

**WESTLOCK ELEMENTARY SCHOOL**

**Three Year Education Plan**

**2017-2018**

**July, 2017**

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OUTCOME ONE: Alberta Students are successful.

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OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

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

The School Council at Westlock Elementary is very active. Five meetings are held annually and are well attended. The Principal and School Council chair collaborate regularly in the development of meeting agendas and all School Council related events and activities. 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, our annual Spring Carnival, 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 520 students in the town of Westlock, Alberta.

In addition to regular classes, the preschool SPICE Program, and Westlock Childcare Society (providing before and 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.

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 related to professional development, literacy and numeracy initiatives, and technology.

## Section 2: Outcomes, Measures, Strategies and Commentary

### Alignment of Outcomes to Key Strategies

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

2016-2017 (May, 2016 Update)
<p><b><u>OUTCOME ONE:</u></b> Alberta’s Students are successful.</p> <p><b><u>OUTCOME TWO:</u></b> The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p> <p><b><u>OUTCOME THREE:</u></b> Alberta’s education system is inclusive.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p><b><u>OUTCOME FOUR:</u></b> Alberta has excellent teachers, school and school authority leaders.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.</p> <p><b><u>OUTCOME FIVE:</u></b> The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

## Westlock Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

Specifically Related Provincial Outcomes	School Priority (2017-2018)
<b>OUTCOME 1</b> Alberta’s Students are successful.	<b>Communication of formative assessments</b>
<b>OUTCOME 2</b> The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated. <b>OUTCOME 3</b> Alberta’s education system is inclusive.	<b>Broaden our foundational knowledge as it relates to diversity and enhance educational applications therein.</b>

Priority: Improve communication of formative assessments				
<b>Strategies</b>				
<ul style="list-style-type: none"> <li>● We will continue to improve our application of the FreshGrade communication tool:                             <ul style="list-style-type: none"> <li>○ Teachers will participate in regular sharing of best practices</li> <li>○ Two teachers will be designated as in-house Fresh Grade experts</li> <li>○ PD will be provided to support teachers who are still in the early stages of use</li> <li>○ PLC and PGP discussions will provide the opportunity for assessing teachers’ needs and to monitor Fresh Grade.</li> </ul> </li> </ul>				
Measure	Recent Data			Target 2018
	2015	2016	2017	
PHPS parent survey data; question 18 in particular		11.4%	8.7%	< 8%
Ongoing feedback from parents and teachers				

Priority: Broaden our foundational knowledge as it relates to diversity and enhance educational applications therein.				
<b>Strategies to impact our priority:</b>				
<ul style="list-style-type: none"> <li>● We will hold regular School-wide assemblies to focus on recognizing our virtues and the virtuous behaviour of students</li> <li>● We will plan FNMI awareness and events (Remembrance Day and National Aboriginal Day)</li> <li>● We will align school and District PD relative to literacy, numeracy, and diversity</li> <li>● We will continue to leverage our Mentor “Super” PA to support higher level RTI students</li> </ul>				
Measure	Recent Data			Target
PHRD parent and student survey results				
Feedback from our FNMI liaison and School Council				
Staff Professional Development feedback				

## 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.

**Strategies to impact our priority: Communication of formative assessments**

- We will continue to improve our application of the FreshGrade communication tool:
  - Teachers will participate in regular sharing of best practices
  - Two teacher will be designated as in-house Fresh Grade experts
  - PD will be provided to support teachers who are still in the early stages of use
  - PLC and PGP discussions will provide the opportunity for assessing teachers' needs and to monitor Fresh Grade.

**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
  - Four teachers will provide ERI support to identified students in need
  - Our phonemic awareness (rewards) program will continue to support students
  - Fast Forward and Reading Reflex programs will continue to support targeted students
  - A matrix of Leveled Literacy Intervention (LLI) support will be implemented
  - 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.
  - Teachers will engage in PD offered by the district Numeracy committee.
- 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 to CARE curriculum, buddy classes, and student mentorship
  - 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: Food Bank, Terry Fox Run, Red Cross Ice Cream sales, Farm Credit Canada, Santas Anonymous, etc);
  - support student council;

**Participation in District Strategies:**

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

- **And the Literacy Strategy:**
  - Our school will participate in the Division's Literacy Strategy
  - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
  - Our school will use designated intervention programs to support the needs of

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

**Commentary (July 2017):**

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

**Strategies to Impact Fresh Grade implementation school-wide**

- We provided PD to support Fresh Grade implementation and PLC collaboration to share best practices
- Fresh Grade was live by mid- September.
  - Many teachers jumped in and set up their FG contacts and began posting artifacts right away.
  - Others needed the October live webinar and November PD session to get them started.
  - Feedback from parents was overwhelmingly positive.
- All PGP conversations included a FG component to discuss the question: "Where are you at with FG and what support do you need moving forward."

**General Commentary**

Classroom Instruction Activity

- Early in the year teachers identified students most at risk, especially with literacy, and arranged for extra support for them.
- School administration observed diverse teacher pedagogy and teaching strategies as well as teachers offering multiple ways for students to demonstrate their learning.

Citizenship and Social Skills

- Our Student Council (grades 4-6) was active in promoting school spirit, organizing theme days, and mentorship roles
- The Farm Credit Canada food drive (October), Remembrance Day ceremony, Toys for Kids (Christmas), Pink shirt day, Autism awareness, and National Aboriginal day were high profile events that we made "a big deal" about.
- The totem triumph Virtues program received a boost this past year as we publicly recognized

students and staff and spoke about it regularly on the morning announcements.

**Our school participated in Jurisdiction Strategies:**

In alignment with PPHS's Literacy Strategy:

- Our school participated in the Division's Literacy Strategy
  - Teachers included numeracy terms on Word Walls
  - Four teachers provided ERI support to identified students in need
  - Our phonemic awareness (rewards) program continued to support students
  - Fast Forward and Reading Reflex programs continued to support targeted students
  - A matrix of Leveled Literacy Intervention (LLI) support was implemented

In alignment with PPHS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
- The Mentor PA collaborated with teachers, support staff and administration to support all students and especially our RTI 5 and 6's.
  - This support included but was not limited to programming, safety, and wellness.
- The WES counselling team partnered with the district counselling coordinator on a few occasions when some student and family wellness was jeopardized.

In alignment with PPHS's Professional Development Strategy:

- See commentary in Outcome 4

September 2017 Comment on PAT Results:

- Grade six Provincial Achievement Test results
- Our participation rates in ELA and Social Studies remained strong. Participation rates in all other subject areas were down compared to previous years. This was especially true for our French Immersion cohort (only 14) as parents chose to exempt their kids from writing, dramatically affecting the participation rate. This was the first time that the participation level dropped below 90% in Science.
- We were better than or equal with the province and previous years in meeting the acceptable standard in ELA and Social Studies. Are results were not favorable in all other areas and were particularly poor in Math and French Immersion (FI). The negative FI results were mainly a factor of two strong academic students being exempt from writing.
- We achieved the standard of excellence at or above the provincial level in ELA, Math, Science, and Social Studies with Social being quite impressive. Once again, our FI results were not favorable at the excellence level.
- In summary, Math and Science are areas of concern and work is begun to address these deficits.

**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.

**Strategies to impact our priority: Broaden our foundational knowledge as it relates to diversity and enhance educational applications therein.**

- We will hold regular School-wide assemblies to focus on recognizing our virtues and the virtuous behaviour of students
- We will plan FNMI awareness and events (Remembrance Day and National Aboriginal Day)
- We will align school and District PD relative to literacy, numeracy, and diversity
- We will continue to leverage our Mentor “Super” PA to support higher level RTI students

**Key School Level Strategies Include:**

- Continue with Totem triumph recognition.
- 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.
- An FNMI component will be noticeable during our Remembrance Day ceremony.

**Participation in District Strategies:**

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

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives

- Adapt to pedagogy associated with the shift to High School Redesign
- Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

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

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

**Commentary (July 2017)**

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

- FNMI events (Remembrance Day and June).
  - Our FNMI liaison was present at and participated in our Remembrance day ceremony.
- On the National Aboriginal Day, June 21 we had a group from the Alexander First Nation drum, dance, and sing for our whole school.
  - A member of our School Council was instrumental in our National Aboriginal Day celebration.
  - She secured grant money to help pay for our performers and to incorporate a Canada 150 component.
- At both of these events the FNMI acknowledging statement was read aloud.
- We increased classroom awareness, learning projects, and made FNMI perspectives a regular focus.
- The support from the FNMI Liaisons included:
  - Regular meetings with identified students and home visits as needed
  - Coordination of “Skip therapy” by an outside service provider

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

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

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- AP 20-20 is reviewed at our opening staff meeting and initialed by all.

## 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.

### **Strategies to impact our priority: Broaden our foundational knowledge as it relates to diversity and enhance educational applications therein.**

- We will hold regular School-wide assemblies to focus on recognizing our virtues and the virtuous behaviour of students
- We will plan FNMI awareness and events (Remembrance Day and National Aboriginal Day)
- We will align school and District PD relative to literacy, numeracy, and diversity
- We will continue to leverage our Mentor "Super" PA to support higher level RTI students

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

- 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.
- We will provide services and support for all students through a variety of medium:
  - See PHRD Strategies, listed below
  - Assigned FTE to school counselor
  - Animal assisted therapy
  - Level 2 and 3 assessments
  - Assistive technology tools that support skill development and achievement

- Program assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.

Safe, Caring, Welcoming and Respectful Westlock Elementary School staff will continue to:

- Implement Character Education initiatives including
  - Safe and Caring Schools programs
  - Dare to Care bullying awareness curriculum
  - Peer/Classroom Mentorship
- Facilitate student participation in Community Service projects including but not limited to Farm Credit Canada Food Drive, Westlock Food Bank, and FCSS Santa's Anonymous.
- Maintain a bulletin board celebrating students' learning
- Monitor and support positive student behavior;
- Communicate regularly to parents to emphasize positive behaviors, achievement and growth

School Based Early Learning Programs

- ECS and Early Ed programs will continue to include elements of Reggio.
- WES will collaborate with the Principal of Early Learning and the Early Learning teachers and staff to support and transition children into school.

**Participation in District Strategies:**

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

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

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

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

**Commentary (July 2017):**

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

**Strategies to Impact Revitalized School Virtues Program**

- We chose not to incorporate the totem pole as a feature of the program.
  - It is however still prominently situated and visible near the front entrance of the school.
- The mention of our monthly virtue (or our virtues in general), was commonplace this past year.
- The virtue of the month was featured on bulletin boards throughout the school.
- Students "caught" demonstrating virtuous behaviour were given a totem that they

subsequently would put in the drum in the office.

- We held three assemblies (December, March, and June) where totems were drawn at random from the drum and small prizes were awarded to that student.
  - This was well received by staff and students and with a little tweaking will continue into next year.

#### Early Learning Programs

- Our Preschool continues to work closely with both the school and with PHRD.
- Typical and higher needs students populated our Early learning program.
- While staff and programming was separate from the WES, the Early Ed team worked closely with us throughout the year.
- Collaborative SPICE to Kindergarten transition meetings have proven very effective.

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

##### In alignment with PHPS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
- The Mentor PA collaborated with teachers, support staff and administration to support all students and especially our RTI 5 and 6's.
  - This support included but was not limited to programming, safety, and wellness.
- The WES counselling team partnered with the district counselling coordinator on a few occasions when some student and family wellness was jeopardized.

##### In alignment with PHPS's Strategy to promote 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
- AP 20-20 is reviewed at our opening staff meeting and initialed by all.



## 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**

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

#### Personal Professional Growth Plans and Administrator Support

- 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
- Teacher leadership will be encouraged and fostered through grade groups, collaborative groups, PLC and decision making around school
- Administrators will regularly visit classrooms and other learning centers to support quality teaching and learning, and teacher growth.
- Administration will continue to 'look for' student understanding in specific math Program of Studies strands during their classroom visits and provide feedback to teachers to support teaching and learning;

#### Strategies to support formative and summative assessments and UDL:

- WES classrooms will show evidence of Assessment for Learning strategies:
  - 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.
  - 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.
  - We will 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).
- Communication regarding Student Progress and Classroom Activities:
  - We will continue to work to achieve 100% attendance at parent teacher interviews.
  - Teachers will use Fresh Grade to regularly communicate formative and summative assessments and other school experiences with parents/guardians.
  - We will continue to promote participation in our Parent/Teacher/Student interviews and in our field trips and activity days;
  - We will continue to recognize accomplishments of staff and students during assemblies.

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.
- Two more document cameras, staff I-pads, and two mobile carts have been purchased and added to our tech instruction tool inventory.
- Integrate technology into student assignments and projects;
- Provide technology professional development;

**Participation in District Strategies:**

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

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

**Commentary (July 2017):**

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

**Strategies to Impact Fresh Grade implementation school-wide**

Communication of Student Progress

- PD to support Fresh Grade implementation and PLC collaboration to share best practices
- Fresh Grade was live by mid- September.
  - Many teachers set up their FG contacts and began posting artifacts right away.
  - Others needed the October live webinar and November PD session to get them started.
  - Feedback from parents was overwhelmingly positive.
- All PGP conversations included a FG component to discuss the question: "Where are you at with FG and what support do you need moving forward."

In summary, the implementation of Fresh Grade went very well last year. About half of our teachers are frequent users, another third of our teachers are moderate users, and a handful of teachers are using it infrequently or not at all. Moving forward, plans are in place to support and encourage all teachers in the use of Fresh Grade.

## General Commentary

- Activities to support applications of UDL and Numeracy: 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.
- Teachers will include numeracy terms on Word Walls
- 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.
- Teachers will engage in numeracy specific PD offered by the district, at school sites, and/or through other PD partners.
- 

## Satisfaction with instruction, teachers and administration

- Recent survey data indicates that parents are very satisfied with tech instruction, teachers, and administration with 196, 190, and 186 respondents (out of 198) responding favorably. Teachers are less satisfied with administration and the school's approach to discipline with 34 of 40 teachers satisfied.

## Technology use for instruction

- Teachers will continue to use technology and tech related instruction tools and artifacts such as Mathletics, Read/Write Google, SMART technology, I-pads etc....to support numeracy and literacy skill development.
- Parents are extremely pleased with the application of technology into learning.
- WES has plenty of tech hardware and teachers are well positioned to use these tools appropriately to enhance instruction.

## **Our school participated in Jurisdiction Strategies:**

### In alignment with PPHS's Professional Capital Strategy:

- **February, 2017:** The impact of PPHS's Professional Capital Strategy in our school is as follows:
- Administrative responsibilities are divided as follows:
  - One Associate Principal: The coordination of Special Education and Inclusion including the coordination of service providers when appropriate. IPP support and Dossier. Greg works closely with our Mentor PA and school Counsellor.
  - Other Associate Principal: Literacy support coordinator; Program Assistant supervisor
  - Student discipline is shared
  - This initiative has been very successful to date and will continue for the foreseeable future. Both associate principals have teaching commitments scheduled so that their teaching is never concurrent. Having an extra person to help problem solve, talk to kids, parents, and/or be available for emergent staff and student issues is awesome.
- **February 2017:** 0.125 FTE support for new teachers
- The Literacy Coordinator continues to make connections with teachers for rich discussion relative to Literacy, inclusive of the RRST assessment tool. An invitation for the Literacy Coordinator's support or that of the Lead Teacher, as needed, remains open to all of our teachers.
- Another support for our newest teachers (all teachers) is the provision of strategies and best practices needed to include our higher level RTI students. This support is provided by the

administration team, the Mentor PA , and various others.

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

- Our school reviews the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participates in professional learning opportunities, when appropriate, to broaden understanding of FNMI and LGBTQ related issues.
- AP 20-20 is reviewed at our opening staff meeting and initialed by all.
- OH & S awareness is a regular agenda item at staff meetings.

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

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

**Key School Level Strategies Include:**

- Engaging and communicating with the community:
  - WES will provide a range of appropriate academic and athletic co-curricular and extracurricular activities
  - 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,, St. Mary’s school, the fire department, the RCMP and local businesses.
  - 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 Appreciation tea, open houses, Family Dance, Christmas concerts, French Showcase, Play Day, Camp Mac, Track & Field, field trip, etc.;
  - 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;
- Budgets and School Generated Funds:
  - Have a budget that is balanced while maintaining quality programs for students and honoring all district commitments
  - Continue to be fiscally responsible in the management of school funds.
  - Continue to support Parent Society’s fundraising activities.

**Participation in District Strategies:**

None from this set of strategies

**Commentary (July 2017):**

We facilitated the following events to draw parents to the school:

- Back to School BBQ in September
- Parent-Teacher-Student conferences in early October and March
- School Council meetings
- Volunteering; such as during Picture days, Pizza days, field trips or in the classroom
- Christmas performances
- Athletics
- Volunteer Appreciation event

We coordinated a variety of ExtraCurricular Planning and Supports including

- Art club
- Choir
- Student Council
- Soccer, X-country running, Indoor Journal games, grade 6 volleyball and basketball
- Garden and walking clubs

Budgets and School Generated Funds

- We had a deficit budget again this year that was covered by our reserve.
  - The deficit was primarily due to having too much teacher FTE for the number of total students.
- The numbers in our French Immersion program are of concern and the combining of grades is evitable moving forward.
- The 2017-2018 fiscal year will also be a challenge as the decision to access reserves for one more year was made.

**Our school participated in Jurisdiction Strategies:**

In alignment with PPHS's Strategy to promote Communications:

- Our school met with the communications director and subsequently made significant changes to the appearance and content of our monthly newsletter.
- WES has enhanced its presence on Facebook sharing general information.
- Our school website was updated regularly with information, important dates and notices, and the rolling images that you first see.
- We participated in the Kids News program for the months of October, November, and December.
  - While it was "pretty cool" for the kids and a worthwhile endeavor, its impact vis-a-vis communication was not worth a continued investment of time and energy.

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

#### OUTCOME ONE: Alberta Students are successful.

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

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

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	83	74.5	12.2	88	82.9	16.4

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

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

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

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

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

3 Year							
4 Year							
5 Year							

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

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

Overall							



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

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

4 year							
6 Year							

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

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

Percentage							

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

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

Percentage							

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	88.6	87.0	85.7	81.9	87.2	84.3	85.2
Parents	88.0	85.6	85.0	76.0	90.8	81.8	76.4
Students	78.4	77.3	81.0	71.8	78.2	76.0	82.5
Teachers	99.4	98.2	91.1	98.0	92.2	96.2	96.7

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.3	83.0	80.6	85.0	84.9	88.9	80.8
Parents	77.8	75.0	83.3	70.0	84.6	81.8	72.7
Teachers	84.8	90.9	77.8	100	85.2	96.0	88.9

**Jurisdiction Measures:**

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

Percentage at Acceptable							
Percentage at Excellence							

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	0.5	0.5	0.5	0.5	0.8	1.0	1.0

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

Number							
Percent							

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

Number							
Percent							

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.3	97.1	94.5	96.0	93.0	93.4
Students	No Survey	93.8	90.0	73.8	80.1	86.8	85.7
Staff	No Survey	95.1	86.1	60.0	91.2	75.0	85.0

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	10	8	6	12	10	12	13

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	560	560	486	580	553	553	509
Percent	100	100	100	100	100	100	100

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

Number							
Percent							

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

Number of Logins per school year							

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

Number							
Percent							

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

Number							

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

Number							
Percent							

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

Number							
Percent							

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

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

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

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**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	91.5	90.2	88.5	82.6	87.4	91.2	92.3
Parents	94.0	92.3	96.6	90.0	89.2	96.4	94.5
Students	82.4	81.9	80.2	63.9	82.0	84.6	90.2
Teachers	98.2	96.4	88.6	94.0	91.0	94.8	92.1

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

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

*Students: My School is safe and caring.*

*Staff: Our school is safe and caring.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	99.0	99.4	99.4	96.2	98.9	99.4	99.0
Students	94.0	96.4	97.2	93.2	89.7	98.3	92.3
Staff	98.0	100	100	88	98.3	92.5	100

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

*“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”*

*“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	97.0	98.3	97.8	96.1	96.0	93.0	96.0
Students	90.0	91.8	90.5	83.4	86.1	76.5	68.2
Staff	95.0	99.5	99.1	90.5	93.3	89.5	94.1

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	86.3	87.2	88.5	72.3	83.1	85.5	78.4
Parents	82.8	84.1	86.1	56.7	74.4	84.8	63.6
Students	82.2	81.7	86.7	73.9	86.1	78.3	88.3
Teachers	93.8	96.0	92.6	86.4	88.8	93.2	83.3

**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			0.8	1.2	1.3	1.5	1.6
Level 5			2.8	2.9	2.4	1.5	0.1.8
Level 4			2.9	3.7	3.5	2.8	4.2
Level 3			5.2	4.6	4.8	4.6	6.5
Level 2			5.7	4.8	6.5	7.3	6.3
Level 1			82.5	82.8	81.5	82.4	79.6

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

Number							

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

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**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	86.0	88.3	83.5	84.6	85.1	86.6	82.8
Parents	85.1	84.8	82.8	84.6	81.8	87.4	83.7
Students	-	-	-	-	-	-	n/a
Teachers	86.9	91.8	84.3	84.6	88.4	85.8	81.8

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	86.9	94.0	100	73.7	87.7	82.7	79.2

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.9	97.6	95.1	94.9	91.8	94.9

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

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

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.8	97.6	97.8	97.7	94.9	96.4
Students	No Survey	99.0	95.8	96.6	95.4	94.6	96.0
Staff	No Survey	98.4	100	100	100	97.2	100

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

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

*Students: I am satisfied with my teachers.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.2	94.6	95.6	96.0	92.4	93.9
Students	No Survey	96.9	96.3	92.5	86.8	91.5	92.7

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.9	98.8	96.1	97.1	94.9	96.9
Students	No Survey	95.8	92.5	82.2	94.3	96.7	95.5
Staff	No Survey	100	75.0	58.3	94.8	86.5	85.0

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	96.9	93.5	97.0	99.4	99.5
Students	No Survey	93.2	92.5	93.8	87.5	95.3	96.6
Staff	No Survey	100	96.6	76.0	100	100	100

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

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
WE	318	299	437	273	245	208	173

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

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
WE	10.06	3.87	2.33	1.62	1.98	1.65	1.34

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	2.61



## Jurisdiction Outcome 4-A

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

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### Jurisdiction Measures:

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	95.6	92.9	91.1	89.2	88.0	91.3
Students	-	93.4	94.9	89.1	85.6	91.6	90.4
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students		91.8	91.5	82.3	75.6	86.9	87.7
Teachers		83.6	77.1	73.9	58.6	58.1	46.9

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	95.8	92.6

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	91.0	93.2
Teachers	-	-	-	-	New 2015	100	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	84.3	89.3

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

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**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	91.4	85.4	82.8	77.5	84.7	84.4	72.6
Parents	84.0	76.9	74.6	76.0	83.1	81.8	72.2
Teachers	98.8	93.9	91.1	79.0	86.4	86.9	73.0

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	95.0	90.5	89.3	82.6	82.1	78.8	82.3
Parents	100	85.7	100	80.0	92.3	72.7	90.9
Students	87.9	89.0	90.0	90.0	92.4	95.7	94.7
Teachers	97.0	96.7	77.8	77.8	61.5	68.0	61.1

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	96.7	97.1	97.0	91.5	94.1	94.6	96.7
Parents	95.0	94.4	95.8	82.8	89.7	90.9	95.5
Student	95.7	97.3	95.1	93.3	95.6	94.2	97.4
Teachers	99.5	99.5	100	98.3	96.9	98.7	97.2

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	77.1	75.6	72.0	67.3	69.1	72.1	68.4
Parents	62.9	54.3	58.1	48.4	51.1	54.1	58.3
Students	91.4	91.0	90.0	80.7	89.2	89.7	87.5
Teachers	77.0	81.4	67.9	72.9	67.1	72.5	59.4

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.2	98.2	97.2	96.0	92.5	95.9
Students	No Survey	95.9	96.7	94.5	86.3	94.9	92.2
Staff	No Survey	100	97.2	96.0	93.8	100	94.9

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

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

*Students: I would give my school a grade of ...*

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	93.5	97.8	99.4	99.4	98.5
Students	No Survey	99.5	87.0	97.3	98.3	99.1	96.6
Staff	No Survey	100	86.1	100	98.3	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.5	96.7	93.4	95.0	82.4	73.7
Staff	No Survey	100	100	92.0	96.5	89.2	97.5

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	88.4	85.8
Students	No Survey	79.7	90.2	71.0	74.2	80.1	77.1
Staff	No Survey	93.3	75.0	68.0	91.2	70.3	71.8

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

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

*Students: My school is important to the community.*

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.7	100	97.7	97.7	95.5	97.0
Students	No Survey	97.4	98.1	93.2	97.2	96.7	95.4
Staff	No Survey	100	100	96.0	94.7	97.2	97.4

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	87.2	94.4
Students	-	-	-	-	Introduced in 2015	NA	NA
Staff	-	-	-	-	Introduced in 2015	88.9	84.6

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.5	94.4	66.7	80.6	88.7	92.4
Students	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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	91.6	88.7	83.0	82.0	81.0	71.8
Staff	No Survey	93.3	68.6	68.0	77.6	70.3	72.9

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	\$6,585	\$6,500	\$2,500	\$2,500	\$10,450	\$3000	\$1350

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	150	150	90	180	165	75	123

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	8	8	12	12	11	15	65

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

Number							