



# School Education Plan & Results

*WORKING TOGETHER TO HELP EVERY STUDENT LEARN AND EXCEL*

Ardmore School

2019/2020



School Administration:

Kenneth Pshyk, Principal

**I. School Mission/Vision/Values**

<p style="text-align: center;"><b>Mission</b> Growing, Learning, and Achieving Together</p> <p style="text-align: center;"><b>Vision</b> Preserving to Achieve Your Best.</p> <p style="text-align: center;"><b>Ardmore Beliefs</b></p> <ul style="list-style-type: none"><li>➤ Every Person will develop respect for self and others</li><li>➤ Provide resources and opportunities to support everyone's learning needs</li><li>➤ Foster a positive atmosphere</li><li>➤ Student success is everyone's responsibility</li></ul>
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**II. School Education Plan Development**

Briefly outline the process of development of the School Education Plan include reference to school staff, school council / community, and students if applicable.

- A. Teachers
  - Shared and reviewed PAT and OurSchool Survey
  - Discussions at Staff Meetings
- B. Support Staff
  - Shared and reviewed PAT and OurSchool Survey
  - Discussions at Staff Meetings
- C. Students
  - Student meetings during lunch
  - Class meetings
  - Discussions with Leadership Students
- D. School Council/Community
  - Shared information at School Council meetings and looked for input.
- E. Central Office Learning Team
  - COLT meetings
- F. Other
  - Division Office - Budget and Human Resources

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### III. School Improvement Priorities

NLPS Priority #1: Northern Lights Public Schools will Improve the Mental Health and Wellness of Students

NLPS Priority #2: Northern Lights Public Schools will Improve the Numeracy Skills of Students

School Improvement Priority #1: Ardmore School will Improve Mental Health and Wellness of Students
<b>Measurement Tool(s)</b> <ul style="list-style-type: none"> <li>• School survey</li> <li>• NLPS Student Survey</li> <li>• Accountability Pillar</li> <li>• SAC Stats</li> <li>• Discussions with parents and students</li> </ul>
<b>Measurement Target(s)</b> <ul style="list-style-type: none"> <li>• Better results with Accountability Pillar</li> <li>• Simply getting feedback from parents</li> <li>• Establish Baseline Data to View Growth Over Time</li> </ul>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• <b>Universal Strategies</b></li> <li>• More classroom work - more proactive with grades 5 - 8</li> <li>• Increase Character Education program</li> <li>• Continue with Zones of Regulation</li> <li>• Continue to greet students in the morning</li> <li>• Continue to have special lunches with students</li> <li>• Teach family dynamics in health class</li> <li>• Teach mindfulness, yoga, meditating</li> <li>• Teach Zones of Regulation - review with 5 - 8</li> <li>• Continued discussions with staff about how student relationships affect mental health</li> <li>• <b>Targeted</b></li> <li>• Continue with 5/6 boys group</li> <li>• Continue with 7/8 girls group</li> <li>• Morning Groups</li> <li>• Standing item on staff meeting agenda to discuss</li> <li>• Continue to use SAC more</li> <li>• <b>Individual</b></li> <li>• Continue to use SAC more</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• SAC</li> <li>• Grace MacLellan</li> <li>• Ardmore/Iron River/Caslan Collaboration teams</li> <li>• Canadian Mental Health Association</li> <li>• Bonnyville Victim Services</li> </ul>
<b>Timeline</b> <ul style="list-style-type: none"> <li>• Standing item on the staff meeting for discussion every month</li> </ul>
<b>2019-20 Results</b> <ul style="list-style-type: none"> <li>• Students and staff feeling more confident and less stressed</li> </ul>
<b>2019-20 Comments</b> <ul style="list-style-type: none"> <li>• Questions to consider with SAC - Do the executive functions improve from K to 3? - Do students understand the terminology? Can they identify their own growth? Perhaps a book study with staff? How are teachers following up with SAC lessons?</li> </ul>

School Improvement Priority #2: Ardmore School will improve numeracy skills of students.
<b>Measurement Tool(s)</b> <ul style="list-style-type: none"> <li>• Accountability Pillar</li> <li>• District Common Assessments</li> <li>• PAT Scores</li> </ul>
<b>Measurement Target(s)</b> <ul style="list-style-type: none"> <li>• Establish Baseline Data to View Growth Over Time</li> </ul>
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Meet with staff and discuss where we are struggling</li> <li>• Review last year's PAT scores</li> </ul>

<b>Resources</b>
<ul style="list-style-type: none"> <li>● Tracey Casselman</li> <li>● Ardmore/Iron River/Caslan collaboration teams</li> </ul>
<b>Timeline</b>
<ul style="list-style-type: none"> <li>● Throughout the year</li> <li>● Standing item on the staff meeting for discussion every month</li> <li>● Standing item on the staff meeting for discussion every month</li> </ul>
<b>2019-20 Results</b>
<ul style="list-style-type: none"> <li>● Increase from last year.</li> </ul>
<b>2019-20 Comments</b>
<ul style="list-style-type: none"> <li>● We will be continuing to work on literacy as well.</li> </ul>

<b>School Improvement Priority #3: Ardmore School continues to improve communication with all he stakeholders.</b>	
<b>Measurement Tool(s)</b>	<ul style="list-style-type: none"> <li>● Parent survey</li> <li>● Accountability Pillar</li> <li>● Discussions with parents and students</li> </ul>
<b>Measurement Targets(s)</b>	<ul style="list-style-type: none"> <li>● First is just to get feedback from many different parents</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Continue to use social media to promote the school</li> <li>● Continue to engage and connect with young parents and families - have them promote the school</li> <li>● Continue to work with the pre-school program</li> <li>● Increase Student Voice meetings</li> <li>● Continue to involve the Seniors with the students</li> <li>● Continue to use Facebook</li> <li>● Continue with the Leadership group</li> <li>● Standing item on staff meeting agenda to discuss</li> <li>● Invite more parent volunteers</li> <li>● Work with School Council so it can involve more parents and get more feedback. Balance the agenda between School Council and the Parent Advisory</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Heather Stromquest</li> <li>● Nicole Garner - surveys</li> <li>● Ardmore/Iron River/Caslan collaboration teams</li> </ul>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>● Throughout the year</li> </ul>
<b>2019-20 Results</b>	<ul style="list-style-type: none"> <li>● Increased enrolment</li> <li>● Increased parental involvement</li> </ul>
<b>2019-20 Comments</b>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>

#### IV. Professional Learning Plan

Outline the school professional learning plan to assist with the implementation of the strategies for each improvement priority. Please include information on the resources required (including budget), timelines, participants (not individual names) and other pertinent information.

- A. Creation of the Professional Growth Plan
  -
- B. Disbursement of Dollars
  - Budgets are tight – PD must be well planned – do as much as we can within the school and Division
  - Continue with an advertising budget but smaller
- C. Individual Staff Professional Growth
  - Generative Dialogue
  - Continue to use Literacy/Numerously Coaches
- D. Education Plan Associated Professional Growth
  - Share School Plan with staff so they could align one of their goals with the School/Division/Provincial goals.

**V. Communication Plan**

Outline a plan on how the school will communicate the School Education Plan, as well as progress, to staff, parents, students (if applicable) and other stakeholders.

- **Build plan with staff input.**
- **Share completed plan with staff at the staff meeting.**
- **Share completed plan with parents at the School Council Meeting. This will also help with getting the Council more active with the day to day running of the school.**
- **Continuing discussions at the staff meetings about how are things going.**

## VI. Monitoring Calendar

Outline the steps the school will undertake to monitor progress of the School Education Plan throughout the school year.

September <ul style="list-style-type: none"><li>● Share with staff at staff meeting</li><li>● Share with School Council</li><li>● Share with COLT</li></ul>
October <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li></ul>
November <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
December <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
January <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
February <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
March <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
April <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>●</li></ul>
May <ul style="list-style-type: none"><li>● Share with COLT</li><li>● Discussions at staff meetings</li><li>● Report how we did to School Council</li></ul>
June <ul style="list-style-type: none"><li>● Share with COLT</li><li>●</li><li>●</li><li>●</li><li>●</li></ul>

## VII. Additional Data Sets

(Optional) Insert and explain any additional data sets specific to the school improvement priorities.

## **School Datasets**

**Data from Accountability Pillar**

**Data from OurSchool Survey**

**Conversations with students, staff and School Council**

## 1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement (see Figure 1).

Figure 1: Measures of student engagement in *OurSCHOOL*

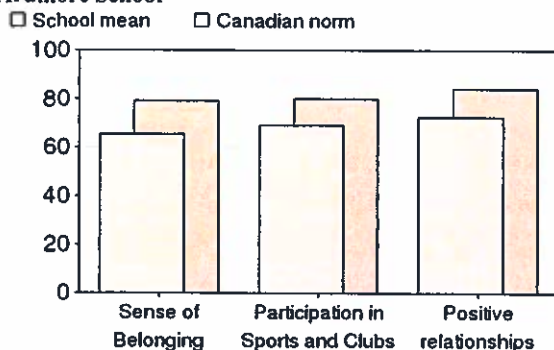
Social Engagement	Institutional Engagement	Intellectual Engagement
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Positive School Behaviour	Effort
Positive Relationships at School	Positive Homework Behaviour	Quality Instruction

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

## 2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.<sup>5</sup> Figure 2 shows the percentage of students in Ardmore School that were socially engaged compared with national norms for students at the year levels assessed in this school.

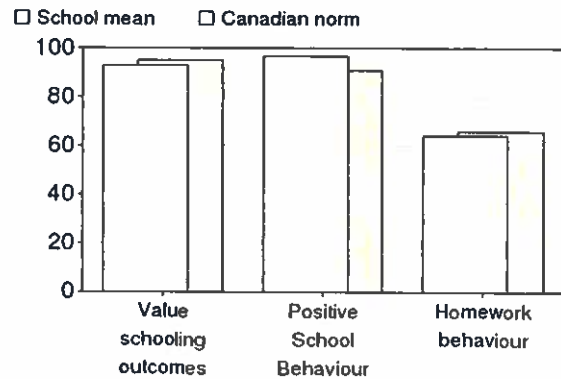
Figure 2: Percentage of students socially engaged at Ardmore School



## 3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Ardmore School are shown in Figure 3.

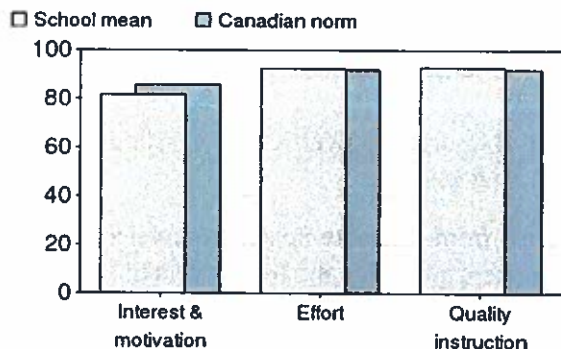
Figure 3: Percentage of students institutionally engaged at Ardmore School



## 4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.<sup>4</sup> It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 4 displays the results for Ardmore School on the three measures of intellectual engagement.

Figure 4: Percentage of students intellectually engaged at Ardmore School



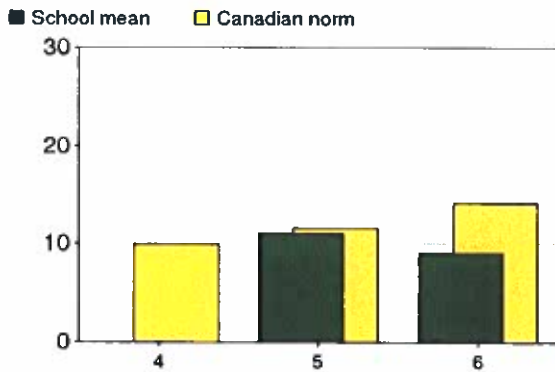


### 5. Early signs of disengagement

A small percentage of students display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as "school phobia".<sup>5</sup> For most children however, early disengagement is associated with learning and behavioural problems which are evident in kindergarten or even earlier. Early disengagement is also associated with family socio-economic factors, and some analysts attribute it to factors associated with living in poverty as well as parenting styles and levels of parental involvement in their children's education. However, the school's role is increasingly being recognised as important.

A composite measure of student engagement derived from the nine *OurSCHOOL* measures of engagement can be used to discern the prevalence of students displaying early signs of disengagement. Figure 5 shows the prevalence in Ardmore School by year.

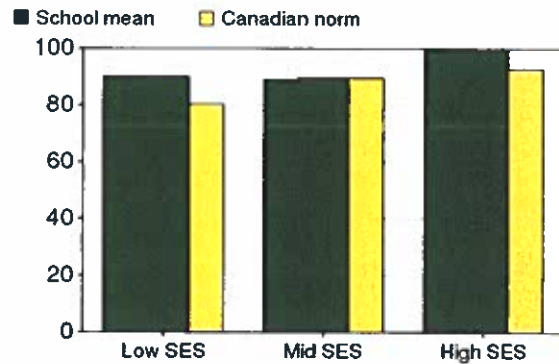
Figure 5: Percentage of students at Ardmore School displaying early signs of disengagement.



### 6. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home. Students were classified into three equal groups, which are referred to as low, middle, and high SES. Figure 6 shows the extent of inequalities among these socioeconomic groups in Ardmore School for the composite measure of engagement.

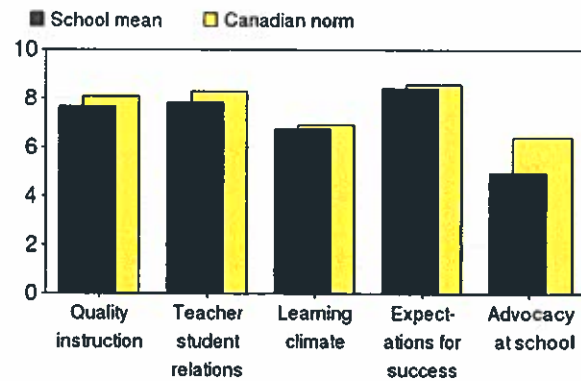
Figure 6: Extent of inequalities in student engagement among socioeconomic groups at Ardmore School



### 7. Drivers of Student Engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. Figure 7 shows the average scores on a ten-point scale for each factor for Ardmore School compared with national norms for students at the year levels assessed in this school.

Figure 7: School-levels factors associated with student engagement at Ardmore School



## 1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Effective Schools Survey includes nine measures of student engagement, categorized as social, institutional and intellectual engagement.

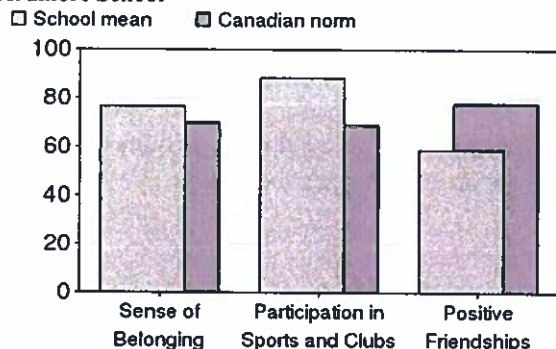
Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Attendance	Effort
	Positive Behaviour	
Positive Friendships at School	Homework and Study Habits	Appropriately Challenged

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

## 2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Ardmore School that were socially engaged compared with national norms for students at the grade levels assessed in this school.

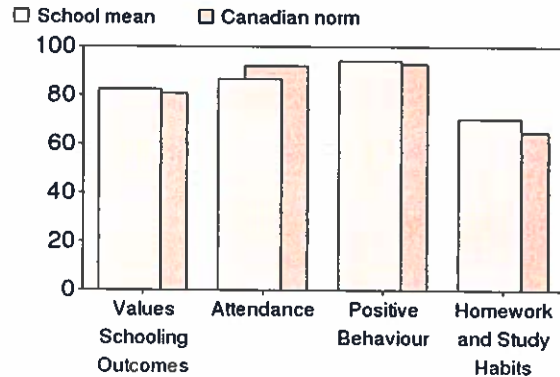
Figure 1: Percentage of students socially engaged at Ardmore School



## 3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Ardmore School are shown in Figure 2.

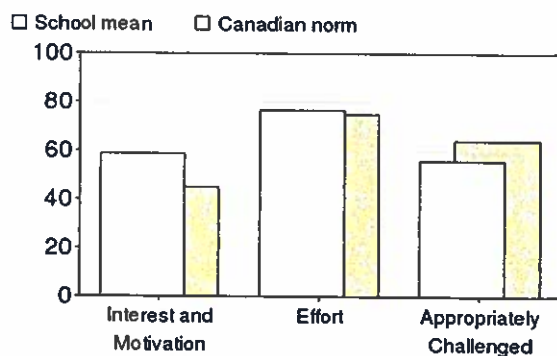
Figure 2: Percentage of students institutionally engaged at Ardmore School



## 4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge.<sup>2</sup> Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes.<sup>5</sup> These students are often deeply absorbed in academic activities. Figure 3 displays the results for Ardmore School on the three measures of intellectual engagement.

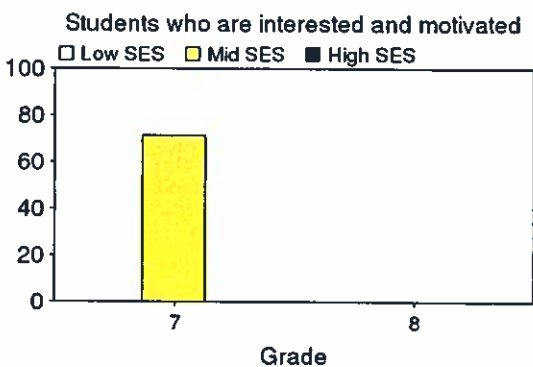
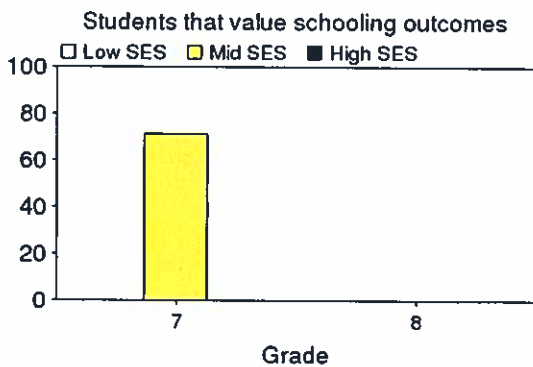
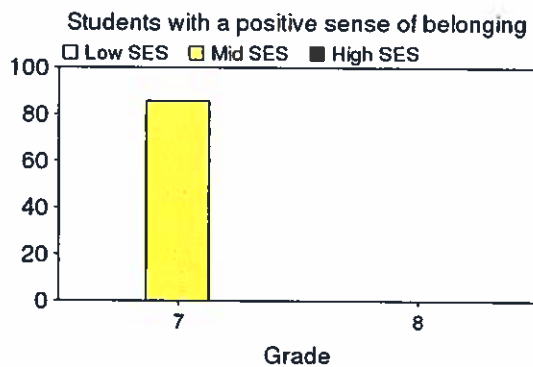
Figure 3: Percentage of students intellectually engaged at Ardmore School



## 5. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups, which are referred to as low, middle, and high SES. Figure 4 shows the extent of equalities among these socioeconomic groups in Ardmore School for three measures of student engagement.

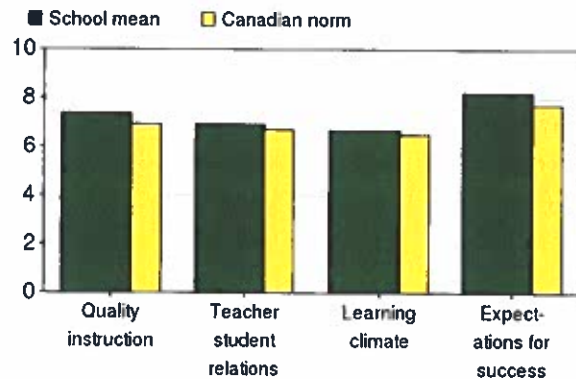
Figure 4: Extent of equalities in student engagement among socioeconomic groups at Ardmore School



## 6. Drivers of Student Engagement

Findings from Alberta's *OurSCHOOL Project: Measuring Student Engagement* found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Ardmore School to national norms for each factor on a ten-point scale.

Figure 5: School-levels factors associated with student engagement at Ardmore School



## 7. What Schools Can Do

Rather than seeing student engagement as an immutable *trait* of students, it is better to think of it as a fluid *state of being*, which can change as students proceed through school.<sup>6</sup> The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.

## 1. The prevalence of school bullying

The literature distinguishes between bullies, victims and those who are both bullies and the victims of bullying.<sup>3</sup> The percentage of students who report being victims of bullying is a useful school-level measure of the extent of bullying and its potential effects on youth. Students' reports of taking part in bullying and students' accounts of witnessing bullying are less useful as a school measure, because even a single incident of bullying may be seen or talked about by a wide range of students.

Overall, 52.9% of students in Ardmore School reported being a victim of bullying about once a week or more often, for at least one of the four types of bullying. In addition, *OurSCHOOL* classifies students as being moderate or severe victims. Figure 1 - shows the results for all students in Ardmore School, and separately for boys and girls, compared with the national average. Figure 2 indicates the types of bullying most often experienced by the students at Ardmore School. The results are based on students' reports of being victims of physical, social, verbal and cyber bullying in the previous 30 days.

Figure 1: Prevalence of bullying at Ardmore School

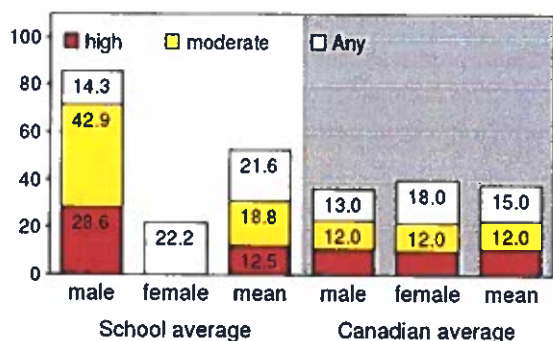
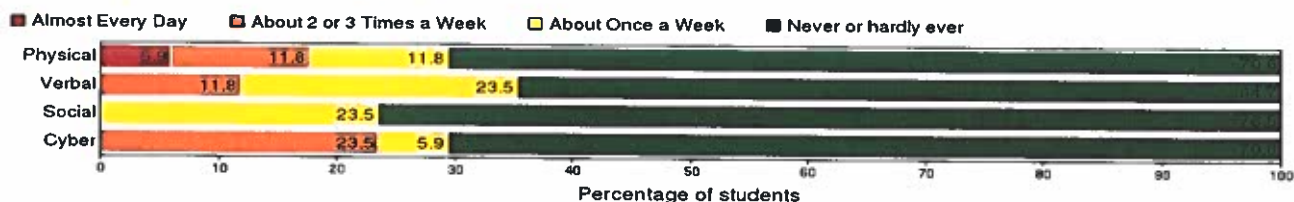


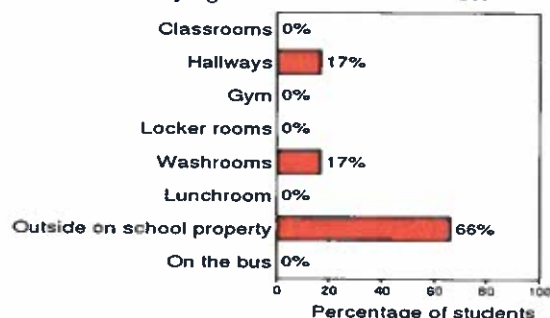
Figure 2: Bullying by Type at Ardmore School



## 2. Where and when bullying occurs

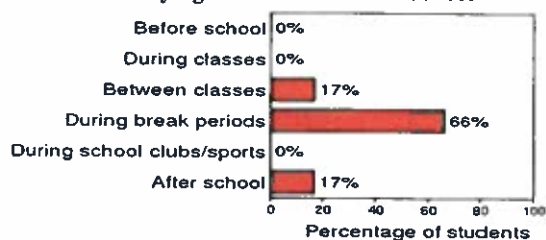
Bullying tends to occur most frequently in classrooms, hallways and the lunchroom, but this can vary among schools.<sup>4</sup> Students quickly learn where the 'hot-spots' are, which tend to be places where there is inadequate supervision.<sup>5</sup> Students at Ardmore School were asked where bullying happened most often in and near their school. The results are shown in Figure 3.

Figure 3: Where bullying occurs at Ardmore School



The students at Ardmore School were also asked when bullying most often occurred. Figure 4 displays the results.

Figure 4: When bullying occurs at Ardmore School



### 3. How students respond to bullying

Students in Ardmore School who reported being bullied in the past 30 days were asked what they did the last time they were bullied. Figure 5 summarizes their responses.

Figure 5: How students respond when bullied at Ardmore School

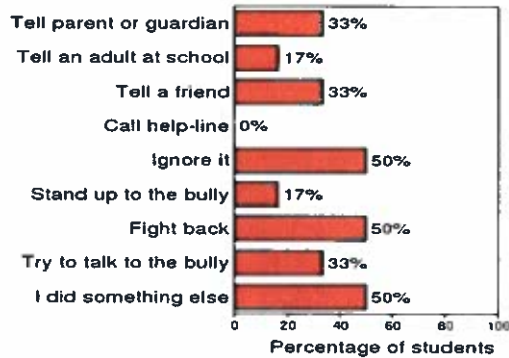
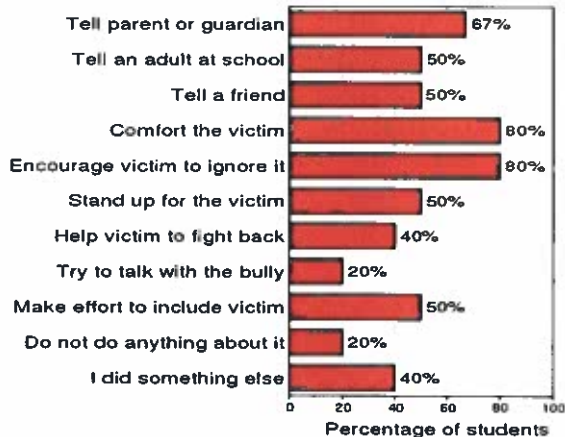


Figure 6 summarizes student responses when they saw or heard about a student being bullied.

Figure 6: Response when others are bullied at Ardmore School



### 4. Measures to prevent bullying

School policies and practices can help prevent student bullying. Students at Ardmore School indicated the extent to which they felt certain anti-bullying measures were practiced in their school. Figure 7 shows the percentage of students that agreed or strongly agreed that these practices were evident in their school.

Figure 7: Measures to prevent bullying at Ardmore School



### 5. Students who feel excluded

Many students feel excluded by their peers or treated unfairly by school staff because of their ethnic or cultural background, gender, social class, sexual orientation, religion, disability, or other perceived categorical boundaries. Figure 8 shows the percentage of students who felt excluded by other students for various reasons.

Figure 8: Reasons students feel excluded at Ardmore School

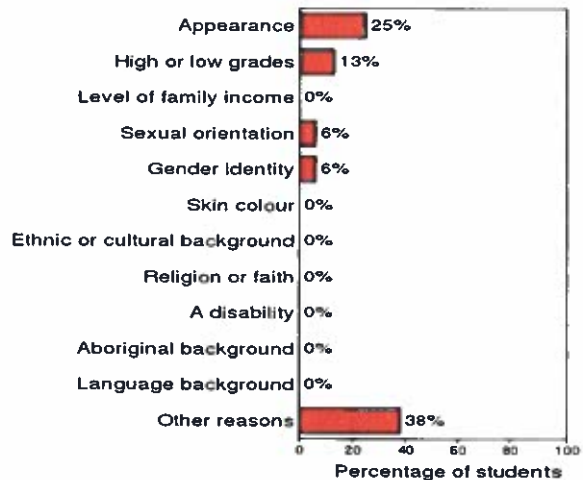
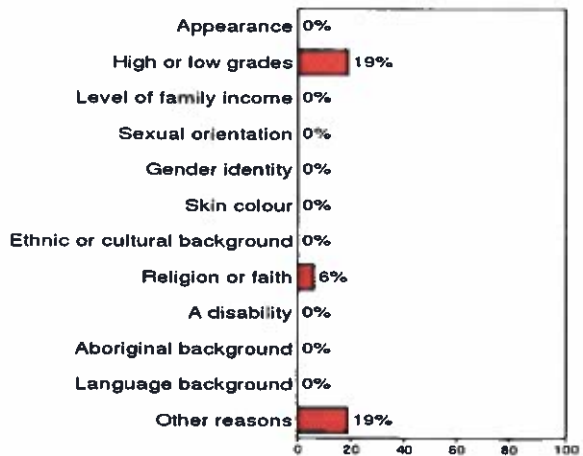


Figure 9 shows the percentage of students who felt they were treated unfairly by school staff for these same reasons.

Figure 9: Reasons students feel they are treated unfairly by staff at Ardmore School



**Accountability Pillar Overall Summary  
3-Year Plan - May 2019  
School: 2901 Ardmore School**

Measure Category	Measure	Ardmore School			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	100.0	93.3	89.0	89.0	Very High	Maintained	Excellent
	Program of Studies	82.0	87.1	80.1	82.2	81.8	Very High	Maintained	Excellent
	Education Quality	93.2	97.9	91.1	90.2	90.0	Very High	Maintained	Excellent
Student Learning Opportunities	Drop Out Rate	*	*	n/a	2.6	2.3	*	*	*
	High School Completion Rate (3.Yr)	n/a	n/a	n/a	79.1	78.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT - Acceptable	89.7	100.0	87.6	73.6	73.4	Very High	Maintained	Excellent
	PAT - Excellence	25.9	0.0	4.9	19.9	19.5	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	n/a	n/a	n/a	83.7	83.0	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	24.2	22.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6.Yr)	n/a	n/a	n/a	59.0	58.7	n/a	n/a	n/a
	Work Preparation	90.0	100.0	92.0	83.0	82.4	Very High	Maintained	Excellent
Parental Involvement	Citizenship	94.8	100.0	92.5	82.9	83.0	Very High	Maintained	Excellent
	Parental Involvement	89.0	100.0	89.9	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	88.7	87.5	83.2	81.0	80.3	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
  4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
  5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), French Language Arts (Grades 6, 9, 9 KAE), English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9, 9 KAE).
  6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
  7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Biology 30, Social Studies 30-1, Social Studies 30-2.
  8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equaling was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
  9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
  10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
  11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade-10 cohort.

## VIII. Endorsement

As the representative of the School Council at this school, I hereby give my endorsement to this School Education Plan for the school year. I hereby acknowledge that the School Council has had opportunity to provide feedback on this plan and support it as is here presented.

\_\_\_\_\_  
School Council Chair

\_\_\_\_\_  
Date

As Principal of this school, I hereby submit our School Education Plan for the school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date