

**BUSBY SCHOOL**

**Three Year Education Plan**

**2016-2017**

**November 30, 2016**

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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.

At our school, the members of School Council attend the April planning day. Parents have an opportunity to provide feedback about goals. Throughout the year, parents may be asked for input on school and/or district initiatives and directives.

### **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**

**Purpose Statement:** "Achieving Excellence - Child by Child -Day by Day - Together"

#### **Vision Statements:**

At Busby School We Will:

- **Create a positive environment.** *Through teamwork, we will provide a safe, loving atmosphere that secures wellness for everyone.*

- **Motivate learning.** *Use innovative ways to promote and assess growth, learning and achievement among students and staff.*
- **Cultivate parent and community involvement.** *We will encourage two-way communication, cooperation, and active involvement with parents, staff, students and community members.*
- **Include all learners.** *We will foster inclusion through “Universal Design for Learning” in collaboration with parents, students and staff. At risk students will be identified and supported.*
- **Develop organized, independent learners.** *We will encourage students to be risk-takers, to do their best to become successful.*

## **Historical Background**

Busby School Division No. 4291 was opened in 1928 with grades 1 – 8. A high school was formed in 1932. In 1951 the high school students were bused to Westlock High School as the school division was centralizing all high school students to larger centers. Between 1966 and 1970 the junior high students began going to school in Westlock. The last modernization to the Busby School building was made in 1986 and completed in 1987. During 1987 – 1989 grade 7 students remained in Busby, as the junior high in Westlock was amalgamating with the high school, once R.F. Staples was completed, grade 7 students returned to Westlock. Busby School currently operates as a kindergarten through grade six facility.

## **Demographics**

Busby Elementary School is a small rural school that serves students from kindergarten to grade six for the communities and surrounding areas of Busby and Pickardville. The area is turning from a farming community to one with many acreages being purchased by young families.

During the past five years the student population has consistently remained above ninety students. Busby School has a staff of six teachers, four support staff and an administrative assistant. The children in Kindergarten, Grade 1 and 4 are in self-contained classes. The children in grades 2 and 3 are combined, and the 5s and 6s are combined in a 5/6 class in the afternoon.

Within the school much emphasis is placed on individual strengths and needs. Many opportunities are taken to learn and interact with students working in multi-age groupings and with a variety of staff. A sense of caring and support school-wide is accomplished partially through morning assemblies, daily activities, and family groupings. Busby School has embraced technology integration into teaching and learning and students are exposed to a wide variety of learning opportunities.

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

**SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS**

Specifically Related Outcomes	School Priority
<p>OUTCOME ONE: Alberta’s students are successful</p> <p>OUTCOME THREE: Alberta’s education system is inclusive</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</p>	<p align="center">Differentiated Instruction and Universal Design of Learning</p>

<b>Priority:</b> Differentiated Instruction and Universal Design of Learning		
<p><b>Strategies to Impact School Priorities Include:</b></p> <p><b>Differentiated Instruction and Universal Design of Learning for Improved Instructional Practice</b></p> <p>Using the concepts of Differentiated Instruction and Universal Design for Learning all teachers will have demonstrated growth as measured by the PHPS Inclusion Rubric.</p> <p>During a walk-through there will be observable evidence of teachers differentiating instruction to meet the needs of all of their students. The students will be meaningfully engaged in their work as they work through the curriculum in the manner best suited to their learning styles and needs.</p>		
<b>Measure</b>	<b>Recent Data</b>	<b>Target</b>
<p>During PLCs we will be bringing examples of how we have differentiated instruction/implemented Universal Design for Learning. We will discuss what we did, how we did it, and how it worked out. The examples may be in the form of products, plans, exemplars, or samples of student work.</p>	<p>Compiled and shared monthly at meetings and early dismissals</p>	<p>At least two examples per teacher</p>

## 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.
- 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

Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

### **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.

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

- 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:**

**Differentiated Instruction and Universal Design of Learning for Improved Instructional Practice**

Using the concepts of Differentiated Instruction and Universal Design for Learning all teachers will have demonstrated growth as measured by the PHPS Inclusion Rubric.

During a walk-through there will be observable evidence of teachers differentiating instruction to meet the needs of all of their students. The students will be meaningfully engaged in their work as they work through the curriculum in the manner best suited to their learning styles and needs.

**Key School Level Strategies Include:**

- LLI will be implemented in each classroom that has students who are not reading at grade level. ERI will be implemented as required.
- LLI groups will be in place, and observed during walk throughs. The Benchmark Assessment System and Reading Readiness Screening Tool (RRST) will be utilized to assess students' literacy skills.
- Two classrooms will pilot the Equals Math program to assess students and teach ALL students in Math with differentiated lessons and activities.
- All Busby teachers will adapt instruction to accommodate the May 2016 changes to the Mathematics curriculum. Teachers will focus on Math Fact Fluency and teaching students at least one algorithm.

Strategies to impact student engagement:

- Students, teachers and parents in this school will work together to set goals during October Goal-Setting.
- Teachers will inform parents about the changes to the Math curriculum and engage parents and students throughout the year in meaningful activities and discussions related to Math.
- Busby School uses many strategies such as: one on one instruction, small groups, picture cues, breaking down expectations, hands-on learning, projects, praise and connectedness to the real world; all in order to increase the level of students' engagement in school.

Strategies related to the Division's Literacy Strategy:

- Teachers at Busby School will use LLI with support from our Literacy Coordinator and the Principal
- Students in Grades 1-6 who are experiencing difficulties with reading are provided directed support.
- Early Reading Intervention will be continued when appropriate to help students improve their reading skills, and we will be trained in, and will use Fountas & Pinnell's "Leveled Literacy Intervention System".
- Our school will identify teachers with whom the Literacy Coordinator will work to build foundational literacy programs if necessary.
- All grade 1 students will be assessed using the Reading Readiness Screening Tool in October



and all Kindergarten students will be assessed by June. Instructional practices will be implemented to address student needs.

**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.
- The Principal will access the services of the PHPS Coordinator of Counselling to provide support and guidance to our Family School Liaison.

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 engaged in Project Based Learning this year, with a variety of projects, including: building their own instruments in a Sound Unit, building cars and burglar alarms in an Electricity Unit, and a classroom Heritage Fair to demonstrate learning in Social Studies.

Several teachers and program assistants led LLI groups, and each teacher differentiated instruction for their students using Universal Design for Learning and Assessment for Learning.

Grade group meetings were again found to be instrumental in providing clear communication between teachers and Program Assistants. These will be continued next year.

In Language Arts and Math, 88.2% of students achieved the Acceptable Standard. In Math, 5.9% achieved the Standard of Excellence.

June 2016 Results: The Social Studies and Science PAT results follow the alternating trend of teaching grade 5 curriculum one year and grade 6 the next. This year the grade 5 curriculum was taught and the overall achievement scores were lower than last but follow the pattern. Teachers noted that although additional field trips and review activities were organized, many students did not participate in them due to competing out of school activities.

At Busby School we have a history of providing high quality learning opportunities for all. The goal setting meeting was a great time to learn more about the students from their parents, and math or language arts goals were made for each student. These goals were reported on in our February and June report cards. We are especially proud of our LLI implementation which greatly assisted our students this year.

## **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:**

- At Busby School we put many strategies into place to encourage engagement of all of our students, including our reading programs, extra-curricular activities, math investigations, artist in residence program, assessment for learning and Differentiated Instruction and Universal Design for Learning.

**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):**

Our FNMI identified students are on par with the non-identified students.

**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:**

**Differentiated Instruction and Universal Design of Learning**

Using the concepts of Differentiated Instruction and Universal Design for Learning all teachers will have demonstrated growth as measured by the PHPS Inclusion Rubric.

During a walk-through there will be observable evidence of teachers differentiating instruction to meet the needs of all of their students. The students will be meaningfully engaged in their work as they work through the curriculum in the manner best suited to their learning styles and needs.

**Key School Level Strategies Include:**

- Early Ed Program. The Busby Preschool Society utilizes classroom space to run its program. By allowing the Preschool to operate in Busby School, we are able to identify students who may be in need of intervention (i.e. Speech/Language, fine/gross motor, or behaviour issues) and address issues earlier rather than later.
- Busby School will continue with programs to address the development of moral character and safe and caring schools such as:
  - Virtues program, DARE (Drug and Alcohol Resistance Education ), and AAC(All Ages Club)
  - Our School will continue to encourage, value and highlight service projects through announcements, our daily assemblies and newsletters.
  - Busby School will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with teachers, parents and students.
  - Busby School staff will continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth.
  - Busby School will continue to participate in service projects. (Examples include: Operation Christmas Child Shoe-boxes, Food Bank, Terry Fox Run, UNICEF, just to name a few).
  - We will continue to encourage student pride in keeping their school and yard neat and tidy throughout the year.
- Staff at Busby School will identify at risk students and use individualized approaches to engage learners.
- We have Speech and OT Program Assistant(s) who work one-on-one and/or in small groups with students under the direction of our Speech Pathologist(s) and Occupational Therapist.
- Staff professional growth plans will include the implementation and support of the use of Differentiated Instruction, Universal Design for Learning and Literacy.
- Walkthroughs by the Administrator will continue to be used to support teacher growth.
- Staff meetings and early dismissal PLCs will focus primarily on UDL.
- Busby School will maintain the Special Binders (portfolios).
- In the grade group meetings, Program Assistants and teachers will discuss and plan for effective supports of students.
- Busby School's Program Assistants will work with students using Adaptive Technology

**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):**

The Character Education program enhances our teaching as a whole school in individual teachers' classrooms. The students are orderly, the school is safe and caring, and children take on responsibility for their actions to make Busby School the best place it can be.

The Busby Preschool Society utilizes classroom space to run its program. By allowing the Preschool to operate in Busby School, we are able to identify students who may be in need of intervention (i.e. Speech/Language, fine/gross motor, or behaviour issues) and address issues earlier rather than later.

Our school has very few office referrals for behaviour issues. Our teachers and staff treat every child in the school as if they were a student in their class. Busby School is a community/family where everyone works together to ensure that our only 'spoken' rule is "Just Be Nice". During morning assemblies we discuss any issues we are encountering, and encourage students to behave appropriately. The students are aware of what is expected of them, and they rise to the challenge set before them.

Service projects are an integral part of what we do at Busby School. We are pleased that we were able to participate in all of the service projects listed below. The children have an understanding that it is their duty to try to improve people's lives outside of the school and home and we have excellent participation in all of the service projects we do. The school is respected by the students. So much so that when we do a school yard clean-up we are hard pressed to find any garbage to pick up.

The staff treat every child as if they are in their class and under their direct care. Busby School's 'rule' is: Just be Nice. We discuss what this means during our morning assemblies, and it is referred to when any issues arise.

At Busby School we have a Counselling fte of 0.1. The main role of this person is to ensure that the needs of the students in our school are matched with the appropriate support from the outside. Our Family School Liaison worker meets with parents and students, recommending and referring to community supports when necessary. She works with students who are identified by parents or staff, as well as other children in the school as she is able. Some of the topics/ areas she works on, include: self-esteem, developing appropriate social relationships, maintaining and building positive friendships, and other topics as required. We also receive extensive support from our behaviour consultant who works with a wide range of students and their families.

#### **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**

**Strategies to Impact School Priorities Include:**

**Differentiated Instruction and Universal Design of Learning**

Using the concepts of Differentiated Instruction and Universal Design for Learning all teachers will have demonstrated growth as measured by the PHPS Inclusion Rubric.

During a walk-through there will be observable evidence of teachers differentiating instruction to meet the needs of all of their students. The students will be meaningfully engaged in their work as they work through the curriculum in the manner best suited to their learning styles and needs.

**Key School Level Strategies Include:**

- Staff meetings and early dismissal PLCs will focus on UDL, DI, Assessment for Learning, Numeracy, Literacy.
- Staff professional growth plans will include the implementation and support of the use of Differentiated Instruction and Universal Design for Learning and the Literacy Strategy.
- Teachers at Busby School will work with their district collaborative groups, Lead Teacher(s) who will be supporting the collaborative groups, the Literacy Coordinator and colleagues at our school to develop units of study/lessons which support the tenets of Universal Design for Learning and Differentiated Instruction.
- Busby School teachers will collaborate with other schools/teachers to develop common assessment tools and products for differentiating instruction. (PD days, inter-school visits, collaborative groups)
- Busby teachers will continue to use, and learn about Project Based Learning
- The teachers in this school will attend in-services provided by the District, and other PD as available from ERLC, etc.
- Strategies associated with the use of learning technologies:
  - Busby School will continue to integrate technology into student assignments and projects, maintaining the one-to-one computer to student ratio in our grade 5/6 class.
  - We will continue to integrate SMARTBoard technology, blogs, google apps for Education (GAFE), various ipad apps, mathletics, senteo review, among others, into instruction.
  - We will promote professional learning in technology for the staff.
  - Our students will share examples of their technology use with parents.

**Participation in District Strategies:**

In alignment with PHPS's Professional Capital Strategy:

- Our school will... We do not have any new teachers this year (the only school!)

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):**

100% of our teaching staff act as a Professional Learning Community at all times, with an increased focus during our early dismissals PLC meetings. 100% of the teachers attended our PLC meetings during early dismissals throughout the year, sharing with one and other the successes and challenges they were meeting with UDL and DI. At the PLCs we also discussed our Professional Growth Plans and checked on the progress and offered assistance and support where deemed necessary.

The size of our school enables us to act as a Professional Learning Community at all times. With the continuation of the Benchmark Assessment Tool for reading assessment we shared often at informal times as to how everyone was doing with the assessment tool. We also speak often about what we are doing with assessment in general in our classrooms. Our teachers have also connected with teachers from other schools in our division through district-wide collaborative groups, and other professional development offered throughout the year. Teachers and coaches from other schools have visited our school to learn from our teachers.

In our April planning meeting, we collaboratively set our school goals, relating them to PHPS and Alberta Education. We use our school goals to formulate our own goals for our growth plans; in this way we ensure that we are all working towards our common goals. Our Professional Growth Plans are, for the most part, created together during our September PD Day, and we discuss our progress throughout the year at our PLC meetings. In this way, we are held accountable, and receive support from one another in a collaborative environment.

Our mobile lab continued to be used with great success this year, and the Parent Council used Casino Funds to buy all new Chromebooks for our grade 5 and 6 class. This has greatly improved the amount of time the students have been able to use computers in their 'daily lives'.

**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:**

Teachers in Busby school will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written

and oral communications, to discuss student progress.

Strategies to engage parents and the community in alignment with PHPS' strategy to promote communication:

- Our school will continue to distribute weekly newsletters recognizing the work of parents, staff and students.
- Busby School will continue to invite parents and community members to assemblies.
- We will continue to honour our volunteers during our Art Show and Volunteer Tea.
- Busby School's activities in the community will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
- Meet the Teacher BBQ, Author's Night, BBQ and Kindergarten Registration, and the Art Show and Volunteer Tea will continue to bring the community and parents into the school.
- Busby school's Advisory Committee and school staff will work together to solicit parent and student involvement for school activities.
- Busby School will continue to support the School Council by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
- Our website will continue to highlight the school and activities
- We will continue to recognize student successes in co-curricular competitions (Science Fairs, Music Festivals, 4H, etc.)
- Our school will continue to recognize accomplishments of staff and students during assemblies.
- The administrator 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.
- Busby School provides a range of appropriate co-curricular and extra-curricular activities for students.

#### **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):**

The students in Busby are provided with an excellent all around program. Students were involved in our 'Bobcats Sports Program', science fair, Choir, Artist in Residence, and an "All Ages Club" similar to a students' union. We also have a music program, and the children are also involved in performing for our assemblies, Christmas concert and Volunteer Appreciation Tea.

Open communication with the families strengthens our culture and school community. Open communication between home and school continued to be a priority this year through our weekly newsletters, progress reports, and phone calls. The parents support the school, and it shows.

The budget this year has resulted in a surplus which will be used to help offset the deficit budget next year due to staffing.



## 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
	17	82.4	4.4	14	89.7	26.5

**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	95.3	97.3	99.2	97.0	95.9	97.7	96.8
Parents	95.6	100	100	98.0	96.7	100	*
Students	90.3	94.6	98.3	93.1	91.1	95.3	93.7
Teachers	100	8	*	100	100	*	100

**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	91.2	92.3	100	100	79.2	90.0	83.3
Parents	82.4	92.3	100	100	72.7	90.0	*
Students	-	-	-	-	-	-	-
Teachers	100	*	*	100	85.7	*	83.3

**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	1.2	1.2	1.2	0.1	0.1	0.1	0.1

**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	100	No Survey	100	100	95.5	92.9	94.7
Students	93.0	No Survey	100	97.4	97.7	95.1	100
Staff	100	No Survey	100	100	100	100	90.0



**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	7	8	8	8	8	9	9

**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	95	109	106	93	112	102	95
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	92.6	93.8	95.4	96.5	95.0	96.4	96.2
Parents	94.4	100	96.9	98.0	96.7	98.3	*
Students	83.2	87.6	93.8	91.5	88.4	94.4	92.5
Teachers	100	*	*	100	100	*	100

**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	100	No Survey	100	100	100	100	97.4
Students	100	No Survey	95.1	100	100	100	100
Staff	100	No Survey	100	100	100	100	100

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	100	No Survey	100	100	99.6	98.4	95.6
Students	92.4	No Survey	100	99.1	80.4	96.4	85.2
Staff	100	No Survey	100	100	98.6	100	98.3

**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	92.9	91.6	95.2	98.3	94.9	95.7	94.3
Parents	92.6	94.9	94.9	100	94.4	94.4	*
Students	86.0	88.3	95.6	95.0	90.4	96.9	94.2
Teachers	100	*	*	100	100	*	94.4

**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	-	-	-	-	-	-	21
Percent	16.8	17	23	14	18	21	22.1

### 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	85.3	81.6	83.5	85.7	88.1	88.3	76.6
Parents	87.7	81.6	83.5	80.3	85.1	88.3	*
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	83.0	*	*	91.1	91.1	*	76.6

### 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	100	n/a	n/a	100	100	n/a	88.9

**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	95.8	No Survey	100	97.2	100	95.2	92.1

**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	100	No Survey	100	97.2	100	97.6	100
Students	97.3	No Survey	100	100	100	100	100
Staff	100	No Survey	100	100	100	100	100

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

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

*Students: I am satisfied with my teachers.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	100	No Survey	100	94.7	100	97.6	94.6
Students	97.4	No Survey	100	100	100	100	95.6

**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	96.0	No Survey	100	100	97.7	92.9	92.1
Students	100	No Survey	100	97.4	97	97.4	97.8
Staff	100	No Survey	93.3	100	100	100	66.7

**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	86.0	No Survey	100	100	98	97.6	97.4
Students	76.0	No Survey	97.4	97.4	95	97.6	97.8
Staff	100	No Survey	100	100	100	100	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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
BU	25	62	58	84	52	33	33

**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
BU	1.66	1.83	1.20	1.16	1.16	1.44	0.93

**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	-	-	100	100	97.8	97.6	92.1
Students	-	-	95.2	100	93.2	100	100
Teachers (1)	-	-	-	-	-	Introduced in 2015	100
Teachers (2)	-	-	-	-	-	Introduced in 2015	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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	97.6	97.4	91.1	92.9	91.1
Teachers	-	-	100	100	90.9	71.4	87.54

**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	66.7
Teachers (2)	-	-	-	-	-	New 2015	100
Students	-	-	-	-	-	New 2015	93.3

**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	97.8
Teachers	-	-	-	-	-	New 2015	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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	94.7

**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	93.5	93.4	90.9	96.6	94.2	93.3	96.7
Parents	87.1	93.4	90.9	96.0	84.7	93.3	*
Teachers	100	*	*	97.1	100	*	96.7

**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	95.0	94.6	88.7	97.4	91.5	78.0	87.9
Parents	88.2	100	81.8	100	83.3	58.3	*
Students	96.8	89.2	95.6	94.9	83.3	97.7	92.5
Teachers	100	*	*	*	100	*	83.3

**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	99.2	98.0	98.1	96.5	96.0	96.5	98.7
Parents	99.1	97.4	96.1	93.2	95.8	93.1	*
Student	98.4	98.6	100	96.3	92.1	100	97.5
Teachers	100	*_	*	100	100	*	100

**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	74.8	77.3	86.8	78.9	75.2	78.8	78.4
Parents	55.4	56.0	73.5	62.2	47.8	58.8	*
Students	91.9	98.6	100	91.3	92.1	98.8	94.9
Teachers	77.1	*	*	83.3	85.7	*	61.8



**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	100	No Survey	100	100	98	97.6	97.4
Students	100	No Survey	97.4	97.4	100	100	100
Staff	100	No Survey	100	100	100	100	100

**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	100	No Survey	100	100	100	100	97.4
Students	100	No Survey	100	97.4	100	100	100
Staff	100	No Survey	100	100	100	100	100

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	96.0	No Survey	100	100	98	97.6	92.1
Staff	100	No Survey	100	100	100	100	100

**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	-	-	-	-	92.1
Students	n/a	No Survey	89.7	97.4	85	88.1	95.2
Staff	100	No Survey	100	100	100	100	100

**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	100	No Survey	100	100	100	100	92.1
Students	100	No Survey	100	100	100	100	100
Staff	100	No Survey	100	100	100	100	100

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	91.9
Students	-	-	-	-	-	Introduced in 2015	NA
Staff	-	-	-	-	-	Introduced in 2015	100

**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	100	No Survey	92.9	97.2	100	83.3	88.9
Students	100	No Survey	-	-	-	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	91.1	No Survey	100	97.2	96	97.6	97.8
Staff	100	No Survey	100	100	100	100	90.0

**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	800	700	650	1,500	800	500	500

**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	35	33	35	35	37	38	36

**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	7	7	7	8	8	8	8

**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	-	-	-	-	-	-	-