all classes -Explore possibility of Part Two of Life's Challenges in Secondary School -Plan a parent session for Gr. 6 parents to ease transition to Jr. High school Include new Discipline Policy in 2012-13 Student- Parent Hnadbook</p>