

**BUSBY SCHOOL**

**Three Year Education Plan**

**2018-2019**

**July, 2018**

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Address the Diversity of Student Needs

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OUTCOME THREE: Alberta's education system is inclusive.

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

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

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 are in a self-contained class. The grades 1 to 6 students are in combined classes with grades 1 & 2, 2 & 3, 4 & 5, and 5 & 6 as configurations.

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.

2018-2019
<p><b><u>OUTCOME ONE</u></b>: Alberta’s Students are successful.</p> <p><b><u>OUTCOME TWO</u></b>: Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p> <p><b><u>OUTCOME THREE</u></b>: Alberta’s education system respects diversity and promotes inclusion.</p> <p><u>Jurisdiction Outcome 3-A</u>: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p><b><u>OUTCOME FOUR</u></b>: Alberta has excellent teachers, school and school authority leaders.</p> <p><u>Jurisdiction Outcome 4-A</u>: PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.</p> <p><b><u>OUTCOME FIVE</u></b>: The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A</u>: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

**Busby School PROFESSIONAL LEARNING COMMUNITY FOCUS**

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

<p><b>Address the Diversity of Student Needs</b>  <i>Addressing the Diversity of Student Needs is everyone’s responsibility.                  Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center"><b>Alberta Education Outcome(s) impacted</b></p>
<ul style="list-style-type: none"> <li>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</li> </ul>	<p align="center">1, 2, 3</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Ensure that class configurations address the diversity of needs of students. Teaching and support staff will be placed according to need.</li> </ul>	
<ul style="list-style-type: none"> <li>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</li> </ul>	<p align="center">3</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Participate in ongoing PD and utilize resources in our classrooms. Two staff members are trained as trainers.</li> </ul>	
<ul style="list-style-type: none"> <li>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</li> <li>The principal’s role is to:                             <ul style="list-style-type: none"> <li>Coordinate implementation of the Mental Health Literacy Project at their school</li> <li>Facilitate collaboration between the coordinator and classroom teachers</li> <li>Monitor how the needs of students and staff are being addressed</li> </ul> </li> </ul>	<p align="center">4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Have ongoing conversations and monitoring of our Family School Liaison’s caseload as to the number and types of needs of our students.</li> <li>Access additional supports from PHPS and community agencies when the need arises</li> </ul>	
<ul style="list-style-type: none"> <li>Additional school strategies to address the Diversity of Student Needs</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Ensure there are PD opportunities for staff to enhance their skills to feel competent in addressing the needs of ALL of their students.</li> </ul>	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	

Number of students who access Family School Liaison services			17	12
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<p><b><u>Numeracy</u></b>  <b>Everyone is a teacher of Numeracy.</b>  <b>Strategies will be focused in grades 4-6.</b></p>		<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> <li>○ After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</li> </ul> </li> </ul>		<p>1</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Administer the MIPI in September 2018 and analyze the data on the October PD Day.</li> </ul>		
<ul style="list-style-type: none"> <li>● Professional development will: <ul style="list-style-type: none"> <li>○ Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</li> <li>○ Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</li> </ul> </li> </ul>		<p>4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Continue to work with the Kim Sutton resource materials and implement the daily Math fluency block at the beginning of our Math classes.</li> <li>● Continue to discuss core vocabulary and build a common language in K-6.</li> <li>● Host a 10 week “Discover Coding” program for the grades 3, 4/5, and 6 classes (80 mins each x 10 weeks) by a certified teacher and coding expert. The program will involve cross curricular competencies and projects.</li> <li>● Staff will participate in a half day PD session before the coding program begins.</li> </ul>		
<ul style="list-style-type: none"> <li>● The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Coordinating MIPI implementation</li> <li>○ Facilitating collaboration between the potential coordinator and classroom teachers</li> </ul> </li> </ul>		<p>4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Provide time for teachers to discuss instructional strategies and student areas of strength and need.</li> </ul>		
<ul style="list-style-type: none"> <li>● Additional school strategies focused on Numeracy</li> </ul>		
<p><b>In our school we will:</b></p>		

- Collaborate with other schools to develop instructional strategies and resources (i.e. Daily Math (homework activities to promote daily review of key concepts and increase parental involvement)).

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
Number of non-coded students achieving grade level proficiency in Mathematics. (Difficult to measure. Could the MIPI be used in 2018/19?)				95

<p><b><u>Literacy</u></b>  <b><i>Everyone is a teacher of Literacy.</i></b>  <b><i>Strategies will be focused in K-3.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</li> </ul>	1
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Continue to administer the RRST and BAS assessments in January and June of each year.</li> </ul>	
<ul style="list-style-type: none"> <li>● All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</li> </ul>	1
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Have all teachers in K-3 assess and adjust instruction according to assessment results.</li> </ul>	
<ul style="list-style-type: none"> <li>● Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to: <ul style="list-style-type: none"> <li>○ Work elbow to elbow with teachers</li> <li>○ Guide the analysis of assessment data</li> <li>○ Guide selection of instructional strategies</li> <li>○ Serve as a site based Literacy ‘point person’</li> </ul> </li> </ul>	1
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● Use sub release time for lead teachers to participate in district facilitated PD and dialogue under the direction of the principal.</li> </ul>	
<ul style="list-style-type: none"> <li>● The principal’s role is to ensure implementation and alignment by:</li> </ul>	1



<ul style="list-style-type: none"> <li>○ <i>Coordinating RRST and BAS implementation</i></li> <li>○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i></li> <li>○ <i>Monitoring implementation of the Literacy strategy</i></li> <li>○ <i>Being a participant in professional learning</i></li> <li>○ <i>And insisting on alignment to district standard</i></li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Ensure the Literacy strategy is implemented with fidelity through observation, conversations, and professional development.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>Professional development will:</i> <ul style="list-style-type: none"> <li>○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i></li> <li>○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i></li> </ul> </li> </ul>	4
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Fully participate in professional development opportunities provided by PPHS and outside agencies (i.e. ERLC).</b></li> </ul>	
<ul style="list-style-type: none"> <li>● Additional school strategies focused on Literacy</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Continue to work on Readers’ Workshop, Writer’s Workshop and Word Work as frameworks to a balanced approach to literacy instruction.</b></li> <li>● <b>Utilize Intervention programs (i.e. Seeing Stars, FlyLeaf) for students who require additional support.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</i></li> </ul>	1
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Continue to administer the RRST and BAS assessments in January and June of each year.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</i></li> </ul>	1

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
Number of non-coded students who achieve grade level proficiency in reading.			75	80

Number of non-coded students who achieve grade level proficiency in writing. (Will use HLATs next year.)				80
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Note: The following set of strategies is focused on grades that our not programmed in our school.

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

## OUTCOME ONE: Alberta Students are successful.

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

### Accountability Pillar Measures:

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

### Jurisdiction Measures:

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

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

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

**Key School Level Strategies Include:**

- We will continue building a strong literacy program based on comprehensive literacy practices.
- Students will be assessed throughout the year and adjustments will be made to instruction based on assessment results.
- We will continue to focus on improving students reading, writing, and math fluency.
- LLI will be implemented in each classroom that has students who are not reading at grade level. Interventions including ERI, Seeing Stars, and FlyLeaf 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.
- 
- 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. Teachers are participating in PD related to Kim Sutton's Math Fact Fluency and other instructional strategies.

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.

**Commentary (July 2018):**

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.
- 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.

### **Report on Key Strategies from 2017-2018 Education Plan**

**Focused writing instruction based on assessments, differentiated instruction, quality feedback and student celebrations.**

**Targeted math instruction to build common vocabulary and math fact fluency.**

#### **Literacy:**

- All teachers and program assistants went to an inservice and toured a school that was using the Reading and Writing Workshop models for literacy instruction.
- Teaching resources and levelled books were purchased for all classrooms.
- 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
  - 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 I.
- Kindergarten and Grade 1 students utilized the newly purchased FlyLeaf resources to assist with targeted needs from RRST results. Staff received inservicing on the use of this program.
- Two students in grades 4 & 5 were assessed and benefited from using the Seeing Stars visualization program that was purchased and staff were trained in this year
- All student reading assessment data has been logged into Dossier.
- We identified the need to implement different word work/formation strategies. Staff utilized the Words Their Way program to differentiate word work instruction and learning. The grades 4, 5, and 6 students had this at a common time to allow for multi-grade groupings and increased teacher time.

This year we had a school wide focus to enhance our instructional practices in literacy for ALL students in K-6. In April 2017, we attended an inservice and observed classes at a school in Edmonton. We then discussed the possibilities for Busby School. As a staff, we agreed that the Reading and Writing Workshop models (Lucy Calkins) provided a framework for instruction that would benefit our students. The daily structures complemented the work we were already doing as part of a comprehensive approach to literacy instruction. Resources were purchased in June 2017 and implemented in September 2017. Many new books were purchased for students to have access to quality books of different genres. These books were placed in classrooms for student to read in class and take home to read as well. The teacher resources included mentor texts that were used for lessons and reading and writing instruction. Books were also purchased to infuse quality interactive read alouds and shared reading across the curriculum. We implemented a Bobcat Book Club where students were encouraged to read 30 minutes per day at home and minutes were logged. WE had students reading in bus lines, on the playground, and when they had spare time at school! We built a culture of reading and students were recommending books to one another and we often shared and

read stories in our morning assemblies to inspire kids to read more.

We noticed a big difference this year in the independence level of our writers. Writing was identified as an area of improvement at the end of the 2016-2017 school year. We committed to using the Writing Workshop model to improve instructional strategies in writing. Teachers noticed a dramatic increase in the volume of writing as well as the ownership students took of their own writing. Students had increased independence in coming up with ideas (across genres), using different spelling strategies, and worked through the revision and editing processes themselves. It was a celebration in May for these students to share stories (again, across different genres) that they had created themselves at the Annual Authors' Night and BBQ. The intention was to use the assessments from the Writing Workshop but teachers used their release time this year to learn the strategies and plan their lessons as well as how to support writers through conferring through the process. This should be an area of focus for next year and consideration given to the type of assessment used (Workshop resources, HLATs, etc.)

All students participated in their grade level literacy instruction and were exposed to rich literacy environments. Teachers were able to differentiate instruction through guided reading, small group writing, strategy groups, and one on one conferring for reading and writing. The use of Book Clubs was explored from grades 2 - 6 with great success. Students were able to build their oral communication skills by listening to others' viewpoints and adding their own thoughts about what they were reading.

Students were celebrated throughout the year on their reading and writing accomplishments. It became part of the daily routine at morning assemblies to discuss books, share books, and celebrate Bobcat Book Club milestones. At the end of each workshop unit, there was also a celebration in reading and writing. For example, the grades 2-3 class hosted a "Non-Fiction Exhibition" where they became the experts on a particular topic they were reading about and showcased this in the gym where other students from different classes could attend. We wanted to expand opportunities for students to share their writing beyond the annual Authors' Night each May. This year, students regularly invited other classes to buddy read the books students had written and celebrate the changes in their writing. Books were also shared at Parent/Teacher/Student interviews to engage parents in the writing process and why there is a focus on content and idea generation rather than focusing on spelling and punctuation for all pieces.

In Math, we continued our work on building math fact fluency and common vocabulary from Kindergarten to Grade 6. Teachers continued to use Kim Sutton's resources and we hosted other schools on the January 31 PD Day to discuss math instructional practices. Our grade 6 students also used a daily math review for homework that helped to keep concepts fresh and more fluent. Parents appreciated having this 5 minute review to engage with their children about what they were learning. We used PLC time to discuss math topics and experimented with the use of the MIPI. We are prepared for full implementation next year and would look for opportunities to collaborate with other schools to develop mid year and year end assessments.

**September 2018** Comment on PAT Results:

- Our PAT results in Language Arts, Math, and Social Studies were all close to the provincial

average and somewhat below in Science. As a result of the analysis of our PAT results and our standardized results from the MIPI Math programming instrument from the 2017-2018 school year, our staff identified the following skills as areas for growth in Numeracy: fractions, basics of equality and equations, and solving complex word problems. Professional Development will target these areas, with an emphasis on developing our students' use of language to enhance a deep understanding of these math concepts.

- Grades 3 - 6 students have received weekly instruction with Computer Coding, where they learn to tackle multi-step problems in an organized fashion, promoting linear and organized thinking skills.
- The work in literacy with Lucy Calkins, which began the previous year will continue. Staff will attend professional learning and a K-2 resource for word work is being implemented.

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

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

**Accountability Pillar Measures:**

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

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

**Key School Level Strategies Include:**

- At Busby School we continue to employ strategies to encourage engagement of all of our students. These strategies include our reading programs, extra-curricular activities, math investigations, artist in residence program, assessment for learning and Differentiated Instruction and Universal Design for Learning.
- We will be hosting Phyllis Webstad, who is the inspiration behind Orange Shirt Day, in

October 2018. Ms. Webstad has recently written a book about her experiences and will be sharing her story in a whole school assembly and break out sessions with the grades 4 to 6 students.

**Commentary (July 2018):**

- Our work this year was a continuation from the great discussions that were started last year around student diversity. There was a mindset shift and our staff are eager to learn.
- Our school embraced the Orange Shirt Day and used the time leading up to the official date to read books, teach students, and open dialogue about Residential schools with all of our students in grades K through 6.
- On the January 31 PD Day, Busby School hosted teachers and program assistants from three other PHPS schools for the day. The morning was devoted to numeracy and in the afternoon Shannon Loutitt from the ATA Walking Together project helped to facilitate sessions. Staff rotated through three different sessions before participating in a Blanket exercise in the gym. Staff from all four schools increased their foundational knowledge of First Nations, Metis and Inuit perspectives and were appreciative of the opportunity to gather together for the day.
- Busby staff also participated in the Treaty learning on the November District PD Day. This was a catalyst for further discussions and learning for our staff.
- Each month one of our classrooms presents at an assembly for parents and community members. Our grades 4-5 class took it upon themselves to present a readers' theatre about Turtle Island. The students participated in a Blanket Exercise to help with their learning prior to presenting and they read a number of books and engaged in discussion to learn about the history of First Nations, Metis and Inuit in Canada. They presented at the assembly and evoked emotions in our audience that allowed for discussions with parents and community members. The students ended with a message of hope and that the process of reconciliation starts with them.
- We celebrated National Indigenous Peoples Day in June with the Heavenly Skies Dance Society coming to perform and educate our students about traditional Cree dancing. We also had a group of parent and community volunteers who prepared bannock and jerky for us.
- Our FNMI identified students are on par with the non-identified students.

**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.**

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

#### **Key School Level Strategies Include:**

##### 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.
- We look forward to offering the B-Prep program through PHPS Early Learning Services to have increased collaboration and sharing of services for our students.
- B-Prep will be operating on Tuesdays and Thursdays and will be offering a morning and an afternoon session.

##### Strategies to maintain a Safe and Caring learning environment

- Busby School will continue to organize arrival processes including greeting at the bus, structured play in the gym and morning assemblies. Here we will discuss any issues we are encountering, and encourage students to behave appropriately.
- Our teachers and staff will continue to treat every child in the school as if they were a student in their class.
- 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.
  - We will continue to encourage student pride in keeping their school and yard neat and tidy throughout the year.
- Busby School will continue to maintain a culture of high expectations
  - Staff will hold students accountable to do and act their very best at all times.

- Staff will aim to build relationships with students first.
- Teachers will get to know the students and their families by investing time through school and extra-curricular activities and community events.
- Teachers will challenge their students to try their best and provide multiple means of learning for their students.

#### Support for students at risk

- We will assign 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 outside services.
- Staff at Busby School will identify at risk students and use individualized approaches to engage learners.
- We will assign Speech and OT Program Assistant(s) to work one-on-one and/or in small groups with students under the direction of our Speech Pathologist(s) and Occupational Therapist.
- Students will have access to a Family School Liaison two days per week.
- When required, we will 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.
- In PLC 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

#### **Commentary (July 2018):**

##### Preschool

- The Busby Preschool Society ran programs in each semester of the 2017-2018 school year.
  - There were on average ten 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.
- The Busby Preschool Society 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.
  - This request was accepted in April 2018, and the principals of Busby School and Early Learning developed a transition plan to make this happen for September 2018.

##### Support for students:

- 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.

##### Student Mental Well Being

- The PHPS Coordinator of Counselling provided support and guidance to our Family School Liaison through one on one sessions and group meetings.
- Two teachers were trained as Go To Mental Health educators.
- The Family School Liaison's caseload was monitored by the principal and additional supports were accessed as required (PHPS and community agencies).

- Our class sizes are relatively small and individual needs were well addressed.

Welcoming, Caring, Respectful and Safe Learning Environments:

- Busby School continued to be a safe and caring environment where students feel safe to play and learn.
  - Each morning our students were greeted as they got off the bus and ushered to an open gym where they played structured activities followed by a whole school assembly.
  - At each assembly, students were celebrated for in and out of school accomplishments, announcements were made, rules were reviewed and discussed, and all students and staff participated in “Brain Gym” stretches and movements to prepare for the day.
- The Character Education program enhanced our teaching as a whole school in individual teachers’ classrooms.
- Our school has very few office referrals for behaviour issues.
- Busby School continued to work together to ensure that our only ‘spoken’ rule is “Just Be Nice”.
- Service projects continued to be an integral part of character development at Busby School.
  - 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 had excellent participation in all of the service projects we do. Examples include: Operation Christmas Child Shoe-boxes, Food Bank, Terry Fox Run, UNICEF.
  - The school is respected by the students. When we do a school yard clean-up we are hard pressed to find any garbage to pick up.
- We maintained a Counselling fte of 0.1.
- Our Family School Liaison worker met with parents and students to recommend and refer to community supports when necessary.
  - She worked with students who were identified by parents or staff, as well as other children in the school as she is able.
  - Some of the topics/ areas she worked on included: self-esteem, developing appropriate social relationships, maintaining and building positive friendships, and other topics as required.
- We received 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**

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

**Key School Level Strategies Include:**

Professional Development

- 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.
- Walkthroughs by the Administrator will continue to be used to support teacher growth.
- 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 (GAPE), 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.

**Commentary (July 2018):**

Professional Development:

- All teachers participated in the Literacy and Numeracy professional learning series facilitated by PHPS.
- All teachers attended jurisdictional PD days and made connections with other PHPS teachers that continued beyond the two district days.
- EPPC funds were used for additional PD and collaboration time.
- All teachers participated in the small schools collaborative group project to improve math fact fluency and build math vocabulary.
- Two additional staff members were trained in SIVA this year to support the proactive strategies in dealing with children with challenging behaviour.
- Two staff members became Go To Educators for the Mental Health project.
- Program Assistants attended training sessions for Speech and Language and literacy supports.
- Our entire staff participated with other small schools to learn about math fact fluency and vocabulary and increased our foundational knowledge of First Nations, Metis and Inuit history in Canada
- Our small staff size and collaborative spirit, enable us to engage in conversations both formally and informally. We have ongoing discussions about students' reading and writing.
- 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. We implemented those models in September 2017 and purchased teaching resources and levelled books of different genres to provide choice for students in their reading.

- Early dismissal times were used to develop Professional Learning Community goals. Teachers:
  - Learned how to facilitate small group reading and writing instruction,
  - Discussed how to implement math fact fluency and vocabulary strategies.
  - Discussed student progress and how to adjust instruction if students were not progressing.
- We participated in an eight module, self-paced online training PD on different reading and writing strategies (Jennifer Serravello, Heinemann Publishing).
- This year, Busby School staff (teachers and support) joined with other small schools to focus on math fact fluency and vocabulary strategies as well as building our foundational knowledge of First Nations, Metis and Inuit history in Canada.
- The combined classes and teaching assignments contributed to teachers having common students and therefore a collective 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)

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

**Key School Level Strategies Include:**

- 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, website, 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.

#### **Commentary (July 2018):**

- 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, Indigenous 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, Bennett Centre overnight trip, Pine Valley Gymnastics, Artist in Residence (Hoop Dancing), Ukrainian Cultural Heritage Village,, 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.
- Busby School is a small, family and community oriented school.
  - 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.
- This year for our annual Volunteer Tea & Art show we hosted an Artist in Residence for the week prior.
  - The residency involved hoop dancing and the instructor worked with each of our classes each day to produce a performance that allowed students to use hoops in a variety of ways and improve their physical literacy overall.
- 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 participated in the Running Room Indoor Games at the Butterdome.
- Students did exceptionally well competing against other schools.
- 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.

Communications:

- We continue to produce a weekly school newsletter that goes home with other forms in our “Wednesday 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.

##### Accountability Pillar Measures:

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	11	84.1	11.4	15	86.2	12.6

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

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year							
4 Year							
5 Year							

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year							
6 Year							

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

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

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

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

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

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	99.2	97.0	95.9	97.7	96.8	97.4	89.7
Parents	100	98.0	96.7	100	*	100	*
Students	98.3	93.1	91.1	95.3	93.7	92.3	89.7
Teachers	*	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	100	100	79.2	90.0	83.3	77.4	n/a
Parents	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable							
Percentage at Excellence							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	1.2	0.1	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).

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

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

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	95.5	92.9	94.7	97.5	95.3
Students	100	97.4	97.7	95.1	100	97.7	100
Staff	100	100	100	100	90.0	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	8	8	1.168	9	9	9	9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	106	93	112	102	95	92	102
Percent	100	100	100	100	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year							

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

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

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

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

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

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

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

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

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

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

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	95.4	96.5	95.0	96.4	96.2	98.1	84.7
Parents	96.9	98.0	96.7	98.3	*	100	*
Students	93.8	91.5	88.4	94.4	92.5	94.3	84.7
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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	100	100	97.4	100	97.7
Students	95.1	100	100	100	100	100	97.2
Staff	100	100	100	100	100	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	99.6	98.4	95.6	99.6	97.6
Students	100	99.1	80.4	96.4	85.2	57.6	95.8
Staff	100	100	98.6	100	98.3	100	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	95.2	98.3	94.9	95.7	94.3	94.9	86.1
Parents	94.9	100	94.4	94.4	*	90.5	*
Students	95.6	95.0	90.4	96.9	94.2	94.1	86.1
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).**

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

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	83.5	85.7	88.1	88.3	76.6	82.6	n/a
Parents	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	n/a	100	100	n/a	88.9	100	n/a

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	97.2	100	95.2	92.1	97.5	93.0

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

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

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



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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	97.2	100	97.6	100	97.5	97.7
Students	100	100	100	100	100	100	100
Staff	100	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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	94.7	100	97.6	94.6	95.0	95.3
Students	100	100	100	100	95.6	97.7	91.2

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	97.7	92.9	92.1	100	No Data*
Students	100	97.4	97	97.4	97.8	95.3	94.4
Staff	93.3	100	100	100	66.7	100	100

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	98	97.6	97.4	100	95.3
Students	97.4	97.4	95	97.6	97.8	97.7	97.2
Staff	100	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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
BU	58	84	52	33	33	34	52

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-201
BU	1.20	1.16	1.16	1.44	0.93	1.01	0.68

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-201
Average for all:	2.81	1.58	1.72	1.30	1.99	2.01	2.33

**Jurisdiction Outcome 4-A**

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

**Jurisdiction Measures:**

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	97.8	97.6	92.1	92.5	95.3
Students	95.2	100	93.2	100	100	97.7	91.7
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	97.6	97.4	91.1	92.9	91.1	97.7	94.4
Teachers	100	100	90.9	71.4	87.5	100	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	100	100
Students	–	–	–	New 2015	93.3	97.7	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	–	–	–	New 2015	97.8	97.7	91.7
Teachers	–	–	–	New 2015	100	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	94.7	95.0	100

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	90.9	96.6	94.2	93.3	96.7	88.6	n/a
Parents	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	88.7	97.4	91.5	78.0	87.9	99.3	88.2
Parents	81.8	100	83.3	58.3	*	100	*
Students	95.6	94.9	83.3	97.7	92.5	97.8	88.2
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	98.1	96.5	96.0	96.5	98.7	100	94.1
Parents	96.1	93.2	95.8	93.1	*	100	*
Student	100	96.3	92.1	100	97.5	100	94.1
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	86.8	78.9	75.2	78.8	78.4	79.7	91.2
Parents	73.5	62.2	47.8	58.8	*	62.5	*
Students	100	91.3	92.1	98.8	94.9	96.7	91.2
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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	98	97.6	97.4	100	92.6
Students	97.4	97.4	100	100	100	100	100
Staff	100	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 ...*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	100	100	97.4	100	96.2
Students	100	97.4	100	100	100	97.7	95.8
Staff	100	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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	98	97.6	92.1	92.5	88.9
Staff	100	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*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	92.1	92.5	88.9
Students	89.7	97.4	85	88.1	95.2	90.7	91.7
Staff	100	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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	100	100	92.1	100	92.6
Students	100	100	100	100	100	97.7	95.8
Staff	100	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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	91.9	100	96.3
Students	–	–	–	New 2015	N/A	N/A	N/A
Staff	–	–	–	New 2015	100	100	100

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

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

*Students: 7-12: I have opportunities to participate in extra-curricular activities.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	92.9	97.2	100	83.3	88.9	92.5	88.0
Students							

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	100	97.2	96	97.6	97.8	97.7	87.5
Staff	100	100	100	100	90.0	88.9	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$650	\$1,500	\$800	\$500	\$500	\$15,500	\$25,000

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	35	35	37	38	36	29	37

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	7	8	8	8	8	48	46

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

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