

BARRHEAD ELEMENTARY SCHOOL

Three Year Education Plan

2017-2018

July, 2017

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SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

As an advisory association, the school council advises administration on areas that effectively support and enhance student learning. Meetings between school administration and the school council chair occur prior to each school council meetings. Concerns are addressed and an agenda is collaboratively built.

Our school goals are shared with our school council during their meetings. Parent feedback is welcomed and considered at that time.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

Vision Statement:

At Barrhead Elementary School our purpose is to encourage students to Rise to the Challenge to be successful.

School Values:

- Collaboration, Communication
- Flexibility, Virtues, Positive energy
- Safe, caring atmosphere
 - equality for all
 - respect & tolerance,
 - socially appropriate behaviour, problem-solving
 - Strong relationships, Teamwork, Uniqueness

Motto: Rise to the Challenge

Historical Background

BES continues to be the largest elementary school in PHRD. At one time BES was one of the largest elementary schools in the province with an enrollment of almost 900 students. This past year BES had approximately 672 students in Grades K-6 and a total of about 63 little bodies in PREP. Enrolment trends at BES have been downwards, however, the rate of attrition has slowed in the last three years. BES numbers now appear to be stable. Declining enrolment in 1997 led to the demolition of the old west wing of the school, (the 20 room school as it was called). At this time the “pods” and computer rooms were constructed.

Barrhead Elementary School subsumed the “School of New Hope” in 1980. We have been a pioneer in ensuring that all of our students get an inclusive education with appropriate support in our regular classrooms. We have been a lighthouse program in this regard and attract students with special needs due to the support that we provide. We were also one of the first rural schools to support a dual-track French Immersion program. This program continues to be well supported in the community today. A third historical highlight has been our partnerships with the community. We share a common library with the Town and County of Barrhead, and provide a community gymnasium/community hall/kitchen for the surrounding community. We have a special partnership with FCSS that supports a hot lunch program for our students and have developed a full school based early intervention program for 2.5-5 year olds with special needs and typically developing students.

Demographics

BES is a dual track pre K-6 school. We have 672 K-6 students and 63 PREP students. We have 41 students on Ipp's.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

2016-2017 (May, 2016 Update)

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FIVE: The education system is well governed and managed.

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Barrhead Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial and Jurisdiction Outcomes to School Priorities (2017-2018)

Specifically Related Provincial Outcomes	School Priority (2017-2018)
OUTCOME ONE: Alberta’s students are successful	Fluency, comprehension and appreciation of Reading
OUTCOME THREE: Alberta’s education system is inclusive	Safe & Caring School

Priority: Fluency, comprehension and appreciation of Reading

Strategies to Impact School Priorities Include:

Fluency, comprehension and appreciation of Reading

BES staff will continue the school-wide focus on improving students’ comprehension, fluency and appreciation of reading and implement intervention strategies that address individual reading needs.

- Literacy Pillar support through our Learning Lab to target Complex Communication Needs Students
- Interventions for at-risk students- ERI, LLI, Guided Reading, Home Reading Programs, Precision Reading, PALS, Fast Forward, Reading Reflex & Imagine Learning
- Community volunteers who read with our younger students
- Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- K and 1 teachers will assess students with the Reading Readiness Screening Tool
- Our school will participate in the Division’s Literacy Strategy
 - Administration will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Access District Literacy Coordinator to work with staff to address literacy instruction and intervention

Measure	Recent Data			Target 2018
	2015	2016	2017	
BES students in Div. 1 will be reading at or above their Instructional level. (Benchmark Reading Assessment)	50%	57%	60%	70%
BES students in Div. 2 will be reading at at or above their Instructional level. (Benchmark Reading Assessment)	47%	53%	67%	70%

Priority: Safe & Caring School

Strategies to Impact School Priorities Include:

Safe & Caring School

BES will continue to develop compassionate learning communities in our school through a focus on school wide social emotional learning and self-regulation. Students will collaborate to develop empathy for the larger community.

- Teachers will continue to provide classroom instruction of social-emotional and self regulation skills programs:
 - Second Step, WITS, and DARE to Care lessons in every classroom provided by teachers
 - Respecting Diversity lessons, Digital Citizenship, Zones of Regulation, Conflict Resolution
- All English Grade 3 and French Grade 4 students will experience the Roots of Empathy program.
- Rainbows, Leads, and DARE programming will be offered to targeted groups.
- The Self-Regulation Pillar Support will provide additional resources for staff working with students at risk

Measure	Recent Data			Target
	2015	2016	2017	2018
Parents who feel their children feel safe in all areas of the school	90 %	90%	98.6%	100%
Parents who feel BES is effective in its approach to student discipline	93 %	94 %	96%	100 %
Students who feel BES is safe and caring	92%	99 %	93.5%	100%

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20** Number of parents participating in sessions for students on career decision-making.

- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

Strategies to Impact School Priorities Include:

Fluency, comprehension and appreciation of Reading

BES staff will continue the school-wide focus on improving students' comprehension, fluency and appreciation of reading and implement intervention strategies that address individual reading needs.

- Literacy Pillar support through our Learning Lab to target Complex Communication Needs Students
- Interventions for at-risk students- ERI, LLI, Guided Reading, Home Reading Programs, Precision Reading, PALS, Fast Forward, Reading Reflex & Imagine Learning
- Community volunteers who read with our younger students
- Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- K and 1 teachers will assess students with the Reading Readiness Screening Tool
- Our school will participate in the Division's Literacy Strategy
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Access District Literacy Coordinator to work with staff to address literacy instruction and intervention

Key School Level Strategies Include:

- Staff will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Teachers will have grade to grade transition meetings for special needs students transitioning to a different school within the division.
- Proactive Safety Management Evaluations will be developed for students with high RTI levels (4-6).
- Teachers will continue with cross-graded reading buddies
- Scheduled school wide DEAR time each day
- School-Wide Reading Focus Committee to plan activities and celebrations throughout year
- Add Orange level LLI for A to C and Orange booster pack for D and E.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- **And the Literacy Strategy:**
 - Our school will participate in the Division's Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Our school will use designated intervention programs to support the needs of

- struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.
- Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- Our school will participate in the Division's Numeracy Strategy
 - Our school may pilot programs and resources with coordination and support of the Numeracy Committee
 - Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee
- Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Fluency, comprehension and appreciation of Reading

- We continued with our school wide reading projects that addressed individual student reading needs as well as developing an appreciation of reading.
- Students participated in scheduled daily reading time. They also took part in many school wide reading activities such as snuggle up and read, travelling book-bag /voting on your favourite book, Dr. Seuss Day, "We moustache you to read challenge" and door decorating.
- Students continue to use the cozy reading corners throughout the day.
- All Kindergarten and Grade One teachers were trained in RRST assessment and how to interpret results.
- All students in division one had access to a variety of intervention programs to increase their reading levels.
- BES had 15 students in Grades One and Two receiving Early Reading Intervention.
- Students at each grade receiving Leveled Literacy Intervention were as follows:
 - Grade One - 32, Grade Two - 32, Grade Three - 32.
- We provided five other reading interventions for students:
 - PALS - 21, Fast Forward - 6 , Precision Reading - 8 , Imagine Learning - 20 , Reading Reflex -25
- Teachers' literacy instruction has improved through PD opportunities such as Balanced Literacy, Daily Five and accessing the district literacy coach.
- Several other division one classrooms access online programs; RAZ Kids and Reading A-Z.
- Several classrooms have continued the practice of multi-graded buddy reading.

In addition, Our school participated in Jurisdiction Strategies:

In alignment with PHS's Literacy Strategy:

- See commentary immediately above

In alignment with PHS's Student Mental Health Strategy:

- Our monthly student services meetings used the collaborative response to intervention model to address students at risk.
- Self-regulation support included class demonstrations and individual counselling with students. An additional self-regulation space was created for students.
- Equipment that helps children stay focused in the classroom was purchased and distributed throughout the building.

September 2017 Comment on PAT Results: BES had positive results in ELA and Science. Our Math and Social Studies results were lower compared to district and province. As a district and school we are looking at Mathematics more closely and wanting to implement better strategies and give teachers more tools. Our staff will be participating in a Math PD on January 31/2018 PD day.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

Key School Level Strategies Include:

- School team will review identified FNMI student list in September and January with a district liaison worker with the intent to plan for students at risk.
- Team meetings for FNMI students with IPPs will include the district liaison worker.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

- 10% of student population have self identified as FNMI.
- As of June 2017, our FNMI liaison has ten active cases for whom support is required.
- The FNMI liaison worker meets with Associate Principal and student service team regularly to plan for FNMI students at risk and is available to participate in IPP meetings when needed.
- We increased our ability to develop and apply foundational knowledge about First Nation, Metis and Inuit for the benefit of all students and to support the process of reconciliation.
- All staff and some classrooms participated in a blanket ceremony.
- Teachers participate yearly in transition meetings to identify FNMI students who require specific programming based on academic, behavioural, social/emotional needs.

OUTCOME THREE: Alberta's education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.6** Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Strategies to Impact School Priorities Include:

Safe & Caring School

BES will continue to develop compassionate learning communities in our school through a focus on school wide social emotional learning and self-regulation. Students will collaborate to develop empathy for the larger community.

- Teachers will continue to provide classroom instruction of social-emotional and self regulation skills programs:
 - Second Step, WITS, and DARE to Care lessons in every classroom provided by teachers
 - Respecting Diversity lessons, Digital Citizenship, Zones of Regulation, Conflict Resolution
- All English Grade 3 and French Grade 4 students will experience the Roots of Empathy program.
- Rainbows, Leads, and DARE programming will be offered to targeted groups.
- The Self-Regulation Pillar Support will provide additional resources for staff working with students at risk

Key School Level Strategies Include:

- Our school will continue to focus on teaching about virtues through a customized approach in each classroom that addresses virtues in a timely manner, rather than a school wide schedule.
- Tier 1 strategies
 - Teachers will continue to meet within their grade group collaborative groups along with district coaches to plan implementation of UDL practices in the classroom.
 - BES staff will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
 - Continue to implement the Second Step curriculum school wide
 - Second Step promotes social-emotional competence and self-regulation skills through weekly lessons
 - Continue to implement the WITS curriculum school wide
 - WITS promotes responsive environments that help children deal with bullying and peer victimization through weekly lessons
 - Continue to teach social emotional learning through the Respecting Diversity lessons presented in Jennifer Katz book (Respecting Diversity – Three Block Model of UDL)
 - Students will continue to meet to participate in *Spirit Buddy*, *Democratic Classroom (Katz)*, *Collaborative Problem Solving (Green)* type of activities
 - Continue to recognize students through weekly Gotcha Awards for Div 1 and 2 (student and teacher nominated)
 - Teachers will implement the use of e-Portfolios to track student success throughout the year.
 - Teachers will track student reading levels using Fountas & Pinnell Benchmark System year to year.
- Tier 2 and 3 strategies
 - Continue to provide mentorship programs, rainbows program and skills groups for

students at risk

- Continue to provide group presentations through counseling department: Friends, Go Girls, Kelso (etc.) as requested by classroom teachers
- Programs like Peacekeepers, Roots of Empathy will be offered based on individual class needs.
- In June, September and October, staff will identify at risk students and use individualized approaches to engage learners with the implantation or continuation of IPPs and/or Behaviour Plans with identified students.
- Staff tracks student behaviors implementing individualized behavioral plans for students at risk. Behaviour plans are shared with all staff working a student, including substitute staff.
- Continue to have grade to grade transition meetings for special needs students transitioning to a different school within the division.
- Early Learning - PREP
 - Barrhead Elementary offers half-day early learning programs to 3 and 4 year olds through our PREP program.
 - Barrhead Elementary has expanded the prep program to now include the existing preschool program for typically developing students. This increases the ratio of typically developing students within the existing PREP program.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

- Our survey results continue to indicate that our students feel safe while at school.
 - Over 98.6% of parents felt their child was safe at school.
 - Over 93.5 % of students felt safe at school.
 - 100% of staff felt students were safe at school.
- The counselor facilitated a LEADS program with Grade 6 student volunteers who provide support on the Division One playground.

- Early Learning:
 - BES Early Learning Program continues to support many typically developing children in the PREP program.
 - 26 typically developing students joined the program this fall.
 - The PREP program provided programming to 27 PUF coded students and 10 Mild/Moderate coded students.
 - The PREP staff consists of a .4 FTE Speech Language Pathologist, two communication assistants .8 FTE, an Early Learning Teacher .9 FTE and six-eight classroom program assistants at .8 FTE.
 - The program also accessed specialists such as OT, Behavioural Specialist, Early Learning/ Inclusion Consultant.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.11 Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Key School Level Strategies Include:

- Communication of student progress:
 - Regular (AP 60-10 recommendations) phone/email contact with parents, including reporting of student successes
 - Goal Setting meeting in October will include information on reporting to parents (booth set-up)
 - Continue to use the website booking for parent-teacher interviews
 - Teachers will continued to use student planners to inform parents
 - BES staff will continue to communicate regularly with parents with a focus on improving reporting of student progress through the use of Powerschool and ePortfolios.
- Staff will work collaboratively to address professional learning related to UDL practices and school goals.
 - Teachers will make connections with lead teachers to learn new practices and then share with their grade groups.
 - Teachers will have release time to collaborate within their grade groups.
 - Associate principal will act as school based coach to address teacher goals that address UDL practices.
 - Support staff will have access to five professional development activities offered through the school that address school goals: Reading/Social Emotional Learning/Using technology to support UDL.

- Teachers will explore the use of e-Portfolios with their students in order to track formative and summative learning and the implementation of UDL practices.
- Teachers will continue to collaborate in grade level groups to gain proficiency in AFL and differentiated instruction and UDL practices.
- Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via video conference.
- Teachers will collaborate with district lead teachers in order to begin using Edublog with their students. Teachers will have students post their learning in each of the core subjects a minimum of three times per year.
- Re-assignment of support and certified staff as necessary to efficiently meet student program needs while maximizing teacher utilization.
- Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- Personal professional growth plans will continue to direct the nature of school based professional development activities.
- School leaders will continue to provide opportunities for teacher leadership to their staff.
- Staff will continue to make decisions collaboratively.
- Staff meetings and in-services will continue to address skills, tools and strategies that develop alignments between assessment and instruction.
- School staff will continue to provide for mentoring of new staff relative to the community and culture of the school.
- We will continue to provide opportunities for staff to receive mentorship related to the alignment of student assessment and instruction.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our school administration team will participate fully in the Administrator’s Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.
- Our school will identify **new** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify **experienced** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

Commentary:

February, 2017

The impact of PHPS's Professional Capital Strategy in our school was as follows:

- The admin team meet to review admin responsibilities and redefine our job descriptions to realign with district priorities.
- One assistant principal's main role is providing inclusive support and mentorship to teachers including our newest teachers. She also coordinates our PA mentorship program. Her role has included coordinating the various student support services within our building as well making connections with Regional Student Services supports. She has also been able to build capacity by providing professional development opportunities to the staff. This role has been essential when admin have had to deal with children who needed extra support in the classroom. She has been able to take on the role of a teacher mentor and help teachers develop strategies in the classroom.
- The other assistant principal's main role is been to supervise, evaluate and hire Program Assistants. She has also been a part time teacher in the first semester and has been involved in providing reading support to students. She also meets with the special education coordinator to coordinate student programming and assists with school discipline. This position has been a valuable addition to our admin team and has added many supports for our students that we have been able to accomplish with an extra body.

Effect of 0.125 FTE support

- All of our ECS and Grade 1 teachers have been trained in using the RRSST assessment tool. Several of our new teachers participated in Literacy 101.
- All of our new teachers have made contact with the Literacy Coordinator for additional support with Literacy strategies or resources.
- Some of our teachers received SIVA training. Resources for social emotional learning were shared with staff.
- New teachers now have resources available to them and know where to get further help when in need.

July, 2017

- Over 94% of parents and students are satisfied with teachers at BES.
- Our teachers challenge students to do their best.
- 95.7% of parents are satisfied with teacher's efforts and 95.1 % of students are satisfied.
- Teachers have made connections with the district Collaborative Lead Teachers to learn new classroom practices. Teachers have taken this new knowledge and shared it with their grade groups in order to build capacity in the school.
- We provided release time for each grade group in order to collaborate and work together to improve their teaching practises.
- New teachers have all made contact with Collaborative Lead Teacher and District Literacy Coordinator.
- The Associate Principal responded to teachers' needs in addressing UDL practices by connecting teachers to these district resources.
- During our six early out days, support staff we provided with professional development relating to the topic of Self-Regulation.
- Teachers have continued to report student progress through FreshGrade and Powerschool.
- Parents have expressed a positive view of the FreshGrade tool.
- Teachers were provided with one hour collaboration time every other week.. This time was for them to collaborate with another staff member(s) to address growth plan goals. There was a very positive response from staff about this opportunity.

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Key School Level Strategies Include:

- Communications regarding the school:
 - School Facebook account informing parents about school events
 - School Twitter account with the Twitter feed embedded in school website, some classes beginning to create Twitter accounts
 - Staff will continue to recognize student successes in co-curricular competitions (Science Fairs, Heritage Fairs, Music Festivals, etc.)
 - School will recognize accomplishments of students during recognition assemblies (Div 1)
 - School will distribute monthly school newsletters/school calendars.
 - We will continue to collect parent email addresses to create group email lists (both custodial and noncustodial if applicable) for additional communication
- Parent and Community Engagement:
 - The school will continue to facilitate student participation in service projects. (Examples include: Pitch In, Senior Volunteer Registry, Christmas Hampers, Food Bank, Foster child sponsorship, Terry Fox Run)
 - Parent Council and staff will work together to solicit parent and student involvement for school activities.
 - School will continue to host and present school events to the community (assemblies, plays, dramas, concerts, and presentations).
 - Continuing to encourage parents and community members to volunteer in classrooms, the office, in the libraries, in programs and to help supervise students outdoors and on field trips as well as other special projects.
- Budget and School Generated Funds:
 - We will have a budget that is balanced while maintaining quality programs for students and honouring all district commitments.
 - We will continue to be fiscally responsible in the management of school funds.
 - We will continue to support School Councils' fundraising activities.

Participation in District Strategies:

[None from this set of strategies](#)

Commentary (November 2016):

- Satisfaction of the overall quality of education at BES continually remains high for parents, staff and students.
- Our school council has played an instrumental role in allowing parents the opportunity to share concerns with members of the executive so that they can be addressed by the school administration. School council executive meets several times throughout the year with administration to collaborate with administration on various school related issues that need further discussion.
- BES is very involved in many community events. We participate in pumpkin carving for the annual Pumpkin Walk at the Golf Course and have done so for the past nine years. Over 500 pumpkins are carved for this popular community event.
- Several fund raising events were held this year to support various charitable foundations. Students raised over \$12 000 to support the Red Cross,-Fort McMurray Relief Fund, Santa's Toy Drive, Terry Fox Run, Heart and Stroke Fund.

- Other activities that our students were involved in included were; choir singing at senior's facilities, grade six weekly visits to senior lodges, annual recycling program, school grounds clean up.
- BES teachers continue to use student planners, apps such as; Remind 101, Announce and email to communicate with parents regularly. Student progress is reported through FreshGrade and Powerschool.
- Monthly newsletters have been revamped in order to attract more readers. We also have a school Facebook and Twitter account.
- BES staff have ensured that the school is fiscally responsible and monies are being allocated properly to support student learning in the classroom. Overhead costs are kept to a minimum and emphasis is directed towards supporting student learning and classroom instruction.
- BES continues to examine the teacher student ratios and strives to maintain appropriate class size numbers and program assistant support within the school. Required resources are purchased for teachers to ensure that students receive adequate instruction.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	86	65.1	7.9	86	70.6	8.6

2016-2017 School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

School Data (From October APORI)						
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 Year							
4 Year							
5 Year							

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall							

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4 year							
6 Year							

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage							

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage							

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	72.3	76.2	83.7	83.1	76.8	80.3	80.7
Parents	56.5	76.5	90.9	81.3	71.9	62.9	75.6
Students	67.2	64.9	71.4	71.2	71.8	84.9	70.7
Teachers	93.1	87.3	88.7	96.9	86.7	93.1	95.7

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	65.8	71.4	82.0	70.2	82.0	67.9	73.1
Parents	28.5	56.5	72.7	46.7	69.2	50.0	55.6
Teachers	93.1	86.4	91.3	93.8	94.7	85.7	90.6

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage at Acceptable							
Percentage at Excellence							

1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	-	-	-	-	-	.90	.90

1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	95.2	95.1	96.4	93.5	93.6	96.0
Students	No Survey	82.7	79.6	81.2	83.8	90.4	74.5
Staff	No Survey	70.0	84.2	84.2	84.8	72.5	87.5

1.15 Number of service projects/groups facilitated by the school in which students participated.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	10	10	10	12	12	13	24

1.16 Number and Percentage of students involved with or who participated in service projects.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	589	637	554	637	726	717	769
Percent	100	100	100	100	100	100	100

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.18 Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year							

1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.20 Number of parents participating in sessions for students on career decision-making.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							

1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

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To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta’s education system is inclusive.

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Accountability Pillar Measures:

3.1 Safe and Caring: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	80.2	86.2	89.4	86.7	86.3	89.2	88.8
Parents	65.7	82.6	94.4	80.0	84.6	84.3	88.9
Students	81.9	85.2	78.2	84.4	81.1	90.3	82.3
Teachers	93.0	90.8	95.7	95.6	93.3	93.1	95.1

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.2	97.3	98.7	97.4	98.7	98.6
Students	No Survey	93.3	97.5	96.6	93.7	99.1	93.5
Staff	No Survey	90.0	100	100	97.0	95.0	100

3.3 PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” “Students (I) take part in service projects.” “My children (students) (I) feel safe in all areas of our school.” “My children (students) (I) encourage others to follow rules.”

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	95.1	94.4	96.1	94.2	93.6	95.0
Students	No Survey	87.6	87.5	75.9	90.0	77.8	68.2
Staff	No Survey	90.4	91.9	94.3	95.9	95.0	96.8

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	76.0	82.6	85.4	78.4	74.2	72.3	74.2
Parents	61.9	73.5	93.8	66.7	57.9	45.2	63.0
Students	78.9	83.3	73.9	78.0	77.5	85.6	74.1
Teachers	86.2	90.9	88.4	90.5	87.1	86.0	85.4

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			1.6	2.4	1.8	2.2	2.6
Level 5			1.6	1.0	1.4	2.3	3.5
Level 4			2.2	2.4	2.2	2.5	2.7
Level 3			5.3	5.3	3.5	5.1	6.1
Level 2			14.0	11.2	7.4	8.1	3.2
Level 1			75.4	77.7	83.7	79.9	82.0

3.6 Number of coded students who graduate (code 41 to 46).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

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Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	77.6	83.1	82.9	82.4	81.6	80.4	79.5
Parents	71.3	82.8	80.5	81.2	78.8	73.0	77.6
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	83.8	83.3	85.2	83.6	84.4	87.8	81.4

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	86.2	80.3	75.4	87.4	81.0	89.7	79.8

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.6	95.6	96.4	96.1	93.1	93.9

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	No Survey						

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children's teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.1	97.8	96.0	96.1	96.6	95.7
Students	No Survey	97.4	95.6	97.4	97.0	98.1	95.1
Staff	No Survey	100	100	100	97.0	97.3	100

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children's) teachers.

Students: I am satisfied with my teachers.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	95.6	97.3	95.6	97.8	93.6	97.5
Students	No Survey	91.4	94.4	97.4	94.1	96.1	91.1

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school's principals.

Staff: I am satisfied with the administration at my school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.8	93.3	93.8	96.5	93.1	93.9
Students	No Survey	94.2	95.6	94.7	93.4	95.2	95.0
Staff	No Survey	80.0	89.7	89.5	93.8	86.5	93.5

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	83.8	96.6	99.1	97.4	97.8	98.9
Students	No Survey	93.6	92.5	99.1	93.8	98.5	100
Staff	No Survey	100	100	97.4	96.2	96.3	95.1

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Barrhead Elementary	180	223	375	191	281	217	198

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Barrhead Elementary	4.22	3.31	2.93	2.48	2.59	2.39	1.64

4.11 Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	2.20

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

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Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

*Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely'). **NEW 2015-16***

*Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely'). **NEW 2015-16***

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents		88.7	88.5	90.0	90.8	89.7	89.9
Students		92.9	89.3	88.8	87.4	89.9	87.4
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	100

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students		86.5	82.1	87.4	84.6	93.8	82.2
Teachers		75.0	76.3	89.5	72.7	81.3	73.9

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

Teachers (1): I make sure that students know how each day's lessons or activities connect to the learning goals. ('Most' or 'Some' of the time, do not count 'Rarely').

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge. ('Most' or 'Some' of the time, do not count 'Rarely').

Students: Which of the following describes you best? (Collate the 'always or usually' responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I'm OFTEN CONFUSED about what I'm supposed to learn.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	96.3	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	92.8	90.2

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

Students: My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. ('Most' or 'Some' of the time, do not count 'Rarely').

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	92.7	85.4
Teachers	-	-	-	-	New 2015	100	100

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	92.7	91.8

OUTCOME FIVE: The education system is well governed and managed.

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Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	69.2	77.4	81.1	81.3	72.4	62.5	80.6
Parents	51.6	63.2	72.7	70.7	66.2	50.0	71.1
Teachers	86.8	91.7	89.6	93.1	78.6	75.0	90.1

5.2 School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	70.7	79.4	87.1	79.4	80.6	87.5	77.7
Parents	61.5	56.5	100	66.7	69.2	78.6	75.0
Students	91.4	91.7	81.2	87.1	87.7	94.3	85.4
Teachers	59.3	90.0	80.0	84.4	85.0	89.7	72.7

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	92.1	91.6	95.5	93.7	92.4	92.8	94.3
Parents	85.2	88.4	92.4	86.7	89.7	83.3	90.7
Student	96.3	91.8	97.1	95.9	89.0	96.7	94.7
Teachers	94.8	94.7	97.1	98.4	98.4	98.3	97.5

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	67.6	67.5	72.9	75.2	68.7	69.6	69.4
Parents	45.2	48.9	62.9	58.0	55.6	51.2	60.7
Students	93.2	85.3	62.9	89.8	91.7	89.6	83.2
Teachers	64.5	68.2	65.2	77.9	58.9	68.0	64.2

5.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.6	85.2	98.2	99.1	99.1	94.6
Students	No Survey	96.7	82.2	99.6	96.3	100	95.1
Staff	No Survey	90.0	87.2	100	100	97.2	96.8

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.6	85.2	98.2	99.1	99.1	98.9
Students	No Survey	96.7	82.2	99.6	96.3	100	97.0
Staff	No Survey	90.0	87.2	100	100	97.2	100

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.3	95.8	94.4	92.3	89.7	84.1
Staff	No Survey	100	90.0	86.8	100	91.7	96.4

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	88.7	90.6
Students	No Survey	82.7	82.9	73.8	78.4	84.0	76.4
Staff	No Survey	80.0	72.5	86.8	90.6	91.9	96.8

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children's school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.5	98.3	99.1	96.5	96.6	96.8
Students	No Survey	94.0	95.6	96.6	98.5	99.0	99.0
Staff	No Survey	80.0	94.9	94.7	96.9	94.4	100

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

Parents: I am satisfied with my community's involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community's involvement in student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015		
Students	-	-	-	-	Introduced in 2015		
Staff	-	-	-	-	Introduced in 2015		

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	83.4	94.8	82.9	74.7	88.7	89.3
Students	No Survey	100	100	100	100	100	-

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	84.4	80.0	82.4	78.2	81.2	79.0
Staff	No Survey	60	67.5	73.7	71.9	72.2	90.3

5.13 Amount of money acquired from third parties in support of community schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	0	0	2,000	0	0	0	0

5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	135	130	120	125	160	170	225

5.15 -Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	33	32	32	33	35	35	70

5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	-	