

**BUSBY SCHOOL**

**Three Year Education Plan**

**2017-2018**

**July 19, 2017**

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

### **School Council Involvement in Education Plan Development**

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

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 (May, 2016 Update)

**OUTCOME ONE:** Alberta's Students are successful.

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

**OUTCOME THREE:** Alberta's education system is inclusive.

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

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

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

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

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

**Busby School PROFESSIONAL LEARNING COMMUNITY FOCUS**

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

Specifically Related Provincial Outcomes	School Priority (2017-2018)
<b>OUTCOME ONE:</b> Alberta’s students are successful <b>OUTCOME FOUR:</b> Alberta has excellent teachers, school and school authority leaders.	<b>1. Focused writing instruction based on assessments, differentiated instruction, quality feedback and student celebrations.</b>
	<b>2. Targeted math instruction to build common vocabulary and math fact fluency.</b>

<p><b>School Priorities :</b></p> <ol style="list-style-type: none"> <li><b>Focused writing instruction based on assessments, differentiated instruction, quality feedback and student celebrations.</b></li> <li><b>Targeted math instruction to build common vocabulary and math fact fluency.</b></li> </ol> <p><b>Strategies to Impact School Priorities Include:</b></p> <ul style="list-style-type: none"> <li>Professional development for teachers, collaborative planning time, instructional leadership through modeling and coaching by principal, and allocation of financial resources to teaching and learning materials.</li> </ul>				
Measure	Recent Data			Target 2018
	2015	2016	2017	
Percentage of non-coded students in Kindergarten - grade 6 who achieve proficiency across all writing genres (narrative, informational, and persuasive genres).			New	100%
Percentage of non-coded students in Kindergarten - grade 6 who achieve grade level proficiency in math outcomes			New	100%

## OUTCOME ONE: Alberta Students are successful.

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

**School Priorities :**

- 1. Focused writing instruction based on assessments, differentiated instruction, quality feedback and student celebrations.**
- 2. Targeted math instruction to build common vocabulary and math fact fluency.**

**Strategies to Impact School Priorities Include:**

- Professional development for teachers, collaborative planning time, instructional leadership through modeling and coaching by principal, and allocation of financial resources to teaching and learning materials.

**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.

**Participation in District Strategies:**

**In alignment with the jurisdiction Professional Capital strategy:**

- **And the Literacy Strategy:**
  - Our school will participate in the Division's Literacy Strategy
  - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
  - Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
  - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
  - Elementary teachers will conduct assessments as directed by the Literacy Steering



Committee and supported by the Coordinator.

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

#### **Commentary (July 2017):**

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

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

- All students were included in age and grade appropriate classes.
- Teachers planned their instruction to meet the needs of all students within an inclusive environment.
- If intervention was required, students were pulled out individually or in small groups for targeted speech therapy, reading instruction, vision therapy, or social skill development under the direction of Speech Language Pathologists, Occupational Therapists, or certified teachers.
  - Teachers utilized suggestions from the Speech Language Pathologist, Occupational Therapist(s), and principal to improve instruction for each student.
- Two teachers attended training for the Reading Readiness Screening Tool (RRST) to assess and adjust their instruction to meet the needs of their students.
- All teachers in grades 1 - 6 used Fountas & Pinnell's Benchmark Assessment System (BAS) to assess the students' reading on comprehension and fluency.
  - Information from these assessments were used to inform instruction for individual and small group reading instruction.
- Teachers administered writing assessments and recognized this to be an area of focus for the 2017-2018 school year.
- All teachers participated in the small schools collaborative group project to improve math fact fluency and build math vocabulary.
- Teachers also participated in grade level collaborative groups on jurisdiction professional development days with other teachers around Pembina Hills.
- Inspiring Education funds were also accessed to increase collaboration time for these groups beyond the jurisdiction days.
- Students were engaged in their learning and could answer what they were learning about when asked during walk-throughs.
- There are students with identified needs in each of the classrooms and they were working with grade level curriculum with adaptations made by the teacher and/or program assistant(s).
- Different learning styles were considered and often students were observed using visual

schedules, alternate seating arrangements, movement activities, individual or group work, alternate assessments, or using computer/iPads.

**In addition to the above focused strategies;**

- 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.
- 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.
- 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.

**Our school participated in Jurisdiction Strategies:**

In alignment with PHPS's Literacy Strategy:

- Based on our assessment data (BAS and RRST), teachers identified students who would benefit from small group or individual reading instruction.
- Students from grades 1 to 6 participated in Levelled Literacy Intervention (LLI) in either Semester I or II, or both.
- One student participated in Early Reading Intervention in Semester II.
- All student reading assessment data has been logged into Dossier.
- At Professional Learning Community sessions (early outs), teachers discussed student progress and how to adjust instruction if students were not progressing.
- We identified the need to implement different word work/formation strategies. Staff will also participate in PHPS offered programs through the Professional Learning Series offered by the Literacy Coordinator next year.

In alignment with PHPS's Student Mental Health Strategy:

- Teachers sought opportunities for the Speech Language Pathologist and Occupational Therapist(s) to work with whole classrooms, small groups, and individual students.
- Additional times outside of the four scheduled School Link Team visits were utilized to provide support for students.
- Many students received support and teachers' capacity was built to deal with students with similar needs in the future.
- The PHPS Coordinator of Counselling provided support and guidance to our Family School Liaison through one on one sessions and group meetings.

In alignment with PHPS's Professional Development Strategy:

- As Busby School did not have any Interim or Probationary teachers in this year, we did not access the district Lead Teachers.

**September 2017** Comment on PAT Results:

- In Language Arts, 93.8% (100% of writers) achieved the Acceptable Standard, with 18.8% of students achieving the Standard of Excellence.
- In Mathematics, 93.8% (100% of writers) achieved the Acceptable Standard, with 12.5% of students achieving the Standard of Excellence.
- In Science, 93.8% (100% of writers) achieved the Acceptable Standard, with 37.5% of students achieving the Standard of Excellence.
- In Social Studies, 87.5% (94% of writers) achieved the Acceptable Standard, with 18.8% of students achieving the Standard of Excellence.
- All Provincial Achievement Test results improved over the previous year's results, with a noticeable increase in the Social Studies exam results.

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

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

**Accountability Pillar Measures:**

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

**Key School Level Strategies Include:**

- 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 the jurisdiction Professional Capital strategy:**

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to

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

**In alignment with the jurisdiction strategy to support Student Diversity:**

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

**Commentary (July 2017):**

- The school opening day professional development day in August, 2016 was a catalyst for discussions of our diverse student population at Busby School and in Pembina Hills Public Schools.
- Staff had an opportunity to hear Bea Schadeck in August and again in January, 2017.
- Teachers then felt more comfortable to engage in conversations and plan lessons for students to increase the understanding of the impact of Residential Schools and the learning needs of First Nation, Metis, and Inuit learners.
- This will continue to be an area of focus for our staff as we engage with materials and activities from the Edmonton Regional Learning Consortium (ERLC) and the Alberta Teachers Association (ATA).
- Our FNMI identified students are on par with the non-identified students.

**In addition, Our school participated in Jurisdiction Strategies:**

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

- Staff had the opportunity to hear a keynote from Andrea Berg, from the Alberta Teachers' Association on the August staff opening day.
  - Her discussion about the needs of students who have identified as LGBTQ spurred conversations amongst the Busby School staff.
  - Many teachers and program assistants took the opportunity to read through the PRISM resources published by the ATA and have a deeper understanding moving forward.

**OUTCOME THREE: Alberta's education system is inclusive.**

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

**Accountability Pillar Measures:**

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

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

### Jurisdiction Outcome 3-A

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

#### 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 the jurisdiction Professional Capital strategy:**

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

**In alignment with the jurisdiction strategy to support Student Diversity:**

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

**Commentary (July 2017):**

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

**Differentiated Instruction and Universal Design of Learning**

- See commentary in Outcome 1.

**General Commentary**

- The Busby Preschool Society ran programs in each semester of the 2016-2017 school year.
  - There were on average six students enrolled throughout the year.
  - Preschool aged students with identified needs (Speech/Language and Fine/Gross Motor) attended the SPICE program at Westlock Elementary School.
  - Some of these students will be attending the Busby School Kindergarten program in 2017-2018.
  - The Busby Preschool Society has made a request for Pembina Hills to investigate the possibility of overseeing an Early Education program at Busby School in the 2018-2019 school year.
- Busby School is a safe and caring environment where students feel safe to play and learn.
  - Each morning our students are greeted off the bus to an open gym where they can play structured activities that is then followed by a whole school assembly.
  - At each assembly, students are celebrated for in and out of school accomplishments, announcements are made, rules are reviewed and discussed, and all students and staff participate in "Brain Gym" stretches and movements to prepare for the day.
- Our class sizes are relatively small and individual needs are addressed.
- Teachers participate in school, district, and individual/paired professional development opportunities.

- We are building a strong literacy program based on comprehensive literacy practices.
- Students are assessed throughout the year and adjustments are made to instruction based on assessment results.
  - We have identified areas of focus for next year to include word work/formation and writing.
- We have targeted professional development opportunities and have applied for grants and additional community funding to help support our goals.
- This year, Busby School staff (teachers and support) joined with other small schools to focus on math fact fluency and vocabulary strategies.
  - We look forward to continuing with this project next year with full year implementation to see how our students progress.
- Students at Busby School are expected to be active participants in their learning and their school community.
  - There are many opportunities to be involved through the All Ages Club (AAC), the Terry Fox Run, Remembrance Day service and Legion poster/essay/poem submissions, Food Bank, FCSS - Tree of Warmth and Adopt a Family, and other initiatives.
  - There is a strong tradition of the older students being role models and leaders by planning and running events throughout the year (Penny Carnival at Halloween, Aboriginal Games Day, etc.).
  - From grades four to six, students have the opportunity to play on the Bobcat sports teams to develop sportsmanship and athletic skills.
- Busby School has tremendous parent and community support.
  - Parents are always in the school helping out in classrooms, providing hot lunch, volunteering on field trips and special events, or attending School Council and Busby Parent Advisory Council Society meetings.
  - Parents provide 100% of the funding for field trips and programs so there is no direct cost to families to participate.
    - Camp Encounter, the Alberta Legislature, Pine Valley Gymnastics, Artist in Residence (World Beat Hip Hop residency), Edmonton Art Gallery, and extracurricular bussing for Bobcat games are some of the many initiatives provided by our parents this year.
  - The Busby & District Lions, Busby Firefighters, and Busby Fish & Game are also great community support for our school.
- There is a culture of high expectations at Busby School - both academic and social emotional.
  - Staff hold students accountable to do and act their very best at all times.
  - Staff aim to build relationships with students first.
  - Teachers know the students and their families by investing time to get to know them through school and extra-curricular activities and community events.
  - Teachers challenge their students to try their best and provide multiple means of learning for their students.
  - Our virtues program and consistent approach to discipline set the standard for behaviour.
  - Students have access to a Family School Liaison two days per week. When required, we access PHPS personnel or serve as a referral to outside agencies to ensure our students and families feel supported and receive the resources they require.

**Our school participated in Jurisdiction Strategies:**

In alignment with PPHS's Student Mental Health Strategy:

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

- 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
  - 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.
- 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 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.

[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**

### **School Priorities :**

- 1. Focused writing instruction based on assessments, differentiated instruction, quality feedback and student celebrations.**
- 2. Targeted math instruction to build common vocabulary and math fact fluency.**

### **Strategies to Impact School Priorities Include:**

- Professional development for teachers, collaborative planning time, instructional leadership through modeling and coaching by principal, and allocation of financial resources to teaching and learning materials.

### **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 the jurisdiction Professional Capital strategy:**

- Our school administration team will participate fully in the Administrator's Professional

#### Learning Community

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

**February, 2017:** The impact of PHPS's Professional Capital Strategy in our school was as follows:  
We do not have any new teachers this year.

#### **Commentary (July 2017):**

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

#### **Differentiated Instruction and Universal Design of Learning**

See commentary in Outcome 1.

#### **In addition, Our school participated in Jurisdiction Strategies:**

In alignment with PHPS's Professional Capital Strategy:

- We did not have any new teachers this year

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

- See commentary in Outcome 1.

In alignment with PHPS's Professional Development Strategy:

- Staff at Busby School are committed to ongoing professional development.
- Our small staff size and collaborative spirit, enable us to engage in conversations both formally and informally.
- All staff participated in the PHPS opening day discussions around the needs of our First Nations, Metis, and Inuit and LGTBQ learners.
  - These topics were referred to throughout the year and staff changed their practices based on new learning throughout the year.
- Two additional staff members were trained in SIVA this year to support the proactive strategies in dealing with children with challenging behaviour.
- All teachers attended jurisdictional PD days and formed collaborative groups with other PHPS teachers that continued beyond the two district days.
- Program Assistants attended training sessions for Speech and Language and literacy supports.
- Two additional teachers were trained in the Reading Readiness Screening Tool (RRST) and enhanced their instructional practice as a result of the training.
- Our entire staff participated with other small schools to learn about math fact fluency and vocabulary.

- We engaged in ongoing discussions about students' reading.
- We toured a school in April, 2017 to see how implementing the reading and writing workshop models might enhance our instruction moving forward into the 2017-2018 school year.
- Early dismissal times were utilized to update our Benchmark Assessment System (BAS) training, discuss student needs, and implement math fact fluency and vocabulary strategies.
- Due to our combined classes and teaching assignments, teachers have common students and a vested interest in ensuring students are successful.
- We were creative in our timetabling to allow for targeted intervention strategies and support.

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

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.

- 5.14 Number of registered\* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

**Key School Level Strategies Include:**

- 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, 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 extracurricular activities for students.

**Participation in District Strategies:**

[None from this set of strategies](#)

**Commentary (July 2017):**

- Busby School is a small, family and community oriented school.
  - Parents and extended family members are consistently in the school for celebrations

and volunteer opportunities.

- Events include: Welcome Back BBQ and Book Fair, Terry Fox Run, Penny Carnival at Halloween, Remembrance Day Service, Christmas Concert at Busby Hall, monthly class lead assemblies, monthly class served hot lunches, 100% attendance at goal setting and parent/teacher/student interviews, School Council and Busby Parent Advisory Council Society meetings, sporting events, field trips, Authors' Night & BBQ, year end water fight, and many more
- We have tremendous community support from organizations such as the Busby & District Lions Club, Busby Firefighters, and Busby Fish & Game.
- This year for our annual Volunteer Tea & Art show we hosted an Artist in Residence for the week prior.
  - The residency was titled "World Beat Hip Hop" and the instructor worked with each of our classes each day to produce a performance from another country and celebrate Canada's diversity through song and dance.
- The Bobcat sports program develops athletic and sportsmanship skills in our grades 5 and 6 students.
  - All students are welcome to play soccer, volleyball, and basketball against other Pembina Hills schools.
  - Our teacher coaches spend many recesses practicing with the students. Busby hosts the soccer tournament each October on our three soccer fields.
  - This year, we also participating in the Running Room Indoor Games at the Butterdome.
  - Students did exceptionally well competing against other schools. As an added bonus for our teams this year, our Busby PAC Society solicited donations for new jerseys for our students.
  - The grade 4 students join the program in February and March as "Bobkittens" to prepare them for grades 5 and 6.
- Our morning assemblies are valued by students and staff.
  - It is an opportunity to gather together and make announcements, celebrate school and personal accomplishments, review and discuss discipline and rules, build community, and participate in "Brain Gym" activities to prepare for our day.

**Our school participated in Jurisdiction Strategies:**

In alignment with PHPS's Strategy to promote Communications:

- We continue to produce a weekly school newsletter that goes home with other forms in our "Thursday envelopes".
- Parents appreciate the updates, pictures, calendars, and community events that are supplied each week.
- We maintain a Busby School Facebook page as well as the school website.
- Parents are regularly in the school and engage with teachers about their child's progress in addition to our regular progress reports, use of agendas, email, and phone calls.

## Section 3: Performance Measure Results and other Quantitative Data

### OUTCOME ONE: Alberta Students are successful.

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#### **Accountability Pillar Measures:**

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

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	16	92.2	21.9	16	88.0	19.0

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

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

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

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

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

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).

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).

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).

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).

Percentage							

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	97.3	99.2	97.0	95.9	97.7	96.8	97.4
Parents	100	100	98.0	96.7	100	*	100
Students	94.6	98.3	93.1	91.1	95.3	93.7	92.3
Teachers	8	*	100	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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	92.3	100	100	79.2	90.0	83.3	77.4
Parents	92.3	100	100	72.7	90.0	*	71.4
Teachers	*	*	100	85.7	*	83.3	83.3



**Jurisdiction Measures:**

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

Percentage at Acceptable							
Percentage at Excellence							

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	1.2	1.2	0.1	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).

Number							
Percent							

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

Number							
Percent							

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	95.5	92.9	94.7	97.5
Students	No Survey	100	97.4	97.7	95.1	100	97.7
Staff	No Survey	100	100	100	100	90.0	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	8	8	8	8	9	9	9

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	109	106	93	112	102	95	92
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).

Number							
Percent							

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

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.

Number							
Percent							

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

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.

Number							
Percent							

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

Number							
Percent							

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

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

**OUTCOME THREE: Alberta's education system is inclusive.**

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**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	93.8	95.4	96.5	95.0	96.4	96.2	98.1
Parents	100	96.9	98.0	96.7	98.3	*	100
Students	87.6	93.8	91.5	88.4	94.4	92.5	94.3
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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	100	100	97.4	100
Students	No Survey	95.1	100	100	100	100	100
Staff	No Survey	100	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.”*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	99.6	98.4	95.6	99.6
Students	No Survey	100	99.1	80.4	96.4	85.2	57.6
Staff	No Survey	100	100	98.6	100	98.3	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	91.6	95.2	98.3	94.9	95.7	94.3	94.9
Parents	94.9	94.9	100	94.4	94.4	*	90.5
Students	88.3	95.6	95.0	90.4	96.9	94.2	94.1
Teachers	*	*	100	100	*	94.4	100

**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			0.9	1.0	1.0	0.0	0.0
Level 5			1.8	1.0	2.0	0.3	2.0
Level 4			5.4	3.8	3.9	0.7	6.1
Level 3			4.5	5.7	6.9	1.7	11.1
Level 2			3.6	1.9	6.9	0.7	5.1
Level 1			83.9	86.7	79.4	96.5	75.8

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

Number							

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

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**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.6	83.5	85.7	88.1	88.3	76.6	82.6
Parents	81.6	83.5	80.3	85.1	88.3	*	82.1
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	*	*	91.1	91.1	*	76.6	83.0

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	n/a	n/a	100	100	n/a	88.9	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	97.2	100	95.2	92.1	97.5

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

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

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	97.2	100	97.6	100	97.5
Students	No Survey	100	100	100	100	100	100
Staff	No Survey	100	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	94.7	100	97.6	94.6	95.0
Students	No Survey	100	100	100	100	95.6	97.7

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	97.7	92.9	92.1	100
Students	No Survey	100	97.4	97	97.4	97.8	95.3
Staff	No Survey	93.3	100	100	100	66.7	100

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	98	97.6	97.4	100
Students	No Survey	97.4	97.4	95	97.6	97.8	97.7
Staff	No Survey	100	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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BU	62	58	84	52	33	33	34

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

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BU	1.83	1.20	1.16	1.16	1.44	0.93	1.01

**4.11** Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	2.01

## Jurisdiction Outcome 4-A

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

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### Jurisdiction Measures:

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	100	100	97.8	97.6	92.1	92.5
Students	-	95.2	100	93.2	100	100	97.7
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	97.6	97.4	91.1	92.9	91.1	97.7
Teachers	-	100	100	90.9	71.4	87.5	100



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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	93.3	97.7

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	97.8	97.7
Teachers	-	-	-	-	New 2015	100	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	94.7	95.0

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

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### Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	93.4	90.9	96.6	94.2	93.3	96.7	88.6
Parents	93.4	90.9	96.0	84.7	93.3	*	77.1
Teachers	*	*	97.1	100	*	96.7	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	94.6	88.7	97.4	91.5	78.0	87.9	99.3
Parents	100	81.8	100	83.3	58.3	*	100
Students	89.2	95.6	94.9	83.3	97.7	92.5	97.8
Teachers	*	*	*	100	*	83.3	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	98.0	98.1	96.5	96.0	96.5	98.7	100
Parents	97.4	96.1	93.2	95.8	93.1	*	100
Student	98.6	100	96.3	92.1	100	97.5	100
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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	77.3	86.8	78.9	75.2	78.8	78.4	79.7
Parents	56.0	73.5	62.2	47.8	58.8	*	62.5
Students	98.6	100	91.3	92.1	98.8	94.9	96.7
Teachers	*	*	83.3	85.7	*	61.8	80.0

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	98	97.6	97.4	100
Students	No Survey	97.4	97.4	100	100	100	100
Staff	No Survey	100	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 ...*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	100	100	97.4	100
Students	No Survey	100	97.4	100	100	100	97.7
Staff	No Survey	100	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	98	97.6	92.1	92.5
Staff	No Survey	100	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*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	92.1	92.5
Students	No Survey	89.7	97.4	85	88.1	95.2	90.7
Staff	No Survey	100	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	100	100	92.1	100
Students	No Survey	100	100	100	100	100	97.7
Staff	No Survey	100	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	91.9	100
Students	-	-	-	-	Introduced in 2015	N/A	N/A
Staff	-	-	-	-	Introduced in 2015	100	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	92.9	97.2	100	83.3	88.9	92.5
Students	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	100	97.2	96	97.6	97.8	97.7
Staff	No Survey	100	100	100	100	90.0	88.9

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	700	650	1,500	800	500	500	15,500

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	33	35	35	37	38	36	29

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	7	7	8	8	8	8	48

**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)

Number							