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## Annual Education Results Report 2020-2021

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New Horizons School

November 2021

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## Accountability Statement

The Annual Education Results Report for New Horizons Charter School Society for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 17, 2021.

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Dan Hanson  
Board Chair

## DOMAIN: Student Growth and Achievement

Provincial Achievement Test Results			
Measure	Current Result	Previous Year Result	Previous Three Year Average
Provincial Achievement Tests (Grades 6 & 9) were not written in 2021-2022.			
Required Alberta Education Assurance Measures (AEAMs)			
Measure	Current Result	Previous Year Result	Previous Three Year Average
<b>Citizenship:</b> Teacher, parent and student agreement that students model the characteristics of active citizenship.	83.9%	84.4%	81.4%
<b>Student Learning Engagement:</b> Teacher, parent and student agreement that students are engaged in their learning at school.	86.9%	N/A	N/A
Local Component			
Measure	Current Result	Previous Year Result	Previous Three Year Average
<b>Reading:</b> Canadian Achievement Test 4 (CAT4)			
Grade 1-3 Reading Below Average	7%	N/A	N/A
Grade 1-3 Reading Average	69%	N/A	N/A
Grade 1-3 Reading Above Average	23%	N/A	N/A
Grade 4-6 Reading Below Average	3%	N/A	N/A
Grade 4-6 Reading Average	47%	N/A	N/A
Grade 4-6 Reading Above Average	50%	N/A	N/A
Grade 7-9 Reading Below Average	5%	N/A	N/A
Grade 7-9 Reading Average	41%	N/A	N/A
Grade 7-9 Reading Above Average	53%	N/A	N/A
<b>Math:</b> Canadian Achievement Test 4 (CAT4)			
Grade 1-3 Math Below Average	9%	N/A	N/A
Grade 1-3 Math Average	65%	N/A	N/A
Grade 1-3 Math Above Average	26%	N/A	N/A

Grade 4-6 Math Below Average	1%	N/A	N/A
Grade 4-6 Math Average	53%	N/A	N/A
Grade 4-6 Math Above Average	46%	N/A	N/A
Grade 7-9 Math Below Average	0%	N/A	N/A
Grade 7-9 Math Average	39%	N/A	N/A
Grade 7-9 Math Above Average	61%	N/A	N/A
<b>Math Computation: Canadian Achievement Test 4 (CAT4)</b>			
Grade 2-3 Math Computation Below Average	9%	N/A	N/A
Grade 2-3 Math Computation Average	46%	N/A	N/A
Grade 2-3 Math Computation Above Average	45%	N/A	N/A
Grade 4-6 Math Computation Below Average	14%	N/A	N/A
Grade 4-6 Math Average	68%	N/A	N/A
Grade 4-6 Math Computation Above Average	19%	N/A	N/A
Grade 7-9 Math Computation Below Average	3%	N/A	N/A
Grade 7-9 Math Computation Average	66%	N/A	N/A
Grade 7-9 Math Computation Above Average	32%	N/A	N/A
<b>First Nation-Metis-Inuit (FNMI) Canadian Achievement Test 4 (CAT4) Gr. 1-9 N=14</b>			
FNMI Reading Below Average	0%	N/A	N/A
FNMI Reading Average	57%	N/A	N/A
FNMI Reading Above Average	43%	N/A	N/A
FNMI Math Below Average	0%	N/A	N/A
FNMI Math Average	29%	N/A	N/A
FNMI Math Above Average	71%	N/A	N/A
FNMI Math Computation Below Average	10%	N/A	N/A
FNMI Math Computation Average	70%	N/A	N/A
FNMI Math Computation Above Average	20%	N/A	N/A

Because of the COVID-19 pandemic, there were no PAT tests written in the 2019-2020 or the 2020-2021 school years.

In order to help guide instruction, teachers at the elementary level assess students regularly in reading to ensure appropriate learning supports are in place and that appropriate levels of instruction are provided.

All students from Grade 1-9 were assessed in the areas of reading, mathematics, and computation at the start of the 2021-2022 school year.

Despite all students and staff required to abruptly shift to at-home learning for the final  $\frac{1}{3}$  of the 2019-2020 school year, and despite the restrictions and disruptions in the 2020-2021 school year, the CAT4 results demonstrate that the number of “at risk” students remained similar to pre-COVID years.

An interesting observation from the data shows that the disruptions to learning due to the COVID-19 pandemic affected Division I students more negatively than Division II and Division III students in reading and mathematics. There is a noticeable difference in the number of students scoring in the “average” and “above average” range. Division I students had a greater percentage of students in the “average range”, while there was a noticeable increase in the percentage of students reaching the “above average” range in Division II and III.

The data also indicates that students who are gifted First Nation, Metis, or Inuit students experience academic success at New Horizons.

## DOMAIN: Teaching and Leading

Required Alberta Education Assurance Measures (AEAMs)			
Measure	Current Result	Previous Year Result	Previous Three Year Average
<b>Education Quality:</b> Teacher, parent and student satisfaction with the overall quality of basic education.	93.8 %	92.2 %	89.7%
Annual Board Survey			
Parent satisfaction with the remote learning being offered.	60%	N/A	N/A
Parent satisfaction that concerns are dealt with effectively and efficiently at the school.	86%	80%	N/A
Parent satisfaction that the school informs parents of its activities and plans in a timely manner.	92%	85%	N/A
Parent satisfaction with the leadership provided by the administration team.	93%	93%	N/A
Parent satisfaction with the leadership provided by the Board.	77%	78%	N/A
Local Component			
<p>As per our Education Plan, some teachers continue to receive training and support in the area of transfer learning approach (concept based learning). As well, in order to increase the rigor of instruction, a school-wide PD day focussed on “Visible Thinking Routines” and presented remotely by internationally acclaimed Ron Ritchhart.</p> <p>As per the <i>Teacher Growth, Supervision, and Evaluation Policy</i> and associated administrative procedures, all teachers in their first year at NHS with probationary contracts and those teachers who are transitioning from interim to permanent certification are given formal evaluations. Teachers on continuing contracts and with permanent certification are observed as well and given feedback and when necessary support in areas of instruction and assessment.</p> <p>Staff submit and provide professional growth plans annually. Their personal growth goals are supported with professional development funds provided by the school as per the Collective Agreement. During the 2020-2021 school year, all professional development opportunities were on-line.</p> <p>Finding whole-staff professional development time continues to be problematic. In the 2020-2021 school year, much time was dedicated to preparing for and reviewing COVID protocols. As well, two non-instructional days are used each year for non-professional development purposes. The October PD day is set aside for IPP writing, while the March PD day is set aside for intake day (in-school assessment for new student applicants).</p> <p>Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>			

## DOMAIN: Learning Supports

Required Alberta Education Assurance Measures (AEAMs)			
Measure	Current Result	Previous Year Result	Previous Three Year Average
<b>Welcoming, Caring, Respectful, and Safe Learning Environment:</b> Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.	89.5 %	N/A	N/A
<b>Access to Support &amp; Services:</b> Teacher, parent and student agreement that students have access to the appropriate supports and services at school.	82.6%	N/A	N/A
Annual Board Survey			
Parent satisfaction with the remote learning being offered.	60%	N/A	N/A
Parent satisfaction that concerns are dealt with effectively and efficiently at the school.	86%	80%	N/A
Parent satisfaction that the school informs parents of its activities and plans in a timely manner.	92%	85%	N/A
<p>For the last two years, we have had 8 Educational Assistants and a .6 counsellor for student support. Feedback from parent forums have included a need for increased professional support time, but a decline in overall funding has made it so that we are unable to hire a part-time family liaison worker as we had planned. We will also lose an educational assistant in the 2021-2022 school year.</p> <p>The dismantling of the Regional Collaborative Service Deliver negatively impacted us. Rather than having funded access to occupational therapists and speech pathologists, we needed to absorb the cost by creating separate contracts with them. We also seek outside services such as psychological services when needed.</p> <p>Our FNMI students are performing well at the NHS. They are achieving at average to above average academically and have access to support if and when they are needed. Helping staff gain an increased awareness and understanding of First Nation, Metis, and Inuit (FNMI) remains a priority. A portion of each monthly staff meeting is set aside for FNMI whole-staff learning.</p>			



## DOMAIN: Governance

Required Alberta Education Assurance Measures (AEAMs)			
Measure	Current Result	Previous Year Result	Previous Three Year Average
<b>Parental Involvement:</b> Teacher and parent satisfaction with parental involvement in decisions about their child's education.	91.1 %	87.2	84.3
Budget-Actual Comparison			
TOTAL EXPENSES: Actual                      \$4,099,219 Budgeted                      \$4,327,810 Variance Amount       (\$228,591) (-5%)			
<b>Explanation:</b> We received an additional \$58,000 from Alberta Education in July for our new Grade 8 class that was not in the budget.  Operations and maintenance was under budget as there was only one COVID-19 case in the school year whereas it was anticipated there would be more and additional cleaning janitorial work would be required. Also, there was technology that we did not purchase due to the lack of inventory.  Transportation was over-budget as a greater number of parents chose to transport their children to school themselves instead of using bussing service which made them eligible for the transportation reimbursement.  System Administration was under budget as there were fewer supplies required during the year as some of the administration staff worked from home during the year and there were no travel costs associated with the attendance of meetings or conferences due to the pandemic.  There were fewer extracurricular activities and field trips as a result of the pandemic. Some			

option funding was not utilized as well due to the pandemic.

Total expenses are lower than budgeted due to the specific instances mentioned above as well as the addition of a teacher who was paid at a “new” teacher salary instead of the budgeted experienced teacher salary.

## Summary of Financial Results

New Horizons Charter School (NHCS) shares the gymnasium and playground space with Ecole Claudette-Et-Denis-Tardif (ECDT), a francophone school that is situated on the same site.

NHCS shares janitorial, school maintenance, electricity, heating, water and sewer and property repairs with ECSD as well.

NHCS also collaborated with the County of Strathcona, ECDT, Friends of New Horizons Charter School and the provincial government to purchase and install a new playground for use by both schools and the community at large. This project was approximately \$95,000 and which we received from stakeholders and the government.. This project has been completed.

NHCS also sent out a request for proposal for caretaking last Fall as we were looking to increase hours and add a day porter to our current cleaning process due to COVID-19. The cost for additional caretaking was approximately \$22,000.

Last year we were given CMR funding for our school and we worked with Elk Island Catholic Schools to discuss various projects that needed updating as we lease our school from them. This CMR project was a total of \$571,000. We received \$500,000 in CMR funding. All projects have been completed.

<https://newhorizons.ca/nhs-society-board-news-and-information-2/>

## Stakeholder Engagement

The annual stakeholder forum is held each year in late January or early February. The committee consisting of at least one board member and the principal determine the forum topics that are needed to address areas that the school requires or needs parent input. As an example, this past year the two topic areas were how to improve IPP's to make them more meaningful for students and more effective in delivering the supports required for gifted students. The second topic addressed what a post-COVID-19 pandemic school will look like in terms of addressing the social-emotional needs of the students attending the school.

Specific points within the AEP and AERR where stakeholder input is solicited is numerous. Page 11 of the AEP illustrates mapping of the specific strategy emanating from the stakeholder forum. Colour coding is used for tracking this and other strategies. Charter goals within the AEP show results over a 5-year period.

During the summer of 2021, the Board engaged parents to share and receive comments regarding the COVID Plan for the 2020-2021 school year.

### Accountability/Assurance

Board Policy #102 provides the framework for system assurance and board accountability. As identified in policy, the framework includes parent membership on board committees, board surveys of parents, providing stakeholders with the opportunity to participate in school, based decision making through annual stakeholder forums (e.g. IPP analysis at forum in 2020), participation in issue discussions (e.g. COVID-19 health and safety measure discussion and input), parent participation in monthly board meetings as a few examples.

The Board also have multiple opportunities to review data and exemplars from the AEP at the annual report and regularly scheduled review times at board meetings (see Board Annual Work Plan). Student input is gathered through surveys.

Key to the success of the school is ongoing monitoring of assurance data through disaggregating the data to determine areas of strength and areas requiring further supports.

## DOMAIN: Local and Societal Contexts

### Required Alberta Education Assurance Measures (AEAMs)

New Horizons School is a public charter school serving 407 students from Kindergarten through Grade 9. Located in Sherwood Park, just minutes east of the City of Edmonton, the school serves students primarily from Sherwood Park and rural Strathcona County, although a growing number of students commute from other communities throughout the Greater Edmonton area.

Like all charter schools in Alberta, New Horizons is designed to address the needs of a particular group of students through a specific program or teaching/learning approach, while following the Alberta Program of Studies. In our case, we focus on meeting the needs of intellectually-gifted children in a congregated setting and on providing our students with an environment that supports their unique intellectual, social and emotional needs.

New Horizons School was established in 1995 as Canada's first public charter school. Operated by the New Horizons Charter School Society (a non-profit charitable society comprised of parents, teachers and interested community members) and governed by an elected Board of Directors, the school is funded by the Government of Alberta and therefore does not charge tuition fees.

The Society operates under the terms of a charter, or agreement, with the Minister of Education for the Province of Alberta. Since its first year, New Horizons School has been on a path of continued growth. In 1995, its first year of operation, New Horizons School had a population of 79 students. In the 25 years since that time, our school has grown by 328 students and currently serves the needs of 407 gifted learners.

## Other Reporting Requirements

### Whistleblower Protection:

There were no disclosures made in the 2020-2021 school year.

## CHARTER GOALS

### Charter Goal 1: Student Learning Is Improved

**Outcome One: Students will demonstrate mastery of learner outcomes mandated by the Alberta programs of studies.**

#### Measures

**Provincial Achievement Test Results:** Standard of Excellence

Unavailable

**Provincial Achievement Test: Prior Level of Achievement**

Unavailable

**Canadian Achievement Test Results: Above Average Percentile**

See Above

Other Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021

<b>School Survey Parents:</b> Percentage of parents who are satisfied with the effectiveness of their child's Individual Program Plan (IPP).						76%
<b>School Survey Students 7-9:</b> Percentage of students who agree that their IPP is helpful in their learning						95%
<b>School Survey Students 4-6:</b> Percentage of students who agree that their IPP is helpful in their learning						87%
In the 2021 stakeholder forum, feedback from stakeholders was provided and made its way into the strategies of the 2021-2024 Three-Year Education Plan.						

Charter Goal 1: Student Learning Is Improved						
Outcome Two: Students will become creative risk takers academically.						
Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> Percentage of parents who feel that their child is encouraged to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92.3%	95%	95%	92%	95%	95%
<b>School Survey Parents:</b> Percentage of parents who feel that their child's school work shows evidence that they use at least some of the following in his/her schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	92.3%	95%	93%	88%	92%	95%
<b>School Survey Parents:</b> Percentage of parents who agree that their child receives classroom work that is appropriately challenging.	85.6%	87%	87%	85%	87%	87%
<b>School Survey Students 7-9:</b> Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	89%	n/a	95%	88%

<b>School Survey Students 7-9:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	92%	87%	88%	85%
<b>School Survey Students 7-9:</b> Percent of students who they are being appropriately challenged	n/a	n/a/	n/a	91%	77%	71%
<b>School Survey Students 4-6:</b> Percent of students who agree that their teachers encourage them to use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	97%	n/a	88%	82%
<b>School Survey Students 4-6:</b> Percent of students who feel that their school work shows evidence that they use at least some of the following in their schoolwork: creativity, imagination, innovation, risk-taking, ingenuity, originality, inventiveness.	n/a	n/a	93%	96%	91%	78%
<b>School Survey Students 4-6:</b> Percent of students who feel they are being appropriately challenged.	n/a	n/a	n/a	79%	70%	78%
<p>Overall the positive results for this outcome suggest that New Horizons School is meeting the goal of fostering academic risk-taking.</p> <p>Continued emphasis on learning for transfer pedagogies and increased use of visible thinking routines will continue to provide students with rigor in their programs. This strategy is in the 2021-2024 Three-Year Education Plan.</p>						

Goal 2: Students Will Benefit from Opportunities for Positive Interaction						
Outcome One: Students will develop positive interdependence skills.						
Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> Percentage of parents who feel that their child is better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	68%	60%	71%	65%	67%	70%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with other students to complete a task or accomplish a goal at school.	91.3%	97%	93%	91%	87%	71%
<b>School Survey Parents:</b> Percentage of parents who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	85%	77%	44%
<b>School Survey Parents:</b> Percentage of parents who feel their child is displaying increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	78%	81%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	59%	56%	46%

<b>School Survey Students 7-9:</b> Percentage of students who feel that their school provides opportunities to work with other students to complete a task / accomplish a goal.	n/a	n/a	n/a	91%	86%	81%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they have the opportunity to work with students in other grades.	n/a	n/a	n/a	n/a	64%	21%
<b>School Survey Students 7-9:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	76%	81%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are better able to address conflict with others (e.g. differences of opinion) than they could at the beginning of the year.	n/a	n/a	n/a	82%	67%	54%
<b>School Survey Students 4-6 :</b> Percentage of students who feel that their school provides them with opportunities to work with other students (a variety of classmates) to complete a task/activity/accomplish a goal..	n/a	n/a	n/a	84%	89%	90%
<b>School Survey Students 4-6:</b> Percentage of students who feel that their child has the opportunity to work with students in other grades.	n/a	n/a	n/a	84%	89%	25%
<b>School Survey Students 4-6:</b> Percentage of students who feel that they are using increased positive interdependence skills (working with others, being inclusive, establishing positive relationships, etc.	n/a	n/a	n/a	n/a	76%	69%
<p>The cohorting required by the COVID protocols has made positive interactions difficult. Staff have tried to bridge that gap using technology. For instance, “Buddy Reading” continued with “Remote Buddy Reading” using Google Meet.</p> <p>The data does show that despite not being able to interact much with other grades, students do have opportunities for interactions with a variety of students in their grade cohorts.</p> <p>Strategies to address conflict resolution strategies have made their way into the 2021-2024 Three-Year Education Plan.</p>						



## Goal 2: Students Will Benefit from Opportunities for Positive Interaction

**Outcome Two: Students will become creative risk takers socially.**

Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> I am satisfied with the opportunities my child has to take on a leadership role if he/she wants one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	73%	67%	70%	70%	69%	64%
<b>School Survey Parents:</b> Percentage of parents who feel that the school provides their child opportunities to interact with and get to know students other than those with whom he/she usually associates (eg. play, hang out, interact).	n/a	n/a	n/a	75%	72%	57%
<b>School Survey Parents:</b> Percentage of parents who feel that their child is becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.)	83%	84%	85%	86%	78%	80%
<b>School Survey Parents:</b> Percentage of parents who feel that their child is getting better taking social risks.	n/a	n/a	n/a	n/a	70%	73%

<b>School Survey Students 7-9:</b> Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.)	n/a	n/a	n/a	87%	70%	65%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school provides them with opportunities to interact with and get to know students other than those with whom they usually associate (eg. play, hang out, interact).	n/a	n/a	n/a	85%	83%	65%
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	72%	76%	63%
<b>School Survey Students 7-9:</b> Percentage of students who feel they are becoming better at taking social risks (doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	n/a	n/a	58%	57%
<b>Survey Students 4-6:</b> Percentage of students who feel they have opportunities to take on a leadership role if they want one (eg. lead a club; provide an activity for others; take a leadership option; choose leadership as an IPP goal, speak in front of others, etc.).	n/a	n/a	n/a	70%	59%	51%
<b>Survey Students 4-6:</b> Percentage of students who feel that their school provides opportunities for them to interact with and get to know students other than those with whom I usually associate (eg. play, hang out, interact with).	n/a	n/a	79%	82%	81%	73%
<b>Survey Students 4-6:</b> Percentage of students who feel they are becoming more confident while working with others (eg. speaking in front of the class, working with others they don't know very well, etc.).	n/a	n/a	n/a	86%	68%	67%
<b>Survey Students 4-6:</b> Percentage of students who feel comfortable doing something outside their comfort zone such as initiating discussion with someone they don't usually associate).	n/a	n/a	n/a	n/a	67%	56%
<p>As with the first outcome of this goal, the cohorting required by the COVID protocols has made positive interactions difficult.</p> <p>However, within classrooms, opportunities to take social risks do present themselves. Activities like Independent Studies and Project Based Learning continue to provide students with experiences of moving out of their "comfort zone."</p>						



**Charter Goal 3: Students' Emotional Needs Are Supported****Outcome One: Students will develop independence, self-direction and self-discipline in learning.**

Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> Percentage of parents who agree that their child finds Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest him/her.	52%	82%	87%	58%	61%	61%
<b>School Survey Parents:</b> Percentage of parents who agree the school is helping their child develop skills to become more independent and self-directed in his/her learning.	80%	82%	80%	77%	76%	91%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to apply independence and self-direction in his/her learning to his/her studies in an effective manner.	80%	78%	77%	n/a	70%	79%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is becoming better to self-regulate (better able to recognize their emotional state and control it.)	n/a	n/a	n/a	n/a	77%	79%
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected event or result).	n/a	n/a	n/a	n/a	62%	67%
<b>School Survey Students 7-9:</b> Percentage of students who agree that Independent Studies (Grade 4-6) / Investigations (Grade 7-9) a valuable way to learn more about topics that interest them.	71%	75%	59%	70%	55%	42%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	89%	72%	80%	72%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	87%	87%	86%	75%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	n/a	n/a	73%	72%

<b>School Survey Students 7-9:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected even or result).	n/a	n/a	n/a	n/a	66%	66%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	98%	100%	75%	77%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school is helping them develop skills to become more independent and self-directed in their learning.	n/a	n/a	92%	93%	80%	79%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to apply the skills of being more independent and self-directed to their studies in an effective manner.	n/a	n/a	98%	100%	87%	77%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to self-regulate (better able to recognize my emotional state and control it).	n/a	n/a	n/a	n/a	72%	72%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are better able to deal with disappointment or failure in a positive way (eg. trying something new, not giving up, accepting an unexpected even or result).	n/a	n/a	n/a	n/a	70%	65%
<p>The emotional well-being of students is vital to their academic success. The greater degree to which the students' emotional needs are addressed and met, the greater the likelihood that this outcome (develop independence, self-direction and self-discipline in learning will be met.</p> <p>It is for that reason that the 2021-2024 Three-Year Education Plan has strategies such as the following:</p> <ul style="list-style-type: none"> <li>• continued emphasis on developing executive functioning skills( time management skills; improve accountability and responsibility; organization/prioritizing)</li> <li>• continuing to address resilience: (learning to fail; being able to deal with stressful and ambiguous situations)</li> <li>• understanding giftedness to better understand oneself</li> </ul>						

### Charter Goal 3: Students' Emotional Needs Are Supported

**Outcome Two: Students will become creative risk takers emotionally.**

Measures Annual Board Survey	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
<b>School Survey Parents:</b> Percentage of parents who agree that their child is able to identify his/her emotions when he/she feels them.	81%	88%	88%	90%	84%	82%
<b>School Survey Parents:</b> Percentage of parents who agree their child is able to express himself/herself in appropriate ways while feeling different emotions.	71%	72%	74%	76%	71%	71%
<b>School Survey Parents:</b> Percentage of parents who agree their child wants to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	61%	68%
<b>School Survey Parents:</b> My child understands it is ok to make a mistake.	n/a	n/a	n/a	n/a	84%	77%
<b>School Survey Parents:</b> Percentage of parents who agree they are satisfied with the ways in which the school recognizes their child's learning accomplishments.	82%	79%	85%	82%	77%	79%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	76%	89%	83%	73%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	85%	67%	79%	72%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	76%	59%
<b>School Survey Students 7-9:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	n/a	n/a	65%	71%
<b>School Survey Students 7-9:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	51%	83%	74%	72%

<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to identify their emotions when they feel them.	n/a	n/a	87%	95%	79%	81%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are able to express themselves in appropriate ways while feeling different emotions.	n/a	n/a	87%	34%	72%	66%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they want to try again even when things don't go as hoped.	n/a	n/a	n/a	n/a	78%	69%
<b>School Survey Students 4-6:</b> Percentage of students who agree that the school helps them understand that it is ok to make a mistake.	n/a	n/a	n/a	n/a	79%	71%
<b>School Survey Students 4-6:</b> Percentage of students who agree that they are satisfied with the ways in which the school recognizes their learning accomplishments.	n/a	n/a	86%	80%	73%	72%
<p>The data suggests there is a continued need to address this goal in alternate ways.</p> <p>The 2021-2024 Three-Year Education Plan continues to support teaching students about emotional health, and social emotional learning by looking at concepts and skills related to Choice Theory Zones Of Regulation &amp; Resiliency.</p> <p>The added strategy in the 2021-2024 Three-Year Education Plan will be to use authentic contexts to help students transfer the concepts and skills they learn in class. For instance, staff will use recess supervision to have students apply concepts and skills such they learned in class (such as empathy) when dealing with an authentic conflict.</p>						