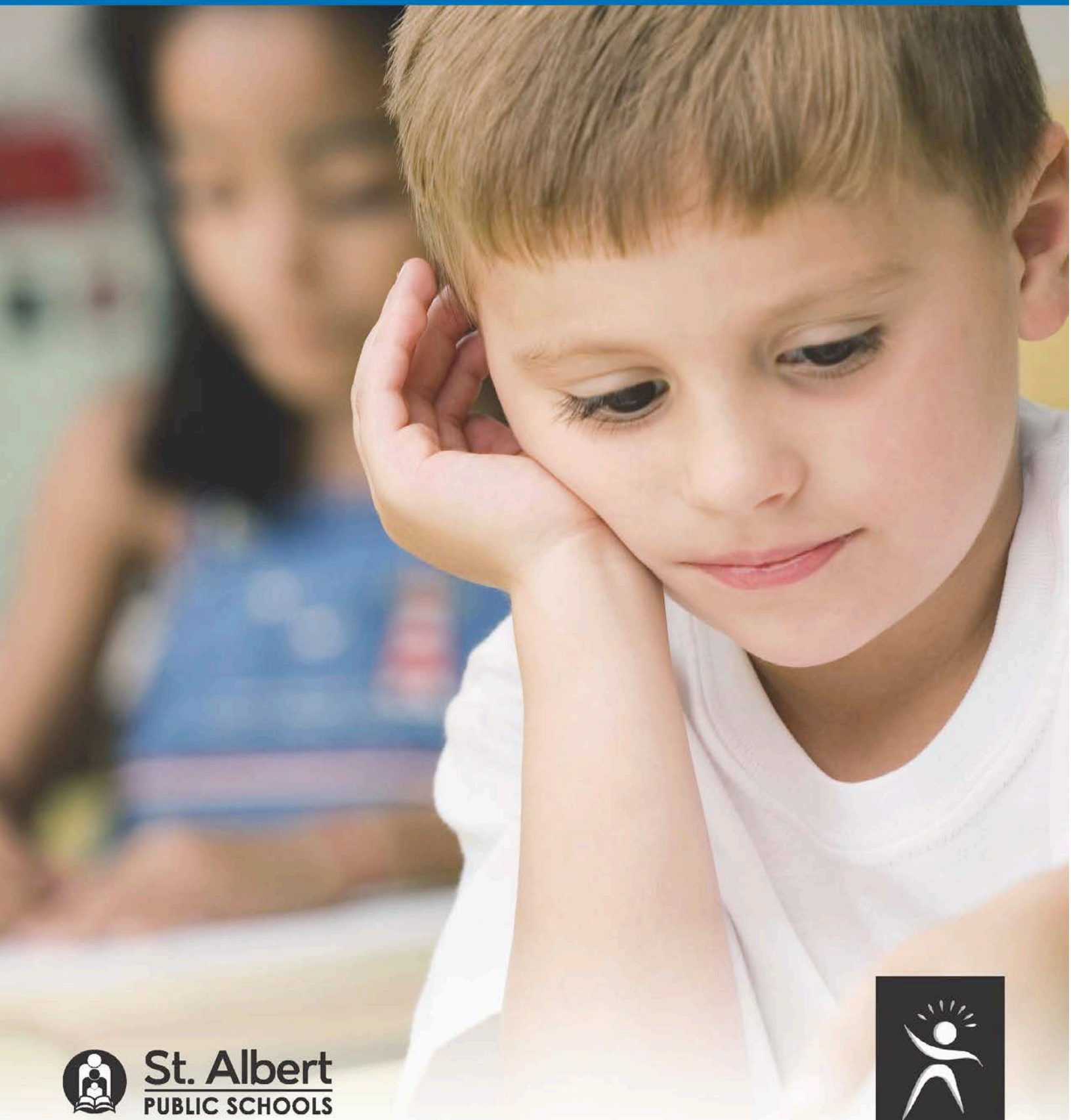


# EDUCATION PLAN 2016

**Elmer S. Gish School**



**St. Albert**  
PUBLIC SCHOOLS



ELMER S. GISH SCHOOL EDUCATION PLAN 2016

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## St. Albert Public Schools' Mission, Mandate and Beliefs

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### Mission

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Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

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The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

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In our commitment to public education....*we believe that* -

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

## **Elmer S. Gish School Vision**

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EVERYONE SUCCEEDS AND GROWS



At Elmer S. Gish School in an environment

- that is safe and caring; and
- that nurtures individual and group well-being.

where

- teamwork,
- communication; and
- mutual respect.

enhance the development of individuals who

- believe in themselves,
- are critical and compassionate thinkers,
- are developing to their potential in academic studies,
- are demonstrating positive personal qualities and moral values,
- are preparing to be informed participants in their community and the world; and
- will be lifelong learners.

**Elmer S. Gish Education Plan 2016**

**Elmer S. Gish Profile**

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**2015-2016  
as of September 30, 2015**

**Certificated Staff**

Teaching	41.4421	FTE
Administration	2.3	FTE
Counselling	0.7	FTE
<b>Total</b>	<b>44.4729</b>	<b>FTE</b>

**Support Staff**

Clerical	2.24	FTE
Teacher Aides	9.3	FTE
Library Technicians	0.79	FTE
Technical Support	0.13	FTE
<b>Total</b>	<b>12.46</b>	<b>FTE</b>

**Students**

English	208.5
Cogito	469.5
Logos	84
Special Needs	
<b>Total</b>	<b>762</b>

**2016-2017  
as of September 30, 2016**

42.2836	FTE
2.3	FTE
1.0	FTE
<b>45.5836</b>	<b>FTE</b>

2.24	FTE
10.3	FTE
0.79	FTE
0.25	FTE
<b>13.58</b>	<b>FTE</b>

**Students**

English	239
Cogito	510
Logos	86
Special Needs	(64)
<b>Total</b>	<b>835</b>

**Classroom Configuration  
2015-2016**

Grade	English	Cogito	Logos
Kindergarten	23	63	
Grade 1	31	76	
Grade 2	30	65	
Grade 3	21	49	
Grade 4	24	68	
Grade 5	42	22	
Grade 6	21	52	23
<b>Total</b>	<b>180.5</b>	<b>363.5</b>	<b>23</b>

**Classroom Configuration  
2016-2017**

Grade	English	Cogito	Logos
Kindergarten	22	70	
Grade 1	23	68	
Grade 2	28	80	
Grade 3	36	69	
Grade 4	28	47	
Grade 5	40	68	
Grade 6	26	40	23
<b>Total</b>	<b>192</b>	<b>407</b>	<b>23</b>

**Grade Configuration  
2015-2016**

Grade	English	Cogito	Logos
Grade 7	18	37	16
Grade 8	19	22	27
Grade 9	9	27	20
<b>Total</b>	<b>46</b>	<b>86</b>	<b>63</b>

**Grade Configuration  
2016-2017**

Grade	English	Cogito	Logos
Grade 7	23	44	22
Grade 8	19	38	19
Grade 9	15	21	22
<b>Total</b>	<b>57</b>	<b>103</b>	<b>63</b>

## **Programs**

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Elmer S. Gish School is proud to be a triple track program school. Since its beginning, the school has been home to St. Albert's only Kindergarten to Grade-9 program. "A decade of learning and growing," has been our descriptor and has garnered support from families who appreciate the cross-age atmosphere.

**Cogito** is a program of choice that welcomes students from across the city that, with strong parental support, work diligently to develop a strong knowledge foundation. This program currently spans Kindergarten through to Grade 9.

**Logos** is also a program of choice from Grades 6-9, and is based on instruction within a Christian environment grounded on biblical principles. The focus is to support biblical values and provide opportunities for active community service, in the context of an exceptional educational environment. To this end, a teacher in this program is expected to bring a Christian viewpoint to issues and topics in all curricular areas.

Our **Global program**, which spans from Kindergarten through to Grade 9, is delivered with a world perspective. The focus is to offer quality educational experiences that are enhanced by inquiry-based learning activities. Monthly learner attributes transcend through the elementary grades to promote healthy, lifelong learners. Students are encouraged to participate in global events and become aware of environmental concerns to promote good citizenship.

### **Character Education**

Elmer S. Gish was a prominent Alberta educator who believed in offering diverse programs to students. He supported the public education system and the value of character education. In honour of our namesake, we have modelled our character education initiative. GISH is an acronym that stands for Gracious, Industrious, Self-Controlled, and Honest. The goal of this character education program is to promote and recognize specific behaviours that demonstrate positive attitudes, values, and citizenship. Each month, students that exemplify these qualities are recognized with certificates which are sent home. Also, students who are observed demonstrating these qualities will be given tickets to be entered into a draw.

### **Community Service**

Community service initiatives are a long-standing tradition at Elmer S. Gish School. Initiatives that supplement our traditional citizenship programs are the Hair Massacure, Operation Christmas Child, Movember, Bake Sales for charities, Rake 'n' Run, and the Terry Fox Run. Leadership and athletics based intra-murals broaden students' learning opportunities. Cross age activities foster empathy and cooperation. These are some examples of the Elmer S. Gish commitment to well-balanced student experiences.

### **Collaboration**

Teamwork and collaboration at Elmer S. School further build a staff that enrich student learning. Support from a range of parent groups provides extension and additional opportunities for our student body. The School Council, Gish Parents' Association, Logos Steering Committee, and Cogito Steering Committee all work to achieve this end.

### **GISH ENERGY!**

Clearly multifaceted and dynamic, Elmer S. Gish School is a growing and vibrant learning community. The Logos Program, the growth of the Cogito Program and the stability of our Global Program present a diverse exciting learning environment. Get The Gish Energy!

## **Issues and Trends**

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Issues and trends that effect decision making in the school include:

- Managing school population growth;
- Meeting the needs of our English Language Learners (ELL);
- Providing professional growth opportunities for teachers of English Language Learners,
- Providing short and long term supports for students' success in numeracy, literacy; and.
- Building a sense of community, empathy and understanding within and between diverse programs.

Due to the ongoing success of students at Elmer S. Gish School and the positive perception of our three programs in the community, we will need to monitor the impact of our growth on the school population and physical plant. The administration, in consultation with stakeholders and senior administration will continue to make decisions to best meet the learning needs of our community.

Elmer S. Gish School includes a rapidly growing population of English Language Learners. This population of students has unique and pressing needs. We will continue to provide supports within our school, including the access to the expertise of certificated staff members to develop differentiated strategies for our English Language Learners, and work collaboratively with classroom teachers to provide in-class supports.

Elmer S. Gish School is committed to carrying forward the literacy focus that incorporates both Daily 5 and CAFÉ strategies. During this school year, we will provide targeted, purposeful supports for teachers and students in literacy. The goal of our literacy focus is to provide students with supports through a Response to Intervention (RTI) model to achieve short and long term success in reading, not only in Language Arts, but also in all core subject areas.

Our school is also committed to seeking out professional development opportunities and tools to support student success in all three divisions in numeracy. We are investigating screening tools to be implemented in numeracy education.

The unique nature of a triple track school means that at Elmer S. Gish School we need to explicitly work to build a strong sense of community within our walls. We will continue to emphasize the importance of responsible citizenship and global awareness through our pro-social skills, anti-bullying programs, and the 7 Habits, while developing a culture of community service, and foster a sense of safety within our school community.

The issues and trends that emerge at Elmer S. Gish School ensure the continued vibrancy of our school community for all learners, and we look forward to finding mechanisms to allow us to meet the needs of students and teachers.

## **District Priorities and Outcomes**

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### **District Priority Areas**

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

### **District Outcomes 2016-2019**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Student demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.



## **School Objectives and Priority Areas**

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### **Objective 1: Increase opportunities for student learning and engagement**

#### **Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Student demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

### **Reporting our Progress (2015-2016)**

#### **Highlights**

Our staff has worked diligently in order to ensure a comprehensive and well-rounded experience for students to become involved in our school community. Our choir continues to attract hundreds of students throughout the year and our morning recess intramural activities typically have between 75-100 students in attendance. Other student activities include school council, art club, cooking club, chess club, volleyball, basketball, rugby, badminton, track and field teams, pom team, bake sales to support a variety of causes, bottle collection, Science Olympics, Lego club, coding club, and mixed media journaling club.

This past year, we have continued to focus our attention on our rapidly growing population of English Language Learners (ELL). This highly motivated cohort of learners continues to need additional supports to ensure academic success with the curriculum. We are fortunate to have a certificated staff member whose experience includes supporting ELL and is able to provide small group, targeted intervention. We also support this learner group with support staff interventions and teacher time dedicated to working in small groups with these students. We also incorporate tools such as Imagine and LEXIA software, which create an individualized learning environment for students.

Access to a wide variety of portable technology has allowed our staff to support and encourage our student body to engage in a high level of integration of technology in our classrooms. Each classroom has a SMART Board and a document camera. Our students are able to access computers in our computer lab and through class sets of iPods, iPads, Chromebooks, and MacBook air laptops.

We have continued to use the AIMSWEB universal screening tool for all Grade 4-9 students to help guide our literacy instruction and intervention techniques. Our school has also implemented the Fountas and Pinnell Benchmark Assessments and Diagnostic Reading to diagnose our students and monitor for growth throughout the year.

This past year, we have continued our implementation of Daily 5 and CAFÉ strategies into all Grade 1-6 classrooms, which has continued to encourage collaborative teamwork between teachers in different programs and has supported student growth in a wide variety of ways. This continues to be excellent professional development for our staff.

We have continued our use of our school and classroom websites and daily emails in order to ensure

a high level of communication between home and school.

**Challenges**

The school has continued to be stretched. In an active school, the need for additional spaces to work with students in small groups or one-on-one increases as the student population increases. It is these spaces that are being eroded and place stress on staff as they work to meet student needs. This is an area that we will need to continue to monitor and address creatively to ensure that students and staff have spaces for learning and gathering.

**Progress toward Meeting Objective 1:**

Partially achieved and ongoing.

**Key Strategies 2016-2017:**

- Universal diagnostic literacy testing (AIMSweb, Fountas and Pinnell)
- Continue to implement Daily 5 and CAFÉ strategies
- Develop and implement universal diagnostic testing in numeracy for students in Grade 1-9
- Common language for numeracy amongst teachers
- Implementation of Jump Math in both the Logos and Global programs in order to ensure consistent pedagogical practice and common language between programs
- Lead Teachers from each division attending numeracy professional development in the district
- Dedicated FTE toward individual student preparation for PATs
- Implementation of 7 Habits amongst our elementary classrooms in all programs
- Continue to add more extracurricular and lunch hour clubs for our elementary students (Water Colour Club, GHL, lunch hour tournaments, a third Lego club);
- Continue school wide events like Christmas Activity Night, Pumpkin Pull, triathlons, music concerts, snow soccer, egg hunts, Terry Fox Run
- Use the gym at lunch hour for our junior teams to practice
- Continue our triple staggered lunch hour (K, 1-3 and junior high, 4-6)
- Continue to ensure each classroom is well equipped with technology in order to support excellent learning opportunities
- Continue to provide more open-ended projects to accommodate diverse learning needs
- Continue to provide certificated teaching time to ELL Learners at strategic times throughout the day
- Increase literacy support in all grades
- Small class sizes
- Support professional growth of staff members

**Objective 2: Promote coordination of learning and understanding with stakeholders, including educators and the Gish community**

**Relationship with District Outcomes:**

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

## **Reporting our Progress (2015-2016)**

### **Highlights**

We have continued to use technology to communicate regularly and effectively with students and their families. Teachers continue to use technology to provide parents with ongoing opportunities to engage with their child's learning, including easy accessibility through e-mail, informative classroom and program websites, and regular classroom newsletters. We have also continued to communicate with families using our school website, Facebook page and Twitter posts. We have set up a link on our website to both our weekly and monthly school newsletters so parents can receive the newsletters directly to their email inbox.

We have started to implement the 7 Habits at school this year. Each grade team has picked a habit to present at our monthly assemblies and we wrote a school song to celebrate the habits. Each classroom also developed a bulletin board with the habits that they can refer to throughout the year while they explore each habit and implement them in their daily learning activities.

We have focused on collegial collaboration as a mechanism for professional growth with much success. Teachers are encouraged to seek professional learning opportunities that further the goals in their professional growth plans; and, are also encouraged to attend professional learning opportunities in pairs to maximize learning. Each month, we also host an elementary and junior high team meeting to address issues specific to the grade levels. This allows us to have more in depth professional conversations, as well as address administrative tasks more efficiently. Teachers report that they feel their professional development activities support them in meeting the demands of their assignment, and enable them to feel supported in their work.

We have continued to enhance and enjoy the outdoor amphitheatre for teaching and special small assemblies and continue to enhance our naturescape at the school. This year we have added more to our edible garden and more plants and shrubs to enhance our outdoor classroom and front beds.

### **Challenges**

Time for collegial conversation and professional development continue to be a challenge for our staff. Ensuring we find an appropriate balance between ensuring excellent classroom learning and seeking out optimal professional development for staff is of utmost importance. We are always grateful for the professional development days and staff meeting days to ensure our staff have the time to grow professionally together as a team.

## **Progress toward Meeting Objective 2: Achieved**

Partially achieved and ongoing.

## **New Objective for 2016-2017: Focusing on and promoting positive student mental health and wellness.**

### **Key Strategies 2016-2017:**

- Added a second school counsellor to our staff team
- Implement an internationally recognized program called FRIENDS for students in grades 3-6
- Individual classes are piloting mindfulness (Mind Up) strategies in their classrooms (will evaluate to decide if we implement with the whole school)
- Having safe spaces and adults available to support students with LGBTQ backgrounds

## ***Elmer S. Gish Education Plan 2016***

- Partnering with outside organizations to provide mental health support presentations for both students and staff
- Utilizing student leadership teams to coordinate Ever Active activities for the whole school population
- Contributions of our fundraising society to support the district's Appetite to Achieve program
- Multiple activities, clubs and teams (45) to provide peer and social engagement opportunities
- Have five junior high students attend the HEADSTRONG Conference in November (students learn about the experiences of students living with mental illness the stigma around mental illness and create an action plan for the school)
- Mentorship opportunities for our junior high students to mentor elementary students
- Continue "brain breaks" in our classrooms (Daily Physical Activity (DPA), Go Noodle, Mindfulness training)
- Continue Junior High Options like Men of Honour, Girls Empowered, Christian Studies and Leadership to promote opportunities for empathy training and leadership opportunities in the community and our school
- Promote mental health sessions for parents to learn more about mental health and proactive strategies to support their children
- Provide time at staff meetings for open communication with all teachers regarding specific at-risk students and their needs
- Continue the implementation of Zones of Regulation

**Objective 3: Build empathy and understanding, honouring the rich multi-cultural makeup of our school.**

### **Relationship with District Outcomes:**

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 5: Governance, policies and partnerships support the success of our students.

### **Reporting our Progress (2015-2016)**

#### **Highlights**

Over the past school year, our students have continued to be exposed to a wide variety of learning opportunities that help them recognize and appreciate the rich cultural diversity that exists in our school and our community. Our students have participated in both in-school and community field trips and have celebrated our rich diversity. Culture Week continues to grow and be a week full of fun, learning, and creativity for our student population. Our students enjoy guest speakers, cultural activities (done in a school wide rotation), students and staff share food and treats from their families' heritage and a special assembly at the end of the week where the students wear their cultural clothing and share dances from around the world. This past year we invited groups like Shumka, Teddy Anderson (hoop dancer) and Paul Isaac (comedian and speaker for our junior high students) to celebrate and challenge our student body to work together while we celebrate our differences and similarities. We look forward in the upcoming school year to see how Culture Week will continue to change and grow as we celebrate our rich diversity.

We continue to find the Tell Them From Me Survey to be a powerful learning tool for our staff. As we continue to analyze the results we are able to connect with students about their perceptions of our school and how we can make it a wonderful and empowering place for each student that chooses

to learn with us.

**Challenges**

We continue to seek out diverse guests for our school and to collaborate with schools that have similarly diverse populations. We are also continuing to strive to allot time for this important goal while being such a busy and vibrant learning community.

**Progress toward Meeting Objective 3:**

Partially achieved and ongoing.

**Key Strategies 2016-2017:**

- Implement the 7 Habits with our K-6 student population;
- Continue to seek out diverse speakers and multicultural field trips;
- Continue to enhance Culture Week;
- Continue to have children in teams and clubs from all programs
- Analyze survey results to ensure we are making gains in all areas;
- Continue celebrating and learning about a wide variety of holidays throughout the school year
- Put a large world map up in our front foyer to highlight the cultural heritage of our students and staff
- Culture boards in classrooms
- Increase cultural reading in our library
- Include various celebrations on our school calendar

## **Financial Performance 2015-2016**

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The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

**Year End Balance:** \$ 749,000

We knew coming into the year we would need to run a significant surplus due to the uncertainty around enrolment and program accommodation. We truly believe that we needed to continue to offer the same level of supports (if not more) through this process.

There are several ways that we will use the surplus this year in:

- We were able to increase the FTE, which has **decreased the overall class sizes.**
- We have increased the literacy support available to ALL students.
- Team teaching has been implemented at various levels.
- We have increased the amount of counselling time and special education support in order to support the student population i.e., hired a second counsellor.
- We have increased the professional development budget for each teacher.
- Increased the classroom budget for each teacher's library.
- We have increased the number of TA's in the school in order to support our special needs population and at risk students.
- We have increased the amount of FTE assigned to ELL support.
- We have significantly increased the number of lunch hour supervisors.
- Purchased 30 IMacs for the library
- Purchased 30 I pads
- Painted the gym and installed new lighting
- Replaced all toilets and urinals
- Updated the washrooms i.e., countertops, sinks, mirrors, paint
- Supporting the startup of new clubs ex. Gr 2 Lego and junior high robotics
- Purchasing materials to introduce coding in elementary and junior high
- Re-doing all the centers for the kindergarten classes
- Increased the number of presentations and guest speakers
- Giving financial support to field trips.
- Purchased 7 Robotic sets to support student learning and clubs.

Financial Planning 2016-2017

**RESOURCE AND DISTRIBUTION**

**ELMER S. GISH SCHOOL**

<b>REVENUES</b>	<b>2016-2017 Fall Budget</b>	<b>2016-2017 Spring Budget</b>	<b>2015-2016 Fall Budget</b>
1. Basic Program Allocation	\$ 5,652,970	\$ 5,353,787	\$ 5,373,786
2. Other Revenues			
2.1 Fees	\$ 285,001	\$ 280,001	\$ 280,001
2.2 Cafeteria			
2.3 Donations	\$ 15,000	\$ 15,000	\$ 15,000
2.4 Fundraising	\$ 5,000	\$ 5,000	\$ 5,000
2.5 Other Revenues	\$ 64,502	\$ 63,220	\$ 63,220
3. Surplus / Deficit Allocation (S/D)	\$ 749,156	\$ 700,000	\$ 1,021,312
<b>TOTAL REVENUES</b>	<b>\$ 6,771,629</b>	<b>\$ 6,417,008</b>	<b>\$ 6,758,319</b>

<b>EXPENDITURES</b>	<b>2016-2017 Fall Budget</b>	<b>2016-2017 Spring Budget</b>	<b>2015-2016 Fall Budget</b>
1. Certificated Staff	\$ 4,820,964	\$ 4,687,235	\$ 4,689,192
2. Support Staff	\$ 421,784	\$ 372,305	\$ 371,383
3. Services	\$ 401,451	\$ 339,236	\$ 339,236
4. Supplies	\$ 410,000	\$ 368,283	\$ 463,508
5. Furniture, Equipment & Capital	\$ 123,285	\$ 75,000	\$ 100,000
6. Technology	\$ 130,000	\$ 110,809	\$ 245,000
7. Future Emergent Initiatives	\$ 464,145	\$ 464,140	\$ 550,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 6,771,629</b>	<b>\$ 6,417,008</b>	<b>\$ 6,758,319</b>

<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
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<b>ENROLMENT</b>	<b>2016-2017 Fall Budget</b>	<b>2016-2017 Spring Budget</b>	<b>2015-2016 Fall Budget</b>
FTE Enrolment (ECS @ .5)	835.00	789.50	762.00

<b>STAFFING PERCENTAGES</b>	<b>2016-2017 Fall Budget</b>	<b>2016-2017 Spring Budget</b>	<b>2015-2016 Fall Budget</b>
Certificated Staff FTE	46.58	44.94	45.59
Support Staff FTE	10.07	8.78	8.79
Certificated Staff Percentage	75.3%	77.4%	73.3%
Support Staff Percentage	6.6%	6.1%	5.8%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>81.9%</b>	<b>83.6%</b>	<b>79.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>92.7%</b>	<b>94.5%</b>	<b>94.2%</b>

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.

Fees include Board approved fees, and may include lunchroom, school assessed, and extra-curricular

Other Revenue includes adult and international student fees.

## Appendix I – Student Performance and Achievement

### Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

#### Grade 6 English Language Arts

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %
Participation: Writing	<b>100.0</b>	90.8	<b>98.3</b>	90.8	<b>92.1</b>	90.4	<b>95.5</b>	90.6	<b>99.0</b>	90.6
Results Based on Number Enrolled										
Acceptable Standard	<b>94.7</b>	82.7	<b>96.6</b>	82.5	<b>81.6</b>	81.9	<b>84.3</b>	82.8	<b>94.8</b>	82.9
Standard of Excellence	<b>28.1</b>	17.8	<b>13.6</b>	16.3	<b>17.1</b>	17.6	<b>24.7</b>	19.5	<b>25.8</b>	20.4
Results Based on Number Writing										
Acceptable Standard	<b>94.7</b>	91.0	<b>98.3</b>	90.9	<b>88.6</b>	90.6	<b>88.2</b>	91.3	<b>95.8</b>	91.5
Standard of Excellence	<b>28.1</b>	19.6	<b>13.8</b>	18.0	<b>18.6</b>	19.5	<b>25.9</b>	21.5	<b>26.0</b>	22.6

#### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 94.8% of students achieved at the Acceptable level and 25.8% of students achieved at the Standard of Excellence.
- Teachers identified recognizing onomatopoeia and personification as areas that need to be focused on this next school year.
- Teachers plan to continue to develop mini-lessons to further support students in these areas.
- Teachers plan to continue our in-depth review days as a strategy and will increase the length of the sessions this year.

#### Grade 6 English Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %	School %	Prov %
Participation: Writing	<b>98.2</b>	90.4	<b>96.6</b>	90.3	<b>94.7</b>	90.1	<b>94.4</b>	90.2	<b>97.9</b>	90.4
Results Based on Number Enrolled										
Acceptable Standard	<b>89.5</b>	74.1	<b>81.4</b>	72.1	<b>71.1</b>	72.7	<b>73.0</b>	72.5	<b>85.6</b>	71.4
Standard of Excellence	<b>19.3</b>	16.4	<b>15.3</b>	16.3	<b>7.9</b>	15.3	<b>11.2</b>	13.8	<b>10.3</b>	13.8
Results Based on Number Writing										
Acceptable Standard	<b>91.1</b>	81.9	<b>84.2</b>	79.8	<b>75.0</b>	80.7	<b>77.4</b>	80.4	<b>87.4</b>	79.0
Standard of Excellence	<b>19.6</b>	18.2	<b>15.8</b>	18.0	<b>8.3</b>	17.3	<b>11.9</b>	15.3	<b>10.5</b>	15.2

#### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 85.6% of students achieved at the Acceptable level and 10.3% achieved at the Standard of Excellence
- Teachers identified transformations, ratios, angles and probability questions as areas that our students need more practice with.



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- Teachers plan to target these areas specifically through the development of lessons that focus on relating percentages to fractions and graphic representations, more practice with solving problems with an unknown variable and solving equations. They also discussed allotting more time for the probability unit and working with real-life probability equations.
- Teachers plan to continue our in-depth review days as a strategy and will increase the length of the sessions this year.

### Grade 6 English Science

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>98.2</b>	90.3	<b>98.3</b>	90.3	<b>90.8</b>	89.5	<b>94.4</b>	89.7	<b>97.9</b>	90.0
	Results Based on Number Enrolled									
Acceptable Standard	<b>86.0</b>	77.4	<b>91.5</b>	77.1	<b>69.7</b>	75.4	<b>71.9</b>	76.0	<b>91.8</b>	77.6
Standard of Excellence	<b>38.6</b>	28.5	<b>27.1</b>	26.2	<b>22.4</b>	25.3	<b>22.5</b>	25.9	<b>21.6</b>	27.7
	Results Based on Number Writing									
Acceptable Standard	<b>87.5</b>	85.8	<b>93.1</b>	85.4	<b>76.8</b>	84.2	<b>76.2</b>	84.8	<b>93.7</b>	86.1
Standard of Excellence	<b>39.3</b>	31.5	<b>27.6</b>	29.0	<b>24.6</b>	28.2	<b>23.8</b>	28.8	<b>22.1</b>	30.8

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 91.8% of students achieved at the Acceptable level and 21.6% achieved at the Standard of Excellence
- Teachers identified identifying certain concepts like identifying forces experienced by planes in flight, identifying characteristics associated with fibre and fabric samples, describing the position of the earth and identifying events that would cause the most damage to forest life as areas that need further support.
- Teachers plan to continue to provide an overview of the five topics of the curriculum through a year-end Bennett Centre review and our in-depth review days. Teachers also plan to provide greater opportunities for students to engage in the content and skills of the two identified topics, and make connections between the content they are learning and providing opportunities for reciprocal teaching like jigsaws, creating quizzes and teaching their peers.

### Grade 6 English Social Studies

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>100.0</b>	90.1	<b>94.9</b>	89.5	<b>92.0</b>	88.9	<b>93.3</b>	89.2	<b>97.9</b>	89.6
	Results Based on Number Enrolled									
Acceptable Standard	<b>91.2</b>	72.9	<b>84.7</b>	72.2	<b>69.3</b>	70.2	<b>68.5</b>	69.6	<b>83.5</b>	71.1
Standard of Excellence	<b>24.6</b>	20.1	<b>25.4</b>	19.3	<b>22.7</b>	17.1	<b>11.2</b>	18.7	<b>22.7</b>	22.6
	Results Based on Number Writing									
Acceptable Standard	<b>91.2</b>	81.0	<b>89.3</b>	80.7	<b>75.4</b>	78.9	<b>73.5</b>	78.0	<b>85.3</b>	79.4
Standard of Excellence	<b>24.6</b>	22.4	<b>26.8</b>	21.6	<b>24.6</b>	19.2	<b>12.0</b>	21.0	<b>23.2</b>	25.3

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 83.5% of students achieved at the Acceptable level and 22.7% achieved at the Standard of Excellence

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- Teachers acknowledged identifying activities that can be regulated by a municipal bylaw, recognizing accountability and decision-making in ancient Athens as areas that need further support.
- Teachers plan to continue to develop a stronger connection between the issues discussed in Social Studies 6 and the students' own experiences. Teachers also plan to model and explicitly guide students in the process of identifying key information and reaching reasonable conclusions.
- Teachers plan to continue with our year end review days in order to help prepare the students for their PATs.

### Grade 9 English Language Arts

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>94.2</b>	88.9	<b>90.0</b>	87.5	<b>95.1</b>	88.3	<b>98.2</b>	88.5	<b>98.2</b>	88.8
Results Based on Number Enrolled										
Acceptable Standard	<b>90.4</b>	77.4	<b>82.0</b>	76.4	<b>82.0</b>	76.3	<b>94.6</b>	75.6	<b>96.4</b>	77.0
Standard of Excellence	<b>21.2</b>	16.4	<b>16.0</b>	14.7	<b>23.0</b>	15.0	<b>26.8</b>	14.4	<b>25.5</b>	15.2
Results Based on Number Writing										
Acceptable Standard	<b>95.9</b>	87.1	<b>91.1</b>	87.2	<b>86.2</b>	86.4	<b>96.4</b>	85.5	<b>98.1</b>	86.7
Standard of Excellence	<b>22.4</b>	18.4	<b>17.8</b>	16.8	<b>24.1</b>	17.0	<b>27.3</b>	16.3	<b>25.9</b>	13.3

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 96.4% of students achieved at the Acceptable level and 25.5% achieved at the Standard of Excellence.
- Teachers identified determining the main idea from newspaper articles and recognizing the underlying meanings in magazine articles as areas that need further study.
- Teachers will use more non-fiction reading material in their classrooms and discuss them as a whole class to ensure students are able to recognize the information in the text.

### Grade 9 English Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>94.2</b>	89.2	<b>93.9</b>	87.8	<b>96.7</b>	88.6	<b>98.2</b>	88.8	<b>98.2</b>	88.9
Results Based on Number Enrolled										
Acceptable Standard	<b>75.0</b>	65.3	<b>65.3</b>	65.5	<b>73.8</b>	65.9	<b>78.6</b>	64.0	<b>74.5</b>	66.7
Standard of Excellence	<b>21.2</b>	17.5	<b>24.5</b>	18.0	<b>21.3</b>	16.9	<b>19.6</b>	17.5	<b>20.0</b>	17.2
Results Based on Number Writing										
Acceptable Standard	<b>79.6</b>	73.2	<b>69.6</b>	74.6	<b>76.3</b>	74.4	<b>80.0</b>	72.0	<b>75.9</b>	75.0
Standard of Excellence	<b>22.4</b>	19.7	<b>26.1</b>	20.5	<b>22.0</b>	19.1	<b>20.0</b>	19.7	<b>20.4</b>	19.3

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 74.5% of students achieved at the Acceptable level and 20.0% achieved at the Standard of Excellence
- Teachers identified linear equations, understanding and interpreting information from graphs and order of operations as areas that can use more in depth study.

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- Teachers identified rational numbers in both fraction and decimal form, drawing conclusions related to graphs, and simplifying polynomial expressions as areas that require further support.
- Teachers have met to brainstorm strategies about teaching these areas of the curriculum and to provide students with a greater variety of concrete and abstract experiences in these areas.

### Grade 9 English Science

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>96.2</b>	89.6	<b>93.9</b>	88.3	<b>95.1</b>	89.0	<b>98.2</b>	89.4	<b>98.2</b>	89.3
Results Based on Number Enrolled										
Acceptable Standard	<b>92.3</b>	73.4	<b>73.5</b>	72.0	<b>78.7</b>	72.5	<b>91.1</b>	73.3	<b>87.3</b>	73.5
Standard of Excellence	<b>13.5</b>	22.3	<b>28.6</b>	19.8	<b>27.9</b>	22.0	<b>23.2</b>	22.8	<b>30.9</b>	22.5
Results Based on Number Writing										
Acceptable Standard	<b>96.0</b>	82.0	<b>78.3</b>	81.5	<b>82.8</b>	81.5	<b>92.7</b>	82.0	<b>88.9</b>	82.3
Standard of Excellence	<b>14.0</b>	24.9	<b>30.4</b>	22.4	<b>29.3</b>	24.7	<b>23.6</b>	25.5	<b>31.5</b>	25.2

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 87.3% of students achieved at the Acceptable level and 30.9% achieved at the Standard of Excellence
- Teachers noted that our students are encountering difficulty with questions that involve interpreting graphs and charts and some of the questions relating to space exploration.
- Teachers plan to devote more time developing and supporting the knowledge and skills in these areas as well as creating experiences that will allow students to make greater conceptual connections to the content of the units and concentrating regularly as a whole class on vocabulary and understanding.

### Grade 9 English Social Studies

	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	<b>92.3</b>	88.5	<b>93.9</b>	87.7	<b>93.4</b>	88.1	<b>98.2</b>	88.1	<b>98.2</b>	88.4
Results Based on Number Enrolled										
Acceptable Standard	<b>82.7</b>	68.1	<b>73.5</b>	64.6	<b>80.3</b>	64.8	<b>85.7</b>	64.4	<b>89.1</b>	64.0
Standard of Excellence	<b>30.8</b>	19.5	<b>28.6</b>	19.0	<b>29.5</b>	20.3	<b>35.7</b>	20.0	<b>29.1</b>	18.3
Results Based on Number Writing										
Acceptable Standard	<b>89.6</b>	76.9	<b>78.3</b>	73.6	<b>86.0</b>	73.6	<b>92.7</b>	82.0	<b>90.7</b>	72.3
Standard of Excellence	<b>33.3</b>	22.1	<b>30.4</b>	21.7	<b>31.6</b>	23.0	<b>23.6</b>	25.5	<b>29.6</b>	20.7

### Interpretation of Results

- Student participation in writing the test exceeded the provincial average.
- For the total test, 89.1% of students achieved at the Acceptable level and 29.1% achieved at the Standard of Excellence
- Teachers identified synthesizing multiple perspectives from multiple sources and test taking strategies as areas that they can focus on with their students.
- Teachers plan to brainstorm ideas and review multiple resources in order to support their students in these areas.

## **Appendix II - Other Indicators of Student Performance**

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### **Academics**

- The participation rate for students at Elmer S. Gish School was above provincial level for all exams.
- Regular communication with parents of junior high students through online progress reports that parents can see any time, classroom websites, and daily emails issued.
- Reporting to parents, and accompanying Celebrations of Learning, occurs officially in November and March. Teachers, school administration and counsellor, however, are available to meet with parents on an as-needed basis throughout the school year.
- Students participate in activities related to academics and success as life-long learners, including:
  - Science Olympics (at the University)
  - Heritage Fair
  - Drug Awareness and Resistance (DARE) program (Grade 6)
  - Drug Awareness Program (Grade 8)
  - Choir tour
  - Art Galas (both junior high and elementary)
  - Music assemblies (elementary)
  - District Music programs
  - Science Day at the University of Alberta (U of A)
- Monthly elementary and junior high assemblies that celebrate student success
- Junior high awards ceremonies recognize a high percentage of students for their success
- Development of an Early Literacy Support Program
- Maintaining our status as an Ever Active school
- Increased support for our English Language Learners

### **Extra-Curricular**

- We have a high percentage of student's participating in a variety of events sponsored by the school, including:
  - school dances
  - cooking club
  - choirs
  - rock club
  - games club
  - animation club
  - hip hop club
  - coding club
  - Lego club
  - water colour club
  - Kid-connect club
  - Mixed-Media Journaling club
  - Ever-Active greeters to support our K-3 population at recess
  - Ever-Active team helping to organize district and school events
  - intramural programs
  - ski club
  - school teams
  - cross-country running team
  - track meet (junior high)
  - international field trips (junior high)

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- hockey challenges (elementary and junior high)
- student leaders of intramural programs
- We recognize the milestones of a student's academic career at E.S. Gish School by celebrating with a Grade 6 Completion Ceremony and a Grade 9 Farewell.

### **Citizenship**

- During the school year, and at year end, we recognize student success and participation in non-academics;
- Contributions to our global community are fostered through such initiatives as: Hope Mission, hurricane relief efforts, Terry Fox, WE Day, Food Bank collection, Movember, Hair Massacure, student council supporting a foster child, classrooms sponsoring an animal through the World Wildlife Federation and Operation Christmas Child;
- Contributions to our local community are encouraged through service projects, such as Rake 'n Run, Christmas Hampers, Food bank donations, WE Day;
- Students access leadership experience through Student Council and Leadership option courses;
- GISH certificates provide recognition for students demonstrating positive citizenship skills; and,
- GISH Day provides recognition for junior high students developing citizenship attributes.

### Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied	
	2012-2013	2014-2015
1. Overall, I am happy with my school.	93%	93%
2. I can talk to a teacher, counsellor, or other school staff about problems I am having.	90%	86%
3. I am encouraged to do my best.	99%	98%
4. I can get extra help with my school work when I need it.	92%	92%
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	88%	86%
6. The school helps me become a good, caring citizen.	93%	93%
7. I am satisfied with opportunities to help other people in my school or community.	91%	92%
8. My teachers tell me how I am doing in school.	86%	83%
9. My teachers care about me.	96%	94%
10. I feel safe in my school building.	89%	90%
11. I feel safe on the playground during school time.	83%	86%
12. My school is a positive and welcoming place.	95%	93%
13. Expectations for student behaviour are clear.	94%	93%
14. There are consequences when the school rules are not followed.	97%	94%
15. Have you been bullied by another student on a repeated basis this year?	34%	32%
16. My school promotes physical activity, health and wellness.	96%	96%

### Participation Rates

Year	Respondents	Rate
2014-2015	328	91%
2012-2013	226	94%
2010-2011	194	95%

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<b>Student Survey Questions Grades 7 and 9</b>	<b>% Satisfied</b>		
	<b>2012-2013</b>	<b>2014-2015</b>	
1. Overall, I am satisfied with the quality of education that I am receiving in my school.	86%	92%	
2. I am satisfied with the variety of courses and programs that are offered in my school.	84%	86%	
3. I can talk to a teacher, counselor or other school staff about problems I am having.	64%	85%	
4. I am encouraged to do my best	89%	91%	
5. I can get extra help with my school work when I need it.	87%	90%	
6. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, technology, presentations, etc.)	68%	78%	
7. I feel that my learning needs are being met.	84%	91%	
8. Opportunities, resources and counseling are available for course selection and career planning if I want it.	77%	78%	
9. The school helps me become a good, caring citizen.	71%	84%	
10. I am satisfied with opportunities in my school to participate in volunteerism and community contribution.	66%	77%	
11. I am satisfied with the administration within my school.	71%	86%	
12. I am satisfied that my input is considered, respected and valued by my school.	75%	75%	
13. I am satisfied that the school provides students opportunities to assume leadership roles.	80%	88%	
14. The staff keeps me informed of my progress (e.g. report cards, interviews, agendas, etc.).	89%	86%	
15. The staff at my school cares about their students.	82%	87%	
16. I feel safe in my school.	77%	87%	
17. My school is a positive and welcoming place	76%	86%	
18. Expectations for student behavior are clear	81%	94%	
19. I am satisfied with how discipline is dealt with at school	61%	71%	
20. The school is effective in deterring students from bringing illegal drugs and substances to the school.	71%	76%	
21. Are you subjected to ongoing harassment, intimidation and/or bullying in your school?	YES 23%	NO 77%	YES 18% NO 82%

**Participation Rates**

<b>Year</b>	<b>Respondents</b>	<b>Rate</b>
2014-2015	118	87%
2012-2013	95	86%
2010-2011	105	91%

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Parent Survey Questions (All Grades 1, 3 - 9) How satisfied are you...	% Satisfied 2012-2013		% Satisfied 2014-15	
	1. With the quality of education that your child is receiving?	99%		97%
2. with the choice of courses and programs available in your school?	98%		97%	
3. with the choice of courses and programs available in your school district?	98%		96%	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	93%		94%	
5. that your child is encouraged by his or her teachers to achieve high standards?	96%		94%	
6. that your child's learning needs are being met?	93%		95%	
7. with the extra help available, if your child requires it?	93%		95%	
8. that teachers help your child to achieve learner outcomes?	95%		97%	
9. that your child is developing the skills and attitudes to become a lifelong learner?	97%		94%	
10. that the school helps your child become a good, caring citizen?	97%		94%	
11. that the school provides your child with activities that promote volunteerism and community contribution?	90%		90%	
12. that the school provides students opportunities to assume leadership roles?	94%		93%	
13. with the leadership provided by district office?	92%		85%	
14. with the leadership within your child's school?	91%		88%	
15. with the Board's resource allocation, policies, priorities and processes?	86%		78%	
16. with how the district manages financial resources?	86%		81%	
17. with how the school manages its financial resources?	92%		89%	
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	90%		87%	
19. that your input is considered, respected, and valued by your school?	93%		89%	
20. that the School Council plays a meaningful role in your school?	93%		92%	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	89%		88%	
22. with the school's partnerships with community agencies and organizations?	94%		92%	
23. with the communications you receive from the school?	90%		90%	
24. with how the school keeps you informed about your child's progress and achievement?	95%		93%	
25. that there is a caring environment at the school?	97%		94%	
26. that the school is safe?	93%		93%	
27. that your child's school is a positive and welcoming place?	95%		94%	
28. that expectations for student behaviour are clear?	97%		93%	
29. with the way discipline matters are dealt with by school staff?	87%		89%	
30. with the bus service?	84%		78%	
31. with the image of the school in the community?	91%		90%	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98%		96%	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 15%	Yes 85%	Yes 21%	No 79%



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**Participation Rates**

Grades 1, 3-6

<b>Year</b>	<b>Respondents</b>	<b>Rate</b>
2014-2015	190	52%
2012-2013	135	41%
2010-2011	102	39%

Grades 7 and 9

<b>Year</b>	<b>Respondents</b>
2014-2015	40 Telephone Interviews
2012-2013	41 Telephone Interviews
2010-2011	35 Telephone Interviews

<b>Parents of students with special needs Survey Questions</b>	<b>% Satisfied</b>	<b>% Satisfied</b>
	<b>2012-2013</b>	<b>2014-15</b>
<b>How satisfied are you...</b>		
1. with the quality of education your child is receiving at this school?	100%	90%
2. that the special education programs and services provided by the school are meeting your child's needs?	85%	90%
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	85%	80%
4. with the communication you receive about your child's educational progress?	92%	90%
5. with your child's educational achievement?	85%	90%
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	77%	86%
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	85%	94%
8. with the school district funding for special education services?	83%	89%

**Participation Rates**

<b>Year</b>	<b>Respondents</b>
2014-2015	21 Telephone Interviews
2012-2013	15 Telephone Interviews
2010-2011	10 Telephone Interviews

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<b>School Staff Survey Questions</b>		<b>% Satisfied 2012-2013</b>	<b>% Satisfied 2014-15</b>
1.	I am satisfied with the quality of education that students are receiving in this school.	98%	100%
2.	I am satisfied with the choice of courses and programs available for students in the school district.	100%	100%
3.	I am satisfied with how the school assigns support to special education programs.	91%	87%
4.	I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	98%	92%
5.	The professional development opportunities are useful in helping me meet the needs of my job.	91%	94%
6.	There is sufficient computer-related training available.	89%	94%
7.	(Non-teaching staff only) My annual growth plan helps me improve my skills.	69%	80%
8.	(Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	100%	95%
9.	Students are developing the skills and attitudes to become lifelong learners.	94%	96%
10.	The school helps students become good, caring citizens.	98%	94%
11.	The school provides students with activities that promote volunteerism and community contribution.	96%	100%
12.	The school provides opportunities for students to develop leadership roles.	100%	96%
13.	I am satisfied with leadership provided by district office.	98%	94%
14.	I am satisfied with the leadership within my school.	92%	90%
15.	I am satisfied with the opportunities to assume leadership roles.	100%	98%
16.	I am satisfied with the Board's resource allocation, policies, priorities and processes.	98%	98%
17.	I am satisfied with how the district manages financial resources.	92%	95%
18.	I am satisfied with how the school manages its financial resources.	93%	95%
19.	(Teaching staff only) I am able to meet individual student needs.	88%	92%
20.	The district provides adequate support / resources to meet diverse student needs.	98%	91%
21.	My input is considered, respected, and valued by Alberta Education.	84%	68%
22.	I have the opportunity to be involved in decision-making at the district level.	85%	80%
23.	My input is considered, respected, and valued by the St. Albert Public School Board.	97%	82%
24.	I have the opportunity to be involved in decision making at my school.	87%	83%
25.	My input is considered, respected, and valued by my school.	89%	83%
26.	Overall, staff morale is positive.	94%	94%
27.	The school staff have an opportunity to work in a collaborative and collegial fashion.	100%	96%
28.	I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	100%	100%
29.	I have the support necessary to be effective and successful in my job.	94%	92%
30.	(Non-teaching staff only) The expectations of my assignment are clearly defined.	93%	82%
31.	My work or teaching assignment matches my knowledge and skills.	100%	94%
32.	There is a caring environment at the school.	100%	94%
33.	I feel safe in the school.	100%	98%
34.	The school is a positive and welcoming place.	98%	98%
35.	The facilities are satisfactory.	74%	73%
36.	Expectations for student behaviour are clear.	85%	73%
37.	I am satisfied with how discipline is dealt with within the school.	77%	63%
38.	My school is free from verbal harassment and other forms of workplace bullying.	94%	94%

**Elmer S. Gish Education Plan 2016**

<b>School Staff Survey Questions</b>	<b>% Satisfied 2012-2013</b>	<b>% Satisfied 2014-15</b>
39. The image of the school in the community is positive.	98%	91%
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	98%	100%

**Participation Rates**

<b>Year</b>	<b>Respondents</b>	<b>Rate</b>
2014-2015	49	72%
2012-2013	48	87%
2010-2011	39	98%

## **School Evaluation of Satisfaction Surveys**

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### **Results**

**According to the results, our school's strengths are:**

#### **Parents**

- At Elmer S Gish, 97% of parents are pleased with the quality of education their child is receiving.
- 90% of parents with students in special education are pleased with the programs and services ensuring that their children's needs are being met.
- Parents are also very pleased with the courses and programs being offered to their children in our school and that their children can receive the support they need from their teachers.

#### **Students**

- Our elementary students feel they are encouraged to do their best, that their teachers care about them, and that we promote physical activity, health and wellness.
- We saw great gains with our Grade 7-9 students in that they feel their learning needs are being met, that they can talk to staff about problems they are having, and that the school helps them to become caring citizens.

#### **Staff**

- All staff reported they are satisfied with the quality of education that students in our school are receiving and with the choices offered to students in our school district.
- The vast majority of staff feel that students are developing the skills to become lifelong learners and that the school provides leadership roles for students and opportunities for the students to become involved in their community and volunteer.
- The vast majority of the staff also feel that they have the opportunity to work in a collegial fashion.
- We saw great growth in the support staff feeling that their professional growth plan aids them in improving their skills with students.

**According to the results, areas in need of development in each stakeholder group are:**

#### **Parents**

- Relief for situations of financial need is identified as a need for parents.
- Parents see issues relating to transportation as an area that needs to be further addressed.
- Special education parents feel the need to be more involved in the Individual Program Plan process.

#### **Students**

- Elementary students identified bullying as a behaviour that occurs frequently in our school.
- Students in junior high identified a variety of learning activities as an area of challenge.
- Students in junior high also identified the behaviours of other students and the consequences for those behaviours as an area that needs further attention.

#### **Staff**

- An area of concern for staff is that their input is not highly valued by Alberta Education.
- The staff also noted that they would like to be more involved in decision making at a school level.

### **Explanation/General Comments**

- We are committed to creating a safe environment for all students at Elmer S. Gish School are working diligently to ensure all students are free from bullying and harassment while at school.
- We are eager to hear feedback from stakeholders regarding our school and how we can best meet the needs of our students and staff as we are working hard to ensure all stakeholders are supported with their needs.

### **Next Steps for Continuing Progress**

- Staff will analyze the differences in satisfaction across the grades. Strategies that generate satisfaction may be adapted from one level to another.
- Staff will analyze the differences in satisfaction across the grades in terms of safety and how these can be addressed. We believe some of these issues will be addressed through the 7 Habits program we have adopted.
- Our action plan to address stakeholder feedback includes:
  - Continue to refine strategies related to students following rules;
  - Encourage feedback from all stakeholders so that we can continually improve the processes and strategies involved in a child's education;
  - Heighten student and parent awareness of resources available in terms of course choices and career planning;
  - Meet regularly with support staff to seek their input and hear their concerns;
  - Increase the number of supervised activities offered at lunch to the students;
  - Meet one-on-one with each staff member to support their contributions to our school community; and,
  - Use data from the Tell Them From Me survey to target specific initiatives that focus on meeting students' needs.

### **Participation Rates**

#### **According to the results, our school's strengths with regards to participation rates are:**

Participation in the surveys from all stakeholder groups is strong, particularly with students and staff members.

#### **According to the results, areas in need of attention with regards to participation rates are:**

We will implement strategies through Parent Council and communication mechanisms to increase parent participation because feedback from the stakeholders is invaluable in determining school priorities.

### **Explanation/General Comments**

The exceptional participation rate would be indicative of the fact that the stakeholders at Elmer S. Gish School are active participants in the educational process. We will continue to encourage participation because considering stakeholder feedback is integral to the process of determining educational priorities at Elmer S. Gish School.