

BARRHEAD ELEMENTARY SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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Barrhead Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

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 693 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.

2018-2019
<p><u>OUTCOME ONE:</u> Alberta’s Students are successful.</p> <p><u>OUTCOME TWO:</u> Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p> <p><u>OUTCOME THREE:</u> Alberta’s education system respects diversity and promotes inclusion.</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> <p><u>OUTCOME FOUR:</u> Alberta has excellent teachers, school and school authority leaders.</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> <p><u>OUTCOME FIVE:</u> The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Barrhead Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies

<p><u>Address the Diversity of Student Needs</u> <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Consider the data and existing student needs to drive the creation of small-group focused lessons and activities where needs warrant. For example we have a Complex Communication Needs classroom (1.0 FTE Teacher), POPI (Pull Out Push In, 1.0 FTE Teacher) classroom to support students with specific literacy and numeracy needs and skills groups provided by counsellors. ● Assign a Literacy Coordinator to provide and coordinate interventions for groups of students ● 1.0 FTE Program Assistant for Literacy support ● 0.5 FTE Mentor Program Assistant mentoring program assistants in classrooms 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Develop a year plan for the implementation of preventative, proactive approaches and events throughout the year focused on student mental health ● Implement the School Counsellor’s year plan for proactive and preventative in class programming at each grade level ● Coordinate separate school wide events that focus on good mental health practices (Anti-bullying, FNMI, Orange T-Shirt day, Hats off for Mental Health) 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> ● <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement activities to be used at PLC’s or site-based PD days to support mental health and well-being of staff ● Wellness committee to offer staff opportunities to gather throughout the year 	

<ul style="list-style-type: none"> Additional school strategies to address the Diversity of Student Needs
<p>In our school we will:</p> <ul style="list-style-type: none"> Support classroom teachers in implementing Second Steps lessons specific to the unique needs of their classrooms Schedule Teacher grade groups, counsellor and administration meetings once a month to discuss students and needs Ensure PA groups specific to student needs will meet with Associate Principals, PA mentor and counsellor monthly

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	
Parents response to question "I am satisfied with the services provided for my child with mild/moderate special needs."	86%	72%		85%
Parents response to question "I am satisfied with the services provided for my child with severe special needs."	86%	50%		65

<p><u>Numeracy</u> Everyone is a teacher of Numeracy. Strategies will be focused in grades 4-6.</p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers. 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Implement the district initiative 	
<ul style="list-style-type: none"> Professional development will: <ul style="list-style-type: none"> Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers) Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Develop common language and terminology Plan grade group conversations around successful implementation of the big ideas in 	

numeracy <ul style="list-style-type: none"> Develop common numeracy blocks in order to implement cross grade vertical teaching strategies 	
<ul style="list-style-type: none"> The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> Coordinating MIPI implementation Facilitating collaboration between the potential coordinator and classroom teachers 	4
In our school we will: <ul style="list-style-type: none"> Implement this district strategy 	
<ul style="list-style-type: none"> Additional school strategies focused on Numeracy 	
In our school we will: <ul style="list-style-type: none"> Incorporate different activities throughout the year to reinforce numeracy skills (ie. math buddies, 100th day of school, interactive bulletin boards) 	

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
Grade 6 PAT results				
The percentage of students meeting grade level expectations on the MIPI.	n/a	n/a	n/a	70%

<u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i>	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets. 	1
In our school we will: <ul style="list-style-type: none"> Implement this district wide strategy 	
<ul style="list-style-type: none"> All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard. 	1
In our school we will: <ul style="list-style-type: none"> Implement this district wide strategy 	

<ul style="list-style-type: none"> ● <i>Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to:</i> <ul style="list-style-type: none"> ○ <i>Work elbow to elbow with teachers</i> ○ <i>Guide the analysis of assessment data</i> ○ <i>Guide selection of instructional strategies</i> ○ <i>Serve as a site based Literacy ‘point person’</i> 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> ● We have a 0.8 Literacy Lead teacher ● We have a 1.0 Literacy Intervention Program Assistant 	
<ul style="list-style-type: none"> ● <i>The principal’s role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Both the Principal and Associate Principal will ensure implementation 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● K-3 teachers will attend divisional literacy sessions ● K-3 teachers will collaborate to discuss RRST results 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Grade 1-3 Literacy Blitz’s to focus on specific skills ● Grade 1-3 Literacy Learning Intervention ● Guided Reading ● We will perform Words Their Way Inventory and results will determine programming ● Literacy Lead/PA have specific small groups targeting specific skills (LIPS, Seeing Stars, Reading Reflex, Flyleaf) ● Literacy Lead will be trained in a reading assessment called: Diagnostic Reading Tool-2 (DRT-2) 	

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
BES students in Div. 1 will be reading at or above their Instructional level. (Benchmark Reading Assessment)	57%	60%	62%	75%
BES students in Div. 2 will be reading at at or above their Instructional level. (Benchmark Reading Assessment)	53%	67%	%	70%
Number of Grade One students who are successful at the RRST	n/a	n/a		

Note: The following set of strategies is focused on grades that our not programmed in our school.

<u>Student-Teacher Relationships</u> <i>Student-Teacher Relationships are everyone’s responsibility. Strategies will be focused in grades 7-12.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	3
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 	3
<ul style="list-style-type: none"> The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> Provide training and Professional Development for Principals Support implementation of the Mental Health Literacy Project Support implementation of Moving Forward With High School Redesign 	4

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.

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

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.

Commentary (June, 2018):

During the 2017-2018 School Year, our school focused on the following strategies:

Fluency, comprehension and appreciation of Reading

- Students continue to use the cozy reading corners throughout the day.
- All Kindergarten and Grade One teachers implemented RRST assessment and interpreted results.
- All students in division one had access to a variety of intervention programs to increase their reading levels.
- BES had 6 students in Grades One and Two receiving Early Reading Intervention.
- Students receiving Leveled Literacy Intervention in Grade One to Four: 59
- We provided other reading interventions for students:
 - LiPs - 7 students
 - Fly Leaf - 13 students
 - Reading Blitz - 25 grade 1 students
16 Grade 2 students
11 Grade 3 students
 - Writing Blitz - 13 grade 6 students
- Teachers' literacy instruction has improved through PD opportunities such as Balanced Literacy, Daily Five, Words Their Way and accessing the school based literacy lead teacher and 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.

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 2018 Comment on PAT Results:

During our PAT Results analysis day staff reviewed PAT results. Overall, our scores have improved except in Science. We are aware that Math is our weakest subject and teachers came up with different strategies to help improve students understanding and results.

Report on Key Strategies from 2017-2018 Education Plan

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.

June 2018:

This year over 30 students with complex communication needs were offered literacy programming on a daily basis to address their learning needs. Students expressed themselves through a variety of communication tools (ie TouchChat, core boards). Through our classroom improvement fund, BES hired a 0.6 FTE Literacy lead teacher and 1.0 FTE program assistant to provide intervention programs for students. Through their support, classrooms received blitz's, LLI, Fly Leaf, Linda Mood LIPS, Seeing Stars. The literacy lead teacher also mentored and collaborated with teachers on effective literacy practices. Through grade group meetings the lead literacy teacher developed common literacy strategies between grade groups. All of our teachers have implemented the Words their Way Inventory and analyzed the results. Teachers in K and Grade 1 have completed RRST assessments this year and the data gathered will be used in programming decisions next year.

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.

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

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.

Commentary (June 2018):

BES has 10% of self identified FNMI students. . As of June 2018, our FNMI liaison has ten active cases for whom support is required. Our FNMI liaison presented The Giving Tree to each grade group. Identified students receive supports from our liaison worker at home and at school.

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

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.](#)

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.

Commentary (June 2018):

- Our survey results continue to indicate that our students feel safe while at school.
 - Over 91% of parents felt their child was safe at school.
 - Over 87 % of students felt safe at school.
 - 90% of staff felt students were safe at school.
- Early Learning:
 - BES Early Learning Program continues to support many typically developing children in the PREP program.
 - 27 typically developing students joined the program this fall.
 - The PREP program provided programming to 26 PUF coded students and 8 Mild/Moderate coded students.
 - The PREP staff consists of a .4 FTE Speech Language Pathologist, two 0.8 communication assistants 1.0. FTE, an Early Learning Teacher .9 FTE and seven classroom program assistants at .8 FTE.
 - The program also accessed specialists such as OT, Behavioural Specialist, Early Learning/ Inclusion Consultant.

Report on Key Strategies from 2017-2018 Education Plan

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.

June 2018:

Teachers continue to provide classroom instruction on socio-emotional and self-regulation learning. Resources for all those programs were provided to all of the teachers. Our school counsellor offered self-reg lessons and met with students one on one. These students worked on developing their own unique self-reg strategies. We also provided self-reg tools through the school for teachers to sign out (ie. Bike, therabands, fidget tools). DARE programming was offered to Grade Six and Roots of Empathy programming was completed. Due to a change in FSL worker, we were unable to offer Rainbows this year, but this program will be provided in September. Our school contracted a jump rope therapist who worked with approx 20 students twice a week.

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**

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

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

June 2018 Commentary:

All of our new teachers collaborated with the district lead teacher. Teachers and administration participated various PD identified through their PGP's. During our six early outs, district PD priorities were presented to staff. Through CIF funding teachers collaborated and worked together to improve teaching practices.

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)

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

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 at 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.

Commentary (June 2018):

- 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 with school administration to set agenda for every school council meeting.
- 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. , Santa's Toy Drive, Terry Fox Run, Heart and Stroke Fund.
- Other activities that our students were involved in included were; choir singing at seniors' 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.

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)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	114	69.8	6.2	96	70.0	7.9

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)	2018			Previous 3 year Avg		
	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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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).

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	76.2	83.7	83.1	76.8	80.3	80.7	74.7
Parents	76.5	90.9	81.3	71.9	62.9	75.6	56.7
Students	64.9	71.4	71.2	71.8	84.9	70.7	71.7
Teachers	87.3	88.7	96.9	86.7	93.1	95.7	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	71.4	82.0	70.2	82.0	67.9	73.1	70.0
Parents	56.5	72.7	46.7	69.2	50.0	55.6	55.6
Teachers	86.4	91.3	93.8	94.7	85.7	90.6	84.4

Jurisdiction Measures:

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	-	-	-	-	.90	.90	1.4

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.2	95.1	96.4	93.5	93.6	96.0	93.4
Students	82.7	79.6	81.2	83.8	90.4	74.5	78.0
Staff	70.0	84.2	84.2	84.8	72.5	87.5	70.3

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	10	10	12	12	13	24	19

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	637	554	637	726	717	769	693
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

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

OUTCOME THREE: Alberta's education system is inclusive.

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	86.2	89.4	86.7	86.3	89.2	88.8	87.5
Parents	82.6	94.4	80.0	84.6	84.3	88.9	83.1
Students	85.2	78.2	84.4	81.1	90.3	82.3	81.4
Teachers	90.8	95.7	95.6	93.3	93.1	95.1	98.2

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.2	97.3	98.7	97.4	98.7	98.6	99.5
Students	93.3	97.5	96.6	93.7	99.1	93.5	94.2
Staff	90.0	100	100	97.0	95.0	100	96.0

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.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.1	94.4	96.1	94.2	93.6	95.0	95.4
Students	87.6	87.5	75.9	90.0	77.8	68.2	88.2
Staff	90.4	91.9	94.3	95.9	95.0	96.8	92.4

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	82.6	85.4	78.4	74.2	72.3	74.2	75.9
Parents	73.5	93.8	66.7	57.9	45.2	63.0	58.3
Students	83.3	73.9	78.0	77.5	85.6	74.1	77.4
Teachers	90.9	88.4	90.5	87.1	86.0	85.4	91.8

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	83.1	82.9	82.4	81.6	80.4	79.5	80.5
Parents	82.8	80.5	81.2	78.8	73.0	77.6	76.6
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	83.3	85.2	83.6	84.4	87.8	81.4	84.4

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	80.3	75.4	87.4	81.0	89.7	79.8	72.7

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.6	95.6	96.4	96.1	93.1	93.9	94.4

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students							

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.1	97.8	96.0	96.1	96.6	95.7	98.6
Students	97.4	95.6	97.4	97.0	98.1	95.1	95.4
Staff	100	100	100	97.0	97.3	100	93.1

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.6	97.3	95.6	97.8	93.6	97.5	98.6
Students	91.4	94.4	97.4	94.1	96.1	91.1	93.5

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.8	93.3	93.8	96.5	93.1	93.9	No Data*
Students	94.2	95.6	94.7	93.4	95.2	95.0	91.7
Staff	80.0	89.7	89.5	93.8	86.5	93.5	93.1

*2017-2018 Question was altered and results are not available.

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	83.8	96.6	99.1	97.4	97.8	98.9	100
Students	93.6	92.5	99.1	93.8	98.5	100	96.2
Staff	100	100	97.4	96.2	96.3	95.1	100

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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Barrhead Elementary	223	375	191	281	217	198	280

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Barrhead Elementary	3.31	2.93	2.48	2.59	2.39	1.64	1.93

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.20	2.66

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.

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.7	88.5	90.0	90.8	89.7	89.9	90.1
Students	92.9	89.3	88.8	87.4	89.9	87.4	86.9
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	86.5	82.1	87.4	84.6	93.8	82.2	84.0
Teachers	75.0	76.3	89.5	72.7	81.3	73.9	78.8

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	–	–	–	New 2015	96.3	100	100
Teachers (2)	–	–	–	New 2015	100	100	100
Students	–	–	–	New 2015	92.8	90.2	91.9

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').

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	–	–	–	New 2015	92.7	85.4	87.7
Teachers	–	–	–	New 2015	100	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	92.7	91.8	94.3

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	77.4	81.1	81.3	72.4	62.5	80.6	72.3
Parents	63.2	72.7	70.7	66.2	50.0	71.1	53.7
Teachers	91.7	89.6	93.1	78.6	75.0	90.1	90.9

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	79.4	87.1	79.4	80.6	87.5	77.7	78.4
Parents	56.5	100	66.7	69.2	78.6	75.0	70.0
Students	91.7	81.2	87.1	87.7	94.3	85.4	83.3
Teachers	90.0	80.0	84.4	85.0	89.7	72.7	81.8

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	91.6	95.5	93.7	92.4	92.8	94.3	93.9
Parents	88.4	92.4	86.7	89.7	83.3	90.7	90.3
Student	91.8	97.1	95.9	89.0	96.7	94.7	94.0
Teachers	94.7	97.1	98.4	98.4	98.3	97.5	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	67.5	72.9	75.2	68.7	69.6	69.4	62.2
Parents	48.9	62.9	58.0	55.6	51.2	60.7	40.5
Students	85.3	62.9	89.8	91.7	89.6	83.2	78.2
Teachers	68.2	65.2	77.9	58.9	68.0	64.2	67.9

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.6	85.2	98.2	99.1	99.1	94.6	95.8
Students	96.7	82.2	99.6	96.3	100	95.1	94.3
Staff	90.0	87.2	100	100	97.2	96.8	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 ...

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.6	85.2	98.2	99.1	99.1	98.9	98.1
Students	96.7	82.2	99.6	96.3	100	97.0	97.0
Staff	90.0	87.2	100	100	97.2	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.3	95.8	94.4	92.3	89.7	84.1	87.3
Staff	100	90.0	86.8	100	91.7	96.4	91.5

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	88.7	90.6	92.5
Students	82.7	82.9	73.8	78.4	84.0	76.4	72.4
Staff	80.0	72.5	86.8	90.6	91.9	96.8	81.4

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.5	98.3	99.1	96.5	96.6	96.8	98.1
Students	94.0	95.6	96.6	98.5	99.0	99.0	93.9
Staff	80.0	94.9	94.7	96.9	94.4	100	92.9

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	99.1	96.8	95.3
Students	–	–	–	New 2015	N/A	N/A	N/A
Staff	–	–	–	New 2015	80.6	96.7	85.9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	83.4	94.8	82.9	74.7	88.7	89.3	90.4
Students	100	100	100	100	100	N/A	N/A

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	84.4	80.0	82.4	78.2	81.2	79.0	77.2
Staff	60	67.5	73.7	71.9	72.2	90.3	67.1

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	0	\$2,000	0	0	0	0	\$1,250

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	130	120	125	160	170	225	129

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.)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	32	32	33	35	35	70	65

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)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							