

BARRHEAD ELEMENTARY SCHOOL

Three Year Education Plan

2016-2017

November 30, 2016

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OUTCOME THREE: Alberta's education system is inclusive.

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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 590 students in Grades 1-6 and a total of about 130 little bodies in PREP and ECS. 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 light-house 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

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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 (Planning)	2016-2017 (May, 2016 Update)
<p>DESIRED OUTCOME 1: Every student is successful.</p> <p>Outcome 1.1 Students achieve student learning outcomes.</p> <p>Outcome 1.2 Students demonstrate a strong foundation in literacy and numeracy.</p> <p>Outcome 1.3 Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</p> <p>Outcome 2.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>Outcome 2.2 PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <hr/> <p>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</p> <p>Outcome 3.1 The education system demonstrates collaboration and engagement.</p> <p>Outcome 3.2 Students and Communities have access to safe and healthy learning environments.</p> <p>Outcome 3.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <hr/> <p>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</p> <p>Outcome 4.1 The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p>OUTCOME ONE: Alberta’s Students are successful.</p> <p>Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <hr/> <p>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p> <p>Aligns with the Measurement elements of Previous Outcome 4.1.</p> <hr/> <p>OUTCOME THREE: Alberta’s education system is inclusive.</p> <p>Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</p> <p>Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <hr/> <p>OUTCOME FIVE: The education system is well governed and managed.</p> <p>Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>

the needs of the community.

SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
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				
<p>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.</p> <ul style="list-style-type: none"> ● Scheduled school wide DEAR time each day ● Interventions for at-risk students- ERI, LLI, Guided Reading, Home Reading Programs, RAZ Kids, Reading A to Z, Precision Reading, PALS, Fast Forward, Reading Reflex & Imagine Learning ● Community volunteers who read weekly with our younger students ● 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. ● Access District Literacy Coordinator to work with staff to address literacy instruction and interventions. 				
Measure	Recent Data			Target
	2014	2015	2016	2017
BES students in Div. 1 will be reading at or above their Instructional level.	50%	50%	57%	70%
BES students in Div. 2 will be reading at at or above their Instructional level.	47%	47%	53%	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.

- Continued scheduled Second Step, WITS lessons, DARE to Care lessons in every classroom provided by teachers, counsellors
- All english grade 3 students and Grade 4 French students will receive Roots of Empathy. Rainbows, Friends, Leads, and DARE programming will be offered to targeted groups.

Measure	Recent Data			Target
	2014	2015	2016	2017
Parents who feel their children feel safe in all areas of the school	89%	90 %	90%	100%
Parents who feel BES is effective in its approach to student discipline	84%	93 %	94 %	95%
Students who feel BES is safe and caring	94%	92%	99 %	100%

OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

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.
Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 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.
Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k
- 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.

- Scheduled school wide DEAR time each day
- Interventions for at-risk students- ERI, LLI, Guided Reading, Home Reading Programs, RAZ Kids, Reading A to Z, Precision Reading, PALS, Fast Forward, Reading Reflex & Imagine Learning
- Community volunteers who read weekly with our younger students
- 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.
- Access District Literacy Coordinator to work with staff to address literacy instruction and interventions.

Key School Level Strategies Include:

- During the school year teachers continued to meet within their collaborative partners along with district lead teachers, district literacy coordinator to plan implementation of UDL practices in the classroom, learn about new technologies as well as implement social-emotional learning curriculum such as Jennifer Katz's Respecting Diversity Program. Second Step and WITS programs were delivered in class collaboratively with the counselling department.
- Staff continued to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Recognition assemblies (Div 1), student of the week (individual classrooms), weekly Gotcha Awards for Div 1 and 2 (student and teacher nominated) continued throughout the year.
- A customized approach in each classroom addressed virtues in a timely manner as needed with students.
- Mentorship and Rainbows programs, and skills groups for students at risk took place throughout the year.
- Additional group presentations through the counseling department: Friends, Go Girls, Kelso (etc.) as requested by classroom teachers
- Roots of Empathy was offered to two classrooms this year in both French and English. DARE programming was given to our Grade Six classes.
- Continued to have grade to grade transition meetings for special needs students transitioning to a different school within the division. Proactive Safety Management Evaluations were developed for students with high RTI levels (4-6).

- Teachers implemented the use of e-Portfolios to track student success throughout the year. Grade 1-5 used FreshGrade and Grade 6 used Edublog.
- Teachers will track student reading levels using Fountas & Pinnell Benchmark System year to year.
- Continue school-wide use of Fountas and Pinnell Benchmark Assessment tool for Reading
- Continue reading interventions in place for selected students – Precision Reading, ERI
- Continue with cross-graded reading buddies

Participation in District Strategies:

In alignment with PHPS's 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 continue to implement the ERI and LLI programs
 - 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
 - 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
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS's Student Mental Health Strategy:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PHPS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

All students in division one had access to a variety of intervention programs to increase their reading levels. Students at each grade receiving Leveled Literacy Intervention were as follows:

Grade One - 24, Grade Two - 45, Grade Three - 15. Teachers' literacy instruction has improved through PD opportunities such as Balanced Literacy, Daily Five and accessing the district literacy coach. Several classrooms have continued the practice of multi-graded buddy reading. BES had 13 students in Grades One and Two receiving Early Reading Intervention. We provided five other reading interventions for students; PALS - 21, Fast Forward - 8, Precision Reading - 13, Imagine Learning - 15, Reading Reflex - 1. Several other division one classrooms access online programs; RAZ Kids and Reading A-Z.

During this school year, we focused on improving students' comprehension, fluency and appreciation of reading through numerous strategies. Each of our school focused strategies have been completed this year. We are proud of these accomplishments and we will continue to sustain these strategies into the future. Staff and students have really enjoyed and are using the cozy reading corners throughout the school. The original intent to have students reading in these spaces has expanded to using these spaces for self-regulating strategies for students.

To promote caring citizens the school has continued the use of gotcha slips where teachers identify students making positive choices. Every week numerous students are recognized during morning announcements and receive a bracelet for the positive choices they exhibited.

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

(Reporting) Outcome 2.4

Aligns with the Measurement elements of Previous Outcome 4.1.

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 PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

Commentary (November 2016):

10% of student population has been identified as FNMI students. Teachers participate yearly in transition meetings to identify FNMI students who require specific programming based on academic, behavioural, social/emotional needs. 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.

OUTCOME THREE: Alberta's education system is inclusive.

Aligns with some of the Measurement elements of Previous Outcomes **3.2 (a)** and PHPS's **1.3**.

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). (previously part of Outcome 1)
- 3.6** Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

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. Previously Goal 1, An Excellent Start to Learning, Outcome 1.1

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. Students will collaborate to develop empathy for the larger community.

- Continued scheduled Second Step, WITS lessons, DARE to Care lessons in every classroom provided by teachers, counsellors
- All english grade 3 students and Grade 4 French students will receive Roots of Empathy. Rainbows, Friends, Leads, and DARE programming will be offered to targeted groups.

Key School Level Strategies Include:

- Continued focus on virtue education through a customized approach in each classroom that addresses virtues in a timely manner as needed, 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 extra-curricular activities for students, both academic and athletic.
 - School wide participation in Second Step curriculum promoting social-emotional competence and self-regulation skills through weekly lessons
 - School wide participation in WITS curriculum promoting 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 recognition assemblies (Div 1), student of the week (individual classrooms), 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 behaviour 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.
- 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 PHPS’s Student Mental Health Strategy:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PHPS’s Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

Commentary (November 2016):

Our survey results continue to indicate that our students feel safe while at school. Over 90% of student, staff and parents have expressed this through our survey results. Staff are using curriculums such as WITS, Dare to Care that empower students to make wise choices when dealing with a bully. Students are becoming better empowered as the caring majority to assist students who are being bullied. They now can recognize the difference between peer conflict and bullying and know how to approach an adult when assistance is required. Several classrooms are using Jennifer Katz respecting diversity curriculum to create a caring community within their classroom that supports the diverse learning needs of each student and develop a culture of respect.

BES staff spent a day in January reviewing the school discipline plan and aligning it with the effective behaviour supports philosophy.

BES Early Learning Program ran a pilot project that increased the number of typically developing children in the existing PREP program. 29 typically developing students joined the program this fall an increase from 13 students the previous year. In addition to these students, the PREP program provided programming to 26 PUF coded students and 13 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 classroom program assistants at .8 FTE. Our program also accessed specialists such as OT, Behavioural Specialist, Early Learning/ Inclusion Consultant. This year, the PREP program piloted a preschool curriculum framework provided by Grant MacEwan University and Alberta Education. All early staff received professional development through this pilot program and extended this learning throughout the year during our district professional

development days.

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

(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes [2.1](#) and [2.2](#).

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. [previously 3.2](#)

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:

- Staff will work collaboratively to address professional learning related to UDL practices and school goals.
 - Teachers will make connections with collaborative 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.

Participation in District Strategies:

In alignment with PHPS's Professional Capital Strategy:

- Our school will...
- Our teachers will deepen their understanding of foundational literacy practices through involvement in the Reading Readiness Screening Tool and Literacy 101 professional development. Any remaining available monies will be used for teacher development of essential capacities in the social emotional inclusive environment and assessment and instruction. Mentorship support is also available through our key school based mentor for our probationary and interim teachers.
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In alignment with PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

In alignment with PHPS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

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. The Associate Principal

responded to teachers' needs in addressing UDL practices. We will expand on this strategy next year.

During our six early out days, support staff we provided with professional development relating to the topic of Self-Regulation and Speech Language Support.

Teachers have continued to report student progress through FreshGrade and Powerschool. Parents have expressed a positive view of the FreshGrade tool and would like this to extend to grade six.

Teachers this year, were also provided with an extra thirty minute collaboration time during the 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. We will continue this strategy next year.

We will continue to provide opportunities for staff to receive mentorship related to the alignment of student assessment and instruction.

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

(Reporting) **Goal 4: Engaged and Effective Governance**

Aligns with the Measurement elements of Previous Outcomes **3.1** and **3.3** and parts of **3.2(b)**.

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:

- 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.
- Goal Setting meeting in October will include information on reporting to parents (booth set-up)
- Continued use of student planners to inform parents
- Collection of parent email addresses to create group email lists (both custodial and non-custodial if applicable) for additional communication, use of Remind 101 App, use of teacher webpages
- Continue to use the website booking for parent-teacher interviews
- School Twitter account with the Twitter feed embedded in school website, some classes beginning to create Twitter accounts
- School Facebook account informing parents about school events
- Regular (AP 60-10 recommendations) phone/email contact with parents, including reporting of student successes
- Development of student e-portfolios using Edublog
- 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.
- Parent Council and staff will work together to solicit parent and student involvement for school activities.
- Staff will continue to recognize student successes in co-curricular competitions (Science Fairs, Heritage Fairs, Music Festivals, etc.)
- School will distribute monthly school newsletters/school calendars.
- School will recognize accomplishments of students during recognition assemblies (Div 1)
- School will continue to host and present school events to the community (assemblies, plays,

dramas, concerts, and presentations).

- Continue to participate in service projects. (Examples include: Pitch In, Senior Volunteer Registry, Christmas Hampers, Food Bank, Foster child sponsorship, Terry Fox Run)
- Maintain traditional morning exercises of singing O Canada and honoring war veterans yearly through Remembrance Day Assembly
-

- 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:

In alignment with PHPS's Strategy to promote Communications:

- Our school will work with the Communications Director to
 - Develop school leaders communication skills
 - Support school based communications initiatives

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 exam 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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(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

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)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	89	75.1	9.6	85	66.5	6.5

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage							

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	83.3	72.3	76.2	83.7	83.1	76.8	80.3
Parents	*	56.5	76.5	90.9	81.3	71.9	62.9
Students	77.2	67.2	64.9	71.4	71.2	71.8	84.9
Teachers	89.5	93.1	87.3	88.7	96.9	86.7	93.1

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	63.2	65.8	71.4	82.0	70.2	82.0	67.9
Parents	*	28.5	56.5	72.7	46.7	69.2	50.0
Students	-	-	-	-	-	-	-
Teachers	63.2	93.1	86.4	91.3	93.8	94.7	85.7

Jurisdiction Measures:

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percent	-	-	-	-	-	-	.90

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	89.6	No Survey	95.2	95.1	96.4	93.5	93.6
Students	80.8	No Survey	82.7	79.6	81.2	83.8	90.4
Staff	81.3	No Survey	70.0	84.2	84.2	84.8	72.5

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	10	10	10	10	12	12	13

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	625	589	637	554	637	726	717
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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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(Reporting) Outcome 2.4 Aligns with the Measurement elements of Previous Outcome **4.1**.

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

OUTCOME THREE: Alberta's education system is inclusive.

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Aligns with some of the Measurement elements of Previous Outcomes **3.2 (a)** and PHPS's **1.3**.

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.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	83.0	80.2	86.2	89.4	86.7	86.3	89.2
Parents	n/a	65.7	82.6	94.4	80.0	84.6	84.3
Students	82.9	81.9	85.2	78.2	84.4	81.1	90.3
Teachers	83.0	93.0	90.8	95.7	95.6	93.3	93.1

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	99.1	No Survey	96.2	97.3	98.7	97.4	98.7
Students	92.6	No Survey	93.3	97.5	96.6	93.7	99.1
Staff	89.2	No Survey	90.0	100	100	97.0	95.0

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."

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.1	No Survey	95.1	94.4	96.1	94.2	93.6
Students	81.1	No Survey	87.6	87.5	75.9	90.0	77.8
Staff	87.5	No Survey	90.4	91.9	94.3	95.9	95.0

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	79.0	76.0	82.6	85.4	78.4	74.2	72.3
Parents	*	61.9	73.5	93.8	66.7	57.9	45.2
Students	79.0	78.9	83.3	73.9	78.0	77.5	85.6
Teachers	78.9	86.2	90.9	88.4	90.5	87.1	86.0

3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	158
Percent	17.4	16.6	19.1	19.3	25	26	22

3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

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

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

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(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	78.9	77.6	83.1	82.9	82.4	81.6	80.4
Parents	*	71.3	82.8	80.5	81.2	78.8	73.0
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	78.9	83.8	83.3	85.2	83.6	84.4	87.8

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	50.9	86.2	80.3	75.4	87.4	81.0	89.7

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.7	No Survey	94.6	95.6	96.4	96.1	93.1

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.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	90.8	No Survey	98.1	97.8	96.0	96.1	96.6
Students	90.4	No Survey	97.4	95.6	97.4	97.0	98.1
Staff	100	No Survey	100	100	100	97.0	97.3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	86.1	No Survey	95.6	97.3	95.6	97.8	93.6
Students	89.3	No Survey	91.4	94.4	97.4	94.1	96.1

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	89.8	No Survey	91.8	93.3	93.8	96.5	93.1
Students	89.6	No Survey	94.2	95.6	94.7	93.4	95.2
Staff	79.7	No Survey	80.0	89.7	89.5	93.8	86.5

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	92.9	No Survey	83.8	96.6	99.1	97.4	97.8
Students	85.9	No Survey	93.6	92.5	99.1	93.8	98.5
Staff	92.0	No Survey	100	100	97.4	96.2	96.3

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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Barrhead Elementary	138	180	223	375	191	281	217

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Barrhead Elementary	8.52	4.22	3.31	2.93	2.48	2.59	2.39

4.11 Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.30	1.99

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.
previously 3.2

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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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents			88.7	88.5	90.0	90.8	89.7
Students			92.9	89.3	88.8	87.4	89.9
Teachers (1)	-	-	-	-	-	Introduced in 2015	96.3
Teachers (2)	-	-	-	-	-	Introduced in 2015	96.3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students			86.5	82.1	87.4	84.6	93.8
Teachers			75.0	76.3	89.5	72.7	81.3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	85.2
Teachers (2)	-	-	-	-	-	New 2015	96.3
Students	-	-	-	-	-	New 2015	92.8

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').

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	92.7
Teachers	-	-	-	-	-	New 2015	92.6

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	92.7

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	86.0	69.2	77.4	81.1	81.3	72.4	62.5
Parents	*	51.6	63.2	72.7	70.7	66.2	50.0
Teachers	86.0	86.8	91.7	89.6	93.1	78.6	75.0

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	75.1	70.7	79.4	87.1	79.4	80.6	87.5
Parents	*	61.5	56.5	100	66.7	69.2	78.6
Students	83.6	91.4	91.7	81.2	87.1	87.7	94.3
Teachers	66.7	59.3	90.0	80.0	84.4	85.0	89.7

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	91.9	92.1	91.6	95.5	93.7	92.4	92.8
Parents	*	85.2	88.4	92.4	86.7	89.7	83.3
Student	92.5	96.3	91.8	97.1	95.9	89.0	96.7
Teachers	91.2	94.8	94.7	97.1	98.4	98.4	98.3

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	70.0	67.6	67.5	72.9	75.2	68.7	69.6
Parents	*	45.2	48.9	62.9	58.0	55.6	51.2
Students	94.8	93.2	85.3	62.9	89.8	91.7	89.6
Teachers	45.1	64.5	68.2	65.2	77.9	58.9	68.0

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	98.2	No Survey	98.6	85.2	98.2	99.1	99.1
Students	95.3	No Survey	96.7	82.2	99.6	96.3	100
Staff	95.4	No Survey	90.0	87.2	100	100	97.2

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 ...

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	98.2	No Survey	98.6	85.2	98.2	99.1	99.1
Students	95.3	No Survey	96.7	82.2	99.6	96.3	100
Staff	95.4	No Survey	90.0	87.2	100	100	97.2

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	98.8	No Survey	94.3	95.8	94.4	92.3	89.7
Staff	95.3	No Survey	100	90.0	86.8	100	91.7

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	No Survey	-	-	-	-	88.7
Students	n/a	No Survey	82.7	82.9	73.8	78.4	84.0
Staff	79.4	No Survey	80.0	72.5	86.8	90.6	91.9

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	92.6	No Survey	97.5	98.3	99.1	96.5	96.6
Students	90.2	No Survey	94.0	95.6	96.6	98.5	99.0
Staff	93.8	No Survey	80.0	94.9	94.7	96.9	94.4

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.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	85.7	No Survey	83.4	94.8	82.9	74.7	88.7
Students	100	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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student	87.0	No Survey	84.4	80.0	82.4	78.2	81.2
Staff	75.4	No Survey	60	67.5	73.7	71.9	72.2

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars	0	0	0	2,000	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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	152	135	130	120	125	160	170

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.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	34	33	32	32	33	35	35

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)

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