

WESTLOCK ELEMENTARY SCHOOL

Three Year Education Plan

2016-2017

November 30, 2016

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OUTCOME ONE: Alberta Students are successful.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

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

The School Council at Westlock Elementary is very active. Four meetings are held annually and reasonably well attended with collaboration between the School Council chair and the principal in the development and content of each Agenda. Activities that School Council participates in includes but is not limited to: Acting as hosts/hostesses for events such as back-to-school, PTS interviews, and Kindergarten Open House, organizing Pizza Days, supervision, maintenance of our Fox N Rocks area, and input vis-a-vis general school operations.

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

Value Statements:

- We believe that all students, through support and opportunity, can learn
- We believe it takes the whole community, actively working together to build a strong and nurturing environment.
- We believe that honesty and trust in relationships support learning.
- We believe everyone should be treated with dignity and respect.
- We believe that family and a sense of belonging is the foundation for learning.

Vision Statements:

As a staff we commit to working together in a professional, supportive and unified manner to promote a nurturing learning environment.

At WES we offer programs and supports that allow students to achieve their potential. We will have high expectations for growth...

Social~Physical~Intellectual~Cultural~Emotional~Spiritual

We commit to the use of best practices of teaching through ongoing professional development, collaboration with colleagues and parents to meet the academic needs of all students.

In WES we create a sense of belonging in a school that cares about others. Our school will be positive, inclusive and safe for all.

Together in a supportive partnership we encourage ongoing, honest communication to move toward shared goals for our students.

Purpose Statement:

Inspire
 We Educate Students
 Guide

School Profile:

Westlock Elementary School is a dual track K to 6 school serving 560 students in the town of Westlock, Alberta.

In addition to regular classes, the preschool SPICE Program, and Westlock After School Care are also housed in the building. The Starburst Room (Snoezelen) is used by a variety of students in our school as well as students from other schools and adult agencies. Operating with an inclusionary model, WES offers full programming for Special Needs students. French Immersion has enjoyed steady growth and is approaching one-third of the student population.

The school-wide Virtues program provides a moral base for all to follow.

WES staff is noted for their service to students and commitment to excellence. Many have assumed leadership roles with AISI projects and all are involved in Literacy/Numeracy initiatives. Technological advances with Video-Conferencing and Smart Board delivery continue to keep WES at the fore-front of program delivery.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

2016-2017 (Planning)	2016-2017 (May, 2016 Update)
<p>DESIRED OUTCOME 1: Every student is successful.</p> <p>Outcome 1.1 Students achieve student learning outcomes.</p> <p>Outcome 1.2 Students demonstrate a strong foundation in literacy and numeracy.</p> <p>Outcome 1.3 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> <hr/> <p>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</p> <p>Outcome 2.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>Outcome 2.2 PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <hr/> <p>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</p> <p>Outcome 3.1 The education system demonstrates collaboration and engagement.</p> <p>Outcome 3.2 Students and Communities have access to safe and healthy learning environments.</p> <p>Outcome 3.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <hr/> <p>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</p> <p>Outcome 4.1 The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p>OUTCOME ONE: Alberta’s Students are successful.</p> <p>Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <hr/> <p>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p> <p>Aligns with the Measurement elements of Previous Outcome 4.1.</p> <hr/> <p>OUTCOME THREE: Alberta’s education system is inclusive.</p> <p>Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</p> <p>Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <hr/> <p>OUTCOME FIVE: The education system is well governed and managed.</p> <p>Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>

	the needs of the community.
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SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
OUTCOME 1 OUTCOME 4a	Improve communication of formative assessment through the implementation of Fresh Grade.
OUTCOME 2 OUTCOME 3	Revitalize the WES Virtues program

Priority: Fresh Grade implementation school-wide				
Strategies to Impact Fresh Grade implementation school-wide				
<ul style="list-style-type: none"> • PD to support Fresh Grade implementation and PLC collaboration to share best practices 				
Measure	Recent Data			Target
	2014	2015	2016	2017
Parent survey data Q 18 a, b			11% and 16% D, SD	Below 10% D, SD
Ongoing feedback from teachers and parents				

Priority: The Virtues Program				
Strategies to Impact Revitalized School Virtues Program				
<ul style="list-style-type: none"> • Continue with Totem triumph recognition. Use the school Totem Pole • Two school-wide assemblies with focus on recognizing the virtues and virtuous behaviour • FNMI events (Remembrance Day and June) • Classroom awareness, learning projects, and regular focus 				
Measure	Recent Data			Target
Professional Growth Plan conversations and reporting relative to classroom initiatives				
Feedback from our FNMI liaison				
PHRD parent and student survey results				

OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

View Measurement data in Section 3.

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 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.
Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k
- 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.

Strategies to Impact Fresh Grade implementation school-wide

- PD to support Fresh Grade implementation and PLC collaboration to share best practices

Key School Level Strategies Include:

- Teachers at Westlock Elementary School will continue to focus on improving Numeracy and Literacy Instruction.
 - Teachers will include numeracy terms on Word Walls
 - A matrix of Leveled Literacy Intervention (LLI) support will be implemented
 - Focused interventions will pervade the learning of students considered 'at-risk' with numeracy
 - Technology artifacts such as Mathletics, Read/Write Google, SMART technology, I-pads etc...will be used by teachers to support numeracy and literacy skill development.
- We have identified strategies to support the implementation of the Principles of Universal Design for Learning and Assessment for Learning with the understanding that the application can result in more appropriate learning opportunities for students.
- Westlock Elementary School will continue to:
 - identify 'at risk' students and use individualized approaches to engage learners;
 - develop specific and unique assessment and learning 'objects' to assist with formative assessment, such as problem-solving rubrics, reading level portfolios, narrative writing portfolios, etc.;
 - provide opportunities for cross-grade collaborations (Buddy classes);
 - partner with ADLC to use the SuccessMaker, and other such resources when appropriate;
- Westlock Elementary School will develop citizenship and social skills by continuing to:
 - implement a school-wide character education program to address the development of moral character and safe and caring schools, including online/ digital citizenship. This involves the integration of many components such as: Virtues program, DARE (Drug and Alcohol Resistance Education), etc;
 - WES will work with the Dare to Care folks to raise awareness and develop strategies to reduce bullying in our school.
 - acknowledge students for positive behaviour choices through assemblies, phone calls home to parents and 'totems' (written notes recognizing positive contributions);
 - participate in service projects. (Examples include: Pitch In, Christmas Hampers /

Shoe-boxes, Food Bank, Terry Fox Run, Red Cross Ice Cream sales, Farm Credit Canada, Bowl for Cancer etc);

- support student council;
- maintain the tradition singing O Canada daily

Participation in District Strategies:

In alignment with PHPS's Literacy Strategy:

- Our school will participate in the Division's Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
 - Our school will continue to implement the ERI and LLI programs
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS's Student Mental Health Strategy:

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

In alignment with PHPS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

Our Satisfaction Survey results were generally favorable, a trend common in recent years. PHRD survey results (2016) do indicate however that something more (or different) needs to be done in a number of areas:

- Parking lot safety
- Communicating/reporting progress; dissatisfaction with PowerSchool

Lack of diversity in extra-curricular programming - athletics specifically

Our goal-setting meetings with students and parents about one month into the school year help to

focus on specific student goals and establish a positive relationship with parents.

We continue to use supports for academic development. Groups were pulled out for Language Arts and Math support and this will continue in 2016-2017 with teacher fte assigned specifically to this end. The continuance of ERI and the expansion of the LLI program have certainly helped many students in Division 1 increase reading levels. Most teachers are regularly applying principles of UDL and differentiated instruction to curriculum design. All teachers continue to employ Assessment of Learning strategies.

The 2015/16 school year saw many successes in the realm of Grade 6 Provincial Achievement Testing (PAT). We had an unusually high number of coded students with special needs and in need of test accommodations. There was 97 grade 6 students (18 Fr. Imm.) who wrote PAT exams. Summarizing 8 exams can be somewhat challenging but overall WES was at or exceeded Provincial averages, falling below the Province on only 1 of the 8 exams. Some detail is provided below using the benchmark of 5% above or below the Provincial average as statistically insignificant and considered equal to the Province:

The grade 6 cohort greatly exceeded the Province in both Science and English Language Arts (ELA) with 96 of 97 students achieving an Acceptable standard in ELA! Our grade 6's were equal to the Province in Social Studies but were above the Provincial standard in Math. The grade 6 FI class was equal to the Province in French Language Arts and Etudes Sociales and **exceeded** the Province in Math. Our FI Science results were not favorable with only 2/3 of the 18 students achieving an Acceptable standard. We are aware of the reasons and have taken measures to improve next year.

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

(Reporting) Outcome 2.4

Aligns with the Measurement elements of Previous Outcome **4.1**.

View Measurement data in Section 3.

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

2.6 Rutherford Scholarship Rate (Revised) Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

2.7 Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

Strategies to Impact Revitalized School Virtues Program

- Continue with Totem triumph recognition. Use the school Totem Pole
- Two school-wide assemblies with focus on recognizing the virtues and virtuous behaviour
- FNMI events (Remembrance Day and June)
- Classroom awareness, learning projects, and regular focus

Key School Level Strategies Include:

- The FNMI liaison will continue to work with identified students and share with teachers, when appropriate, information to best support these students. One FNMI cultural event will be organized, probably in the month of June.
- Westlock Elementary School work closely with PHRD's FNMI and FSL workers to track and support at-risk students.
- Staff and students will participate in Bee Calliou's Residential School PD event in late January-early February.
- An FNMI component will be noticeable during our Remembrance Day ceremony.

Participation in District Strategies:

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

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

Commentary (November 2016)

The revitalization of our Virtues program to integrate more classroom/small group awareness will hopefully lead to an even more respectful and accepting environment for all. We continue to explore initiatives to facilitate success for our FNMI students. Our PHRD FNMI liaison is the most integral piece to the support we provide the identified FNMI students at WES. WES has made an investment to include FNMI presence and participation at our Remembrance Day ceremony in November and on Aboriginal Day in June. We will be participating in the Bee Schadeck PD in late January and are also exploring other opportunities with the Alexander First Nation. PHRD FNMI workers have been continually involved in supporting students through Success in School meetings, home visits when appropriate, and meeting with students individually.

OUTCOME THREE: Alberta's education system is inclusive.

Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS's 1.3.

View Measurement data in Section 3.

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)
- 3.6** Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

Jurisdiction Outcome 3-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation. Previously Goal 1, An Excellent Start to Learning, Outcome 1.1

Strategies to Impact Revitalized School Virtues Program

- Continue with Totem triumph recognition. Use the school Totem Pole
- Two school-wide assemblies with focus on recognizing the virtues and virtuous behaviour
- FNMI events (Remembrance Day and June)
- Classroom awareness, learning projects, and regular focus

Key School Level Strategies Include:

- ECS and Early Ed programs will continue to include the Reggio approach.
- Services and support for all students through a variety of medium will continue to be a focus:
 - School counselor, FSL, OT, SLP, behavior specialist(s), animal assisted therapy, student assessment, technology tools that support skill development and achievement, and program assistant support.
- Kindergarten teachers will use the Early Development Indicator to support assessment of the community needs (from the Early Development Mapping Project).
- Westlock Elementary School classrooms will show evidence of Universal Design for Learning (UDL) beginning with foundational work around high standards for social behavior, compassionate communities, and inclusive classrooms.
 - Staff will create a compassionate and caring community through the Virtues program

- Teachers will include multiple means of representing and expressing student learning through differentiated instruction. Teacher long range plans and professional growth plans (possibly) will reflect the principles of UDL.
- Student success and growth will be recognized.

Westlock Elementary School:

- implements Character Education initiatives including Safe and Caring Schools programs, Virtues, DARE, Peer Mentoring, and Community Service projects
- highlights monthly virtues in a variety of public ways;
- holds assemblies to introduce and celebrate demonstrations of virtues by students and staff.
- maintains a bulletin board celebrating students' learning
- monitor and support positive student behavior;
- staff takes an active role in student supervision;
- communicate regularly to parents to emphasize positive behaviors, achievement and growth
- program assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.

Participation in District Strategies:

In alignment with PHPS's Student Mental Health Strategy:

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

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

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

Commentary (November 2016):

WES welcomes the Westlock Play School Society back to the building for a second year. SPICE staff and our Kindergarten teachers look forward to expanding and building an Early Education community of learners within our walls.

Overall our school community is viewed as a safe place to be. We will continue to explore and implement elements of the Dare to Care curriculum this upcoming year. This anti-bullying/bullying awareness program has a good reputation vis-à-vis bullying reduction.

Our school community honours the learning opportunities available for all and reflects the pride a shared purpose and love of learning in a values-based environment, where everyone is respected as an individual and works on the virtues of social justice and community. We value and uphold the basic principles of integrity and truthfulness, kindness, consideration, compassion, responsibility, respect and service – both to oneself and to others. As a result we will continue with and build upon our very successful PHRD and Alberta Education initiatives that support our work in Academic

Excellence in Safe and Caring Schools in an Inclusive Environment. We continue to see an increase in the need of counseling services for students. Our School Counsellor and FCSS worker provided service to over 100 students and their families. Coordinating and running student groups on select topics such as anxiety and conflict resolution will continue to be a focus.

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

(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

View Measurement data in Section 3.

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 4.2 (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth .
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. [previously 3.2](#)

Jurisdiction Measures:

- 4-A.1 PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 4-A.3 PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**
- 4-A.4 PHPS Satisfaction survey:** Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**
- 4-A.5 PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Strategies to Impact Fresh Grade implementation school-wide

- PD to support Fresh Grade implementation and PLC collaboration to share best practices

Key School Level Strategies Include:

- All staff will complete a professional growth plan that considers school and/or division goals;
- Administration will meet with staff and discuss implementation of and support for PGP;
- Opportunity will be provided for staff to share professionally
- School wide shared decision making will be applied when appropriate;
- Teacher leadership will be encouraged and fostered through grade groups, collaborative groups, PLC and decision making around school;
- The administrators will continue to use Walk-Throughs to support quality teaching and learning, and teacher growth.
- WES classrooms will show evidence of Assessment for Learning strategies within UDL framework and curriculum development:
 - Teachers will use learning targets ("I Can..." statements) to focus instruction;
 - Teachers will make rubrics and criteria visible by posting them;
 - Teachers will differentiate instruction;
 - Teachers will collaborate about barriers to learning and methods of overcoming those barriers in curriculum development;
 - Teachers will display samples of different levels of work.
- Strategies to support teacher professional growth in uses of Assessment for Learning:
 - Teachers will attend in-services available that focus on UDL, differentiated instruction, and assessment strategies;
 - Teachers will participate in collaborative groups;
 - Teachers will be encouraged to visit and observe other teachers in action, either

- in-person, or via videoconference.
- Increase the number of staff trained in skill building programs to support at-risk students identified through the diagnostic assessments. (e.g., Precision Reading, Comprehension strategies, math skill building).
- Strategies related to improvements in numeracy:
 - Administration will continue to ‘look for’ student understanding in specific math Program of Studies strands during their “Walk-Throughs” and provide feedback to teachers to support teaching and learning;
 - Use The Learning Carpet resource to supplement math instruction; Use the strategies associated with the Power of Ten resource; and implement the Leaps and Bounds program in the 2015-16 year.
- Strategies associated with the use of learning technologies:
 - Developing regular progress reports using PowerSchool and/or Fresh Grade will be a focus to provide parents with information regarding their child’s academic progress.
 - We will continue to implement ever-greening plans to maintain computers and technology to an effective level; this has included a significant upgrade to our school library.
 - Three more document cameras have been purchased and added to our tech instruction tool inventory.
 - Integrate technology into student assignments and projects;
 - Provide technology professional development;
 - Display evidence of students’ use of technology;

Participation in District Strategies:

In alignment with PHPS’s Professional Capital Strategy:

- Our school will support professional development in the realm of Literacy for our two newer teachers. This will include but is not limited to collaboration with Paddy Z in what a comprehensive program looks like, and how to implement and sustain the program. Our school will also support mentorship opportunities for these newer teachers. This mentorship includes but is not limited to strategies and best practices when teaching higher level RTI students.

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

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

In alignment with PHPS’s Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students

with needs

- Implementing new curriculum,
- Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

All teachers and program assistants complete a professional growth plan (PGP) and meet with supervisors to discuss it. Staff is provided guidance and financial assistance (if necessary) for the completion of their plan. It is understood that your PGP is dynamic and not static in nature.

Staff that attend professional learning events are encouraged to celebrate and share their key learning from these events at the earliest convenience. As these PGP and events are aligned with school goals, they often occur at early dismissals or during informal PLC time. This has extended the learning of participating staff to the rest of the staff as well as provided leadership opportunities for staff. Additionally, our PLC groups are organized in grade groups and one teacher is asked to take the lead in facilitating PLC time.

Staff is supported in technology learning and application. The school budget supports technology and is regularly reviewed and staff technology needs are immediately addressed as required. Superusers and local specialists are identified, and district lead teachers are regularly utilized to broaden and deepen staff use of technology resources, as well as providing staff opportunities to share and deepen their knowledge.

We continue to appreciate the necessity of giving our students the opportunity to access current technology. We continue to embrace technology and infuse it regularly into instruction when appropriate. The acquisition of two more wireless mobile labs has afforded teachers and PA's more opportunity to access technology in a timely manner. In addition to infrastructure, the staff continues to grow their usage of Cloud computing strategies with the increased use of Google.docs. Use of the Fresh Grade software is new the year and a focus goal for WES. Professional Development and "in-house" support for Fresh Grade is of paramount importance.

Formative learning happens in a multitude of environments. Various supports are in place and will continue to be provided for students in diverse settings in trying to meet the varied learning modalities of students. Examples include pull out academic support, Roots Of Empathy, school counsellor groups, extra-curricular activities (athletics, Choir, Crafter's club, Garden Club, Student Council to name a few), DARE, and community service initiatives such as Terry Fox, FCC Food Drive, and Toonies for Toys.

Teachers continue to experience a high level of satisfaction with Assessment Strategies that inform their instruction and assist student learning. Continuance of having each grade level work on similar strategies next year will assist further with collaborative gains.

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

View Measurement data in Section 3.

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Key School Level Strategies Include:

- WES will provide a range of appropriate academic and athletic co-curricular and extracurricular activities
- Events to draw parents to the school:
 - We will continue to promote participation in our Parent/Teacher/Student interviews and in our field trips and activity days;
 - We will continue to work to achieve 100% attendance at parent teacher interviews by personal invitations to attend;
 - Schools activities in this community will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents;
 - We will continue 'social' events to bring parents and partners into the school, for example...Volunteer tea, open houses, Family Dance, Christmas concerts, French Showcase, Play Day, etc.;
 - We will continue to recognize accomplishments of staff and students during assemblies.
 - We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips;
 - The School Council of Westlock Elementary School will continue to provide opportunities to increase parent participation in order to build relationships between school/home/community;
 - Work together with community clubs and organizations such as the Westlock News, Rotary Interact, Farm Credit Canada, The Range radio station, St. Mary's school, ,, the fire department, the RCMP and local businesses.

Participation in District Strategies:

In alignment with PHPS's Strategy to promote Communications:

- Our school will work with the Communications Director to
 - Develop school leaders communication skills
 - Support school based communications initiatives

Commentary (November 2016):

Our School Council has undergone a change in leadership this year but the maintenance of their meaningful role and visibility is expected to continue. Both the School Council proper and its fundraising appendage (Friends of WES) play an integral role in our school's success. Attendance and general support tend to fluctuate depending on specific agendas but engagement is high and a positive impact is directly felt by students and staff. We continue to benefit from parent involvement. Friends of Westlock Elementary School continue to provide financial support for projects such as the Starburst room, technology enhancements, the Fox 'n Rocks garden, and field trips. Our School Council has spearheaded a Spring carnival event and Christmas giving project for the past two years and will continue supporting them in the future.

We continue to value and support various community service projects.. School-wide projects include Farm Credit Canada Drive away hunger, Terry Fox, Toonies for Toys, and A Spirit of Giving. We are pleased that every student had the opportunity to participate in a community service project this year.

Our enrolment was down compared to budget again this year creating a \$97 000 shortfall. WES has not reduced certified staff equal to the drop in enrolment. This was intentional.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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(Reporting) Goal 2: Success for Every Student
Aligns with the Measurement elements of Previous Outcomes [1.1](#), and [1.2](#).

Accountability Pillar Measures:

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

School Data (From October APORI)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	72	79.1	13.6	90.0	82.5	15.0

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

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

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3 Year							
4 Year							
5 Year							

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Overall							

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4 year							
6 Year							

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage							

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage							

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	82.4	88.6	87.0	85.7	81.9	87.2	84.3
Parents	83.6	88.0	85.6	85.0	76.0	90.8	81.8
Students	70.3	78.4	77.3	81.0	71.8	78.2	76.0
Teachers	93.3	99.4	98.2	91.1	98.0	92.2	96.2

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	90.9	81.3	83.0	80.6	85.0	84.9	88.9
Parents	81.8	77.8	75.0	83.3	70.0	84.6	81.8
Students	-	-	-	-	-	-	-
Teachers	100	84.8	90.9	77.8	100	85.2	96.0

Jurisdiction Measures:

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage at Acceptable							
Percentage at Excellence							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percent	0.6	0.5	0.5	0.5	0.5	0.8	1.0

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.0	No Survey	98.3	97.1	94.5	96.0	93.0
Students	86.3	No Survey	93.8	90.0	73.8	80.1	86.8
Staff	94.6	No Survey	95.1	86.1	60.0	91.2	75.0

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	10	10	8	6	12	10	12

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	555	560	560	486	580	553	553
Percent	100	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Logins per school year							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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(Reporting) Outcome 2.4 Aligns with the Measurement elements of Previous Outcome **4.1**.

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

OUTCOME THREE: Alberta’s education system is inclusive.

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Aligns with some of the Measurement elements of Previous Outcomes **3.2 (a)** and PHPS’s **1.3**.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	91.7	91.5	90.2	88.5	82.6	87.4	91.2
Parents	94.5	94.0	92.3	96.6	90.0	89.2	96.4
Students	83.5	82.4	81.9	80.2	63.9	82.0	84.6
Teachers	97.1	98.2	96.4	88.6	94.0	91.0	94.8

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	99.1	99.0	99.4	99.4	96.2	98.9	99.4
Students	94.4	94.0	96.4	97.2	93.2	89.7	98.3
Staff	97.3	98.0	100	100	88	98.3	92.5

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	95.9	97.0	98.3	97.8	96.1	96.0	93.0
Students	87.0	90.0	91.8	90.5	83.4	86.1	76.5
Staff	95.5	95.0	99.5	99.1	90.5	93.3	89.5

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	84.6	86.3	87.2	88.5	72.3	83.1	85.5
Parents	81.8	82.8	84.1	86.1	56.7	74.4	84.8
Students	80.5	82.2	81.7	86.7	73.9	86.1	78.3
Teachers	91.5	93.8	96.0	92.6	86.4	88.8	93.2

3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	100
Percent	16.7	17.7	16.5	18.9	17.3	24.0	18.1

3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							

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

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(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	83.0	86.0	88.3	83.5	84.6	85.1	86.6
Parents	82.8	85.1	84.8	82.8	84.6	81.8	87.4
Students	-	-	-	-	-	-	-

Teachers	83.2	86.9	91.8	84.3	84.6	88.4	85.8
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Jurisdiction Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	81.0	86.9	94.0	100	73.7	87.7	82.7

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	97.3	No Survey	98.9	97.6	95.1	94.9	91.8

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students		No Survey					

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	98.2	No Survey	97.8	97.6	97.8	97.7	94.9
Students	97.4	No Survey	99.0	95.8	96.6	95.4	94.6
Staff	100	No Survey	98.4	100	100	100	97.2

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

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

Students: I am satisfied with my teachers.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	96.4	No Survey	97.2	94.6	95.6	96.0	92.4
Students	92.2	No Survey	96.9	96.3	92.5	86.8	91.5

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	99.1	No Survey	98.9	98.8	96.1	97.1	94.9
Students	92.7	No Survey	95.8	92.5	82.2	94.3	96.7
Staff	97.2	No Survey	100	75.0	58.3	94.8	86.5

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	83.9	No Survey	96.6	96.9	93.5	97.0	99.4
Students	93.2	No Survey	93.2	92.5	93.8	87.5	95.3
Staff	100	No Survey	100	96.6	76.0	100	100

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
WE	197	318	299	437	273	245	208

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
WE	9.9	10.06	3.87	2.33	1.62	1.98	1.65

4.11 Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.30	1.99

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.
previously 3.2

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Jurisdiction Measures:

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

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	95.6	92.9	91.1	89.2	88.0
Students	-	-	93.4	94.9	89.1	85.6	91.6
Teachers (1)	-	-	-	-	-	Introduced in 2015	100
Teachers (2)	-	-	-	-	-	Introduced in 2015	100

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students			91.8	91.5	82.3	75.6	86.9

Teachers			83.6	77.1	73.9	58.6	58.1
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4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	100
Teachers (2)	-	-	-	-	-	New 2015	100
Students	-	-	-	-	-	New 2015	95.8

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	91.0
Teachers	-	-	-	-	-	New 2015	100

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	84.3

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	81.7	91.4	85.4	82.8	77.5	84.7	84.4
Parents	67.3	84.0	76.9	74.6	76.0	83.1	81.8
Teachers	96.2	98.8	93.9	91.1	79.0	86.4	86.9

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	84.3	95.0	90.5	89.3	82.6	82.1	78.8
Parents	72.7	100	85.7	100	80.0	92.3	72.7
Students	85.1	87.9	89.0	90.0	90.0	92.4	95.7
Teachers	95.2	97.0	96.7	77.8	77.8	61.5	68.0

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	91.7	96.7	97.1	97.0	91.5	94.1	94.6
Parents	81.1	95.0	94.4	95.8	82.8	89.7	90.9
Student	94.0	95.7	97.3	95.1	93.3	95.6	94.2
Teachers	99.2	99.5	99.5	100	98.3	96.9	98.7

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	67.1	77.1	75.6	72.0	67.3	69.1	72.1
Parents	32.6	62.9	54.3	58.1	48.4	51.1	54.1
Students	89.5	91.4	91.0	90.0	80.7	89.2	89.7
Teachers	79.2	77.0	81.4	67.9	72.9	67.1	72.5

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	98.1	No Survey	97.2	98.2	97.2	96.0	92.5
Students	95.3	No Survey	95.9	96.7	94.5	86.3	94.9
Staff	100	No Survey	100	97.2	96.0	93.8	100

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of

Staff: I would give our school a grade of ...

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	99.1	No Survey	100	93.5	97.8	99.4	99.4
Students	94.4	No Survey	99.5	87.0	97.3	98.3	99.1
Staff	100	No Survey	100	86.1	100	98.3	100

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	95.1	No Survey	97.5	96.7	93.4	95.0	82.4
Staff	94.6	No Survey	100	100	92.0	96.5	89.2

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	No Survey	-	-	-	-	88.4
Students	100	No Survey	79.7	90.2	71.0	74.2	80.1
Staff	91.9	No Survey	93.3	75.0	68.0	91.2	70.3

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children's school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	99.1	No Survey	97.7	100	97.7	97.7	95.5
Students	93.2	No Survey	97.4	98.1	93.2	97.2	96.7
Staff	97.3	No Survey	100	100	96.0	94.7	97.2

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	87.2
Students	-	-	-	-	-	Introduced in 2015	NA
Staff	-	-	-	-	-	Introduced in 2015	88.9

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

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

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	92.7	No Survey	94.5	94.4	66.7	80.6	88.7
Students	100	No Survey	100	-	-	100	100

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student	88.1	No Survey	91.6	88.7	83.0	82.0	81.0
Staff	94.6	No Survey	93.3	68.6	68.0	77.6	70.3

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars	\$1,500	\$6,585	\$6,500	\$2,500	\$2,500	\$10,450	\$3000.00

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	150	150	150	90	180	165	75

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	6	8	8	12	12	11	15

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	-