

DUNSTABLE SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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Dunstable School PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by participating in Parent Council Meetings and sharing their thoughts with teachers and administration throughout the 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 all parents fill out an annual feedback sheet and our school council members are invited to attend the annual planning day.

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

At Dunstable School we work to provide a unique supportive family-like atmosphere committed to building academic excellence from a foundation based on character and active citizenship.

Historical Background

Dunstable School, located about 30 kilometres south-east of Barrhead, serves approximately 60 students from K – 6. Dunstable School came into existence when the first Dunstable School was built two miles south of the present site. The first teacher was believed to be Mrs. Jean Livesy. Dunstable

School derived its name from the small community of Dunstable located about 50 kilometres north of London, England. According to pioneer and school bus driver, Mr. Jim Redwood (now deceased) the community got its name by a lottery. Wondering how to name it, the four founding settlers decided to each put a name into a hat, and the name drawn was Dunstable.

The one-room school served grades one to ten until 1948 when schools in Belvedere, Sion, Five Lakes, Clifton and Dunstable were centralized. During the summer of 1948, the five-school buildings were moved to the new location, which is the present site of Dunstable School. The enlarged version Dunstable School served 100 students grades one to twelve. Enrolment peaked in 1949 with 126 students and started dropping off in 1962. From 1937 to 1964, grade 11 was the highest grade offered and in 1964 it dropped to grade nine. Since 1973, the school has served grades K – 6.

The present building was completed in 1953. It has a unique architectural design, with the gymnasium in the centre of the school building serving as entrance and hallway. It must be traversed to gain entry to any classroom. With the completion of the new addition in 1999, the large boot-room now serves as an entrance to the two offices and the library/computer room. The school also consists of four classrooms, a staff room and a gym.

Demographics

This year our school will be serving 58 students from kindergarten to grade 6.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

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

Dunstable School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone's responsibility. Response to Intervention is the framework of strategies applied at all levels.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● <i>District and School level staff will support Indigenous students and Indigenous knowledge inclusion.</i> 	2
In our school we will: <ul style="list-style-type: none"> ● Work to build a relationships with the teachers and students at the school in Alexis. ● Work with Darlene to continue programs for kids. ● Continue to work with our Parent Council 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	3
In our school we will: <ul style="list-style-type: none"> ● Mental Health Mondays as a part of our Morning Assemblies ● Practice what we learn throughout the week in classrooms and look for it on the playground. - Include it in our journalling, or in stories we read and write, etc. ● Collect together books on various topics related to mental health that we can share with kids. 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> ● <i>The principal's role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	4
In our school we will: <ul style="list-style-type: none"> ● Mental Health Mondays as a part of our Morning Assemblies ● Practice what we learn throughout the week in classrooms and look for it on the playground. - Include it in our journalling, or in stories we read and write, etc. ● Collect together books on various topics related to mental health that we can share with kids. 	
<ul style="list-style-type: none"> ● Additional school strategies to address the Diversity of Student Needs 	
In our school we will: <ul style="list-style-type: none"> ● Bear Houses, Kinderbuddies, Bucket Fillers, Teacher - Student Sports, Thank you messages, Virtue Program, Buddy Reading, Bear of the Week, Star of the Week (K/1/2), 	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	
We will aim to meet with Alexis at least twice				
Survey results improve - in terms of others are interested in me				

<p><u>Numeracy</u> Everyone is a teacher of Numeracy. Strategies will be focused in grades 4-6.</p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers. 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> We will administer the MIPI in September, analyse the results on our first PD Day, and use the results to inform our instruction. 	
<ul style="list-style-type: none"> Professional development will: <ul style="list-style-type: none"> Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers) Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Continue with Kim Sutton/Basic facts focus - automaticity focus Grade 4-6 teachers will attend Division PD on Numeracy and have the opportunity to do other PD on Numeracy as well. After we go over the MIPI results, we can determine our focus. 	
<ul style="list-style-type: none"> The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> Coordinating MIPI implementation Facilitating collaboration between the potential coordinator and classroom teachers 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> do this 	

<ul style="list-style-type: none"> Additional school strategies focused on Numeracy 	
In our school we will: <ul style="list-style-type: none"> Maximizing Math Centers, Math Centers, Differentiating Instruction in Math, Manipulatives, Games, Relating Operations, Problem Solving, Vocabulary, Math Songs, Kim Sutton 	

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
We will see an improvement in the areas identified by the MIPI at the beginning of the year - test on the areas identified				
We will see an improvement in automaticity on basic facts				

<u>Literacy</u> Everyone is a teacher of Literacy. Strategies will be focused in K-3.	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets. 	1
In our school we will: <ul style="list-style-type: none"> do this 	
<ul style="list-style-type: none"> All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard. 	1
In our school we will: <ul style="list-style-type: none"> do this 	
<ul style="list-style-type: none"> 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"> Work elbow to elbow with teachers Guide the analysis of assessment data Guide selection of instructional strategies Serve as a site based Literacy 'point person' 	1
In our school we will: <ul style="list-style-type: none"> We will choose someone to be our Literacy Lead Teacher. 	

<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	1
In our school we will: <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
In our school we will: <ul style="list-style-type: none"> ● K-3 teachers will attend divisional literacy sessions. ● Investigate Lucy Culkins, Reading and Writing Workshops - Go on a Fieldtrip 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
In our school we will: <ul style="list-style-type: none"> ● Continue LLI, ERI, Continue Words Their Way (Making Words, Month by Month Phonics). McCracken 	
<ul style="list-style-type: none"> ● <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> 	1
In our school we will: <ul style="list-style-type: none"> ● do this 	
<ul style="list-style-type: none"> ● <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> 	1

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
Improved performance on the RRST and BAS assessments				
Improved performance on PATs in Grade 6.				

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

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

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.

Additional School Level Strategies Include:

- The principal will facilitate weekly staff huddles for 15 minutes
- The principal will monthly staff meetings utilizing the Collaborative Response to Intervention Model

Commentary (July 2018):

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

Strategies to Impact Numeracy:

- All staff used elements of the Kim Sutton Block 10 Math program to implement basic fact/number concepts activities on a daily basis.
- We will also continued to look at the language we use in our math instruction and the "big rocks" for each grade.
- During our PLC time on division wide PD Days, we looked at ways to make numeracy a part of everyday life for our students and weave it throughout the curriculum.
- We continued with Math Madness problem solving activities through the school year aimed at developing numeracy skills across the school.

Classroom Instruction Activity

- All teachers implemented Kim Sutton activities to develop basic facts and number sense.

Citizenship Activity

- All students participated in the annual highway clean-up and recycle program throughout the year.
- Several students participated in the annual Barrhead Music Festival.
- The school participated in the FCC Drive Against Hunger, FCSS Christmas Santa's toy box, Coats for Kids and the QSP cookie dough to buy Baby Chicks for children in impoverished nations.
- We participated in Movember and donated money to men's health.
- We collected pop can tabs to donate to Ronald McDonald House..

Literacy:

- Our Kindergarten teacher and our grade 1 and 2 teacher continued the RRST.
- Our school continued to implement the ERI and LLI programs
- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Our teachers measured student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- Staff was trained in the updated Benchmark Reading Assessment.

Student Mental Health:

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

September 2018 Comment on PAT Results:

June 2018 PAT results:

Grade 6 Language Arts - 100% Acceptable, 11% Excellence

Grade 6 Math - 100% Acceptable, 22% Excellence

Grade 6 Social Studies - 100% Acceptable, 22% Excellence

Grade 6 Science - 100% Acceptable, 44% Excellence

While our results are good, we will continue to make math and fact fluency a focus for this coming school year. We will also look to improve our level of excellence in Language Arts through the introduction of Reading and Writing Workshops at all grade levels.

Report on Key Strategies from 2017-2018 Education Plan

Increase staff and student understandings of Numeracy

June, 2018:

- This year we continued our work on basic facts. We used the Kim Sutton Block Ten material as our starting point but teachers also developed some of their own materials for daily basic fact practice. We also began specifically reporting on basic fact “automaticity” in our progress reports.
- As part of our jurisdiction PD we focussed on numeracy progressions this year and we also investigated the MIPI as a tool to use next year. This gave us the opportunity to discuss the “big rocks” for each grade and to continue to explore scope and sequence and progressions.
- We continued our whole school Math Challenges. Engaging students in math problem solving activities outside of the classroom.
- Teachers experimented with Leaps and Bounds. It was time consuming but very insightful. The general consensus is that, next year, the MIPI will be an excellent tool for assessing general areas of weakness. Then, Leaps and Bounds can be used to find the more specific skill gaps within those areas of weakness and it will also provide a starting point for addressing these lagging skills.
- Another initiative that our Grade 5/6 teacher was a part of this year was the collaboration of Grade 5/6 math teachers across the division aimed at creating math daily practice activities that students could engage in to keep math skills fresh in their memories throughout the year.

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

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

Accountability Pillar Measures:

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

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

Additional School Level Strategies Include:

- We will continue to learn about treaties and the legacy of residential schooling.
- We will also host several family nights in order to educate our School Community about the history of Indigenous - non-Indigenous relations.
- We hope to invite an elder into the school this coming year
- We plan to work with the FNMI Liaison to continue our whole school FNMI activities.
- We will also be renewing our focus on UDL so that all students can be successful in our classes.

Commentary (July 2018):

Strategies to Impact Inclusion of Indigenous Perspectives Include:

- During our PLC times we continued to look at some of the literature on Indigenous knowledge inclusion in order to increase our capacity to teach about Treaties and the History and Legacy of Indigenous - Non-indigenous relations in Canada.
- We also held a blanket exercise for our parent community and an information evening as well..
- Toward the end of the year we established connections with the Alexis school in the hopes of building relationships throughout the coming school year.
- In January, staff participated in a PD session focussed on FNMI inclusions at Busby School along with staff from NPCS, PNCS, and Busby School.

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

Report on Key Strategies from 2017-2018 Education Plan

Increase Inclusion of Indigenous Perspectives in instructional content. *Our goal was to make the inclusion of Indigenous Perspectives a part of everything we already do instead of making it an add on or addition to what we do.*

June 2018:

- This year our focus, at the request of our parents, became involving our parent community in discussions about the inclusion of Indigenous knowledge and content in our classrooms. We held two parent events, one in the fall, and one in the early spring, designed to increase our parents' understanding of residential schools, treaties, and reconciliation. The first event we held was a Blanket Exercise. Members of the Busby School community joined us at this event. The second event was a discussion on reconciliation and what we are teaching about treaties and what students will be learning as part of our move to reconciliation and Indigenous knowledge inclusion. While these events were not attended by a particularly large audience, those in attendance, and our Parent Council have asked that we continue these parent information sessions next year.
- We did also work to incorporate Indigenous knowledge in our classes.
- Our monthly virtues were based on the Seven Grandfather Teachings.
- Our Grade 5/6 class learned about Indigenous ways of interpreting and predicting weather phenomenon as part of their unit on weather in Science class.
- We were also fortunate to have a speaker from Alexis come to our school and present information to our Grade 5/6 class about the Nakota Sioux. It is our intention to continue building this relationship next year.
- For National Indigenous Day we engaged in four different activities designed to increase knowledge of Indigenous peoples. We build model travois, learned to say "hello" in several Indigenous languages, made and ate bannock, and we also learned about the importance of the salmon to the Indigenous People of the west coast and we did an art project that was influenced by west coast art styles.

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.

Additional School Level Strategies - We will:

- Guide our students to build student-student relationship.
- Encourage stronger student-teacher relationships through team building activities.
- Continue our Bear Houses
- Continue our Character Education/virtues program.
- Define bullying and using our WITS.
- Implement a Mental Health awareness campaign

Commentary (July 2018):

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

Strategies to Impact Self-Regulation Include:

- As a staff, we continued to use the language of Self Regulations as we shared practices and observations about student behaviour being guided by the questions why? And why now?
- We continued to use the Reggio approach but adjusted things to fit with self-regulation as well.

Safe and Caring

- We continued to promote the WITS approach to building a safe and caring school environment.
- We implemented a Bear of the Week program to strength community among students.

Character Education

- We continued to explore a virtue of the month. Next year we will alter this program somewhat changing the way we recognize students who demonstrate these virtues.
- We used our Bear Paws Program to recognize students who were caught demonstrating our virtues.
- We hosted a monthly Pizza with the Principal acknowledging students who demonstrated our different virtues.

Support for Students at Risk

- As needed we called upon PHPS Education Services staff to help us support students at risk. Their support and suggestions were greatly appreciated.
- We made use of our FSL worker to provide ongoing support to students in need.

Early Learning Supports

- We received support for individual students as required.
- We received great support from Early Learning as we navigated the path toward taking over

the preschool program and creating our own Early Learning Program.

- Over 95% of students, parents and staff are satisfied their school is safe and caring.
- 100% of staff are satisfied with the recognitions they receive for their accomplishments.

Student Mental Health:

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

Welcoming, Caring, Respectful and Safe Learning Environments:

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

Report on Key Strategies from 2017-2018 Education Plan

Increase Differentiation, Engagement and Choice using Universal Design for Learning

Building Relationships

June 2018:

- In order to make math more accessible to all, our teachers drew on their knowledge of multiple intelligences and multiple representations to present math facts and concepts in a variety of different ways. Music and songs, for example, were used as a part of the Kim Sutton Block Ten to build to help build basic fact fluency. Students also built visual representations of fact families in Grade 1/2 and in Grade 5/6 each student create a personalized math fact sheet. Math centers were also used in all classrooms to make math more interactive and engaging, and to provide more than just worksheet practice making math more hands on.
- Grade 5/6 also engaging in a Katz style math unit on statistics and probability. After exploring the concepts in this unit, students shared what they had learned by choosing activities from a choice board.
- This year we continued to use bucket fillers, our virtues program, bear houses, and Kinderbuddy activities to build and strengthen student-student relationships. Cross grade interactions are usually very positive in our school. The challenge can be with same grade peer groups.
- For our Grade 5 girls, our FSL worker ran a girls group centered on the program “Fearlessly Kind.” The aim was to help our girls navigate some of the challenges they may face with peer interactions now and in junior high.
- This year we also re-established our Student Leadership Group. This group of Grade 5/6 student organized our dress up days, Friday treat days, and they also set up whole school activities and approached our Parent Council for playground equipment. The goal was to provide student leadership and ownership of activities, thereby building school spirit and participation in activities. The group was very successful in their efforts.
- Another activity we introduced this week was our “Bear of the Week.” Each week, two students were selected to be our Bears of the Week. They were given the opportunity to do a whole school “Show and Share” at our morning assembly. The ideas was to get to know each other in a different way. We spend a lot of time together at school, but we don’t always know what students are interested in outside of school or in their spare time. This gave us a chance to better know each other.

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:

- Personal Professional Growth Plans and Administrator Support
 - Staff will engage in work aimed at improved assessment (eg. Using the MIPI and Leaps and Bounds)
 - Staff will also participate in Learning Series activities
 - Our PLC/Early Dismissal time will be spent exploring topics associated with our Education Plan and other PD topics as the need arises.
- Strategies to support formative and summative assessments, UDL, and DI:
 - Staff will continue to develop units of study based on UDL/DI principles, with a particular focus on using UDL in Math class.
 - Staff will focus on increased use of formative assessment in Math instruction using Leaps and Bounds.
- Communication regarding Student Progress and Classroom Activities:
 - Staff will continue to report to parents and students on a regular and ongoing bases.
 - Staff will use Freshgrade as a tool for ongoing communication.
 - We will continue to send home regular progress reports as well.
- Strategies to maintain effective instructional uses of technology
 - We maintain a 1:1 computer access ratio for students at Dunstable School. The students are also able to access a class set of iPads.

Commentary (July 2018):

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

Our teachers participated in jurisdiction PD throughout the year aimed at building knowledge of numeracy progressions, literacy progressions, and inclusive education.

Activities to support professional development

- Monthly PLC time was used to discuss instructional strategies and ways in which to include Indigenous knowledge in our classes.
- On one occasion staff met with teachers from other small schools to collaborate on math and literacy instruction and to also engage in PD aimed at increased understanding of FNMI inclusion.

Satisfaction with instruction, teachers and administration

- 100% of staff, students and parents were satisfied with the administration at the school.

- 85% of parents are satisfied with the overall quality of education at our school.
- 90% of parents are satisfied with the teachers at our school..

Communication regarding Student Progress and Classroom Activities

- **90% of parents are satisfied with communication about their child’s progress.**
- **The grade 5 and 6 class experimented with Freshgrade as a communication tool this year. It was well received.**

Technology use for instruction

- All students in our school have access to netbooks, chromebooks, and iPads.
- Our Grade 5 and 6 students make regular use of Google Classroom and all students from grade 3 up make regular use of Google Drive, Google Docs, and Google Slides.

Welcoming, Caring, Respectful and Safe Learning Environments:

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

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:

- Engaging and communicating with the community:
 - We will maintain active communication with parents and the community.
- Budgets and School Generated Funds:
 - We work to maintain a balanced budget through careful fiscal management in collaboration with Regional Office Business Services

Commentary (July 2018):

- Engaging and communicating with the community
 - Our Christmas Concert and Spring Tea were very well attended.
 - We have been nominated for a Communities in Bloom award due to our Outdoor Classroom and school garden..
 - School council successfully recruited numerous volunteers for various school events including fundraising events and our school's ham bingo.
 - Our school was used after hours by different community groups throughout the school year including yoga classes, Wednesday night volleyball and FCSS Barrhead Youth activities.
- Extra-Curricular Planning and Supports
 - Our students were able to take part in soccer, volleyball and basketball this year. We played against teams from PNCS, WES, Busby, and Clyde. We also participated in PHPS tournaments for each of these sports.
 - We brought in different performers throughout the year and we were able to send our Grade 1 and 2 students to the Children's Festival, while our Grade 5 and 6 students participated in a Pond Study thanks to LEPA and Highway 2 Conservation.
- Budgets and School Generated Funds
 - Our school buys school supplies for our K-2 students, and then charges parents for those

supplies. Students in grades 3 and up will be responsible for purchasing their own supplies.

- We continued our hot dogs sales and our popcorn Friday sales. These are not big money makers, but they are enjoyed and looked forward to by our students.
- Our overall budget was lean this past year and we did not have many field trip opportunities. We did have two performers come out to the school and we combined with Busby to have our Grade 6 class go to the Legislature for a day. We were able to host a third performer thanks to support from Fort Assiniboine school.

Communications:

- Our school maintains both a website and a Facebook page. We find we receive the most traffic on our Facebook page.
- We send out monthly newsletters to all parents and our bus drivers are also provided with a copy of this newsletter. Each month the newsletter is also uploaded to our website. We are hoping to move to a digital format for our newsletter next year so as to use less paper and reduce printing costs.

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)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	9	100	25.0	8	97.9	27.1

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	63.7	62.5	71.1	88.6	95.5	80.0	81.3
Parents	*	*	*	86.7	*	*	*
Students	63.7	62.5	71.1	82.4	93.4	80.0	81.3
Teachers	*	*	*	96.7	97.5	*	*

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	n/a	n/a	n/a	83.3	100	n/a	*
Parents	*	*	*	66.7	*	*	*
Teachers	*	*	*	100	100	*	*

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	0.1	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	84.0	89.7	92.3	96.0	94.7	100	92.6
Students	81.8	95.0	86.4	93.3	100	82.6	75.0
Staff	100	85.7	87.5	92.0	100	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	12	14	14	10	10	10	10

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	63	52	70	74	66	57	60
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	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	81.7	80.9	84.2	85.4	95.5	74.6	84.2
Parents	*	*	*	86.7	*	*	*
Students	81.7	80.9	84.2	69.4	93.5	74.6	84.2
Teachers	*	*	*	100	97.5	*	*

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	88.0	96.6	100	100	94.7	95.0	96.3
Students	83.3	95.0	95.7	100	100	100	100
Staff	100	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.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.8	95.3	98.7	98.1	99.1	95.7	97.5
Students	94.1	94.7	93.2	91.2	49.0	60.9	93.3
Staff	97.9	95.8	89.6	94.8	100	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	82.6	78.8	91.2	85.6	96.1	78.3	79.2
Parents	*	*	*	66.7	*	*	*
Students	82.6	78.8	91.2	90.2	96.5	78.3	79.2
Teachers	*	*	*	100	95.7	*	*

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			0.0	0.0	0.0	1.9	0.0
Level 5			1.5	2.7	1.8	0.0	1.7
Level 4			7.4	6.8	7.0	7.4	6.8
Level 3			5.9	4.1	5.3	16.7	13.6
Level 2			10.3	13.5	12.3	1.9	0.0
Level 1			75.0	73.0	73.7	72.2	78.0

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

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

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	n/a	n/a	n/a	78.1	90.0	n/a	*
Parents	*	*	*	75	*	*	*
Students	n/a	n/a	n/a	n/a	n/a	n/a	*
Teachers	*	*	*	81.3	90.0	*	*

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	<6n	<6n	<6n	100	83.3	<6n	*

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	80.0	92.6	92.3	100	100	80.0	92.6

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	91.3	92.9	96.2	96.2	100	85.0	96.3
Students	93.9	95.0	95.5	93.3	100	91.3	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	83.3	85.7	96.2	100	100	90.0	96.3
Students	94.1	90.0	90.9	93.3	100	91.3	100

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	88.0	100	92.3	92.0	100	100	No Data*
Students	88.2	100	90.9	100	91.7	90.9	91.7
Staff	100	100	100	90.0	100	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	95.7	96.4	100	100	94.7	100	96.3
Students	94.1	100	100	100	100	100	100
Staff	100	75.0	87.5	60	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)

Dunstable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCHOOLS	52	94	47	50	38	44	32

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dunstable	0.87	0.53	0.61	0.69	0.45	0.89	0.98

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.3	1.99	2.81	3.52

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	90.0	88.9
Students	-	-	-	-	94.1	78.3	87.5
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	-	-	-	96.7	100	86.4	100
Teachers	-	-	-	70.0	100	85.7	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	94.1	100	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	94.1	78.3	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	100	89.5	100

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	n/a	n/a	n/a	81.7	92.5	n/a	*
Parents	*	*	*	63.3	*	*	*
Teachers	*	*	*	100	92.5	*	*

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	82.6	81.8	84.2	97.1	84.9	87.0	75.0
Parents	*	*	*	100	*	*	*
Students	82.6	81.8	84.2	94.1	94.7	87.0	75.0
Teachers	*	*	*	*	75.0	*	*

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	89.1	90.9	97.4	90.7	91.7	93.6	*
Parents	*	*	*	72.2	*	*	*
Student	89.1	90.9	97.4	100	100	93.6	*
Teachers	*	*	*	100	83.3	*	*

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	87.0	79.5	100	71.5	85.3	87.0	*
Parents	*	*	*	42.9	*	*	*
Students	87.0	79.5	100	88.2	94.4	87.0	*
Teachers	*	*	*	83.3	76.2	*	*

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	84.0	100	92.0	96.2	100	85.0	92.6
Students	94.1	100	95.5	93.1	100	95.7	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	96.0	89.7	100	100	100	100	96.2
Students	97.1	100	100	96.7	100	100	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	78.3	92.6	90.9	100	100	90	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	–	–	100	92.3	100	90.0	88.9
Students	70.6	84.2	95.5	96.7	100	60.9	91.7
Staff	100	100	87.5	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	94.7	100	92.6
Students	94.1	95.0	100	93.1	100	100	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	100	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	76.0	78.6	69.2	88.5	92.9	95.0	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	82.4	100	90.5	100	100	100	87.5
Staff	100	100	100	93.1	88.2	100	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	\$7,900	\$1,000	\$5,000	\$5,500	\$65,000	\$1000	\$8000

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	43	25	30	30	25	3	6

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	63	14	20	20	20	15	18

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							