

**WESTLOCK ELEMENTARY SCHOOL**

**Three Year Education Plan**

**2018-2019**

**July, 2018**

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Westlock Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

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

The School Council at Westlock Elementary is very active. Five meetings are held annually and are generally 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 the back-to-school BBQ, PTS interviews, and Kindergarten Open House, organizing Pizza Days, supervision,, our annual Spring Carnival, and input vis-a-vis general school operations. The WES School Council was recently involved in planning for making one of our playground areas more accessible and inclusive.

### **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 480 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 character education - a model 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.

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

**Westlock Elementary School PROFESSIONAL LEARNING COMMUNITY FOCUS**

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

<p><b>Address the Diversity of Student Needs</b>  <i>Addressing the Diversity of Student Needs is everyone’s responsibility.                  Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center"><b>Alberta Education Outcome(s) impacted</b></p>
<ul style="list-style-type: none"> <li>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</li> </ul>	<p align="center">1, 2, 3</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Assign our Tier 2 students to teachers and program assistants that best meet the learning and social/emotional needs of the student</li> </ul>	
<ul style="list-style-type: none"> <li>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</li> </ul>	<p align="center">3</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Participate in the “Not Myself Today” mental wellness program.</li> </ul>	
<ul style="list-style-type: none"> <li>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</li> <li>The principal’s role is to:                             <ul style="list-style-type: none"> <li>Coordinate implementation of the Mental Health Literacy Project at their school</li> <li>Facilitate collaboration between the coordinator and classroom teachers</li> <li>Monitor how the needs of students and staff are being addressed</li> </ul> </li> </ul>	<p align="center">4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Implement as stated</li> </ul>	
<ul style="list-style-type: none"> <li>Additional school strategies to address the Diversity of Student Needs</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>Provide individual and small group support/programs provided by the school counsellor, FNMI liaison, FSL SLP, OT, other PHPS personnel.</li> <li>Provide time for Spirit Buddies and Buddy classroom activities.</li> <li>Provide/offer flexible (multiple) seating options for students.</li> </ul>	

<p><b>Measures - Impact of strategies to Address the Diversity of Student Needs</b></p>
<p>Students satisfaction surveys</p>

<p><b><u>Student-Teacher Relationships</u></b>  <b><i>Student-Teacher Relationships are everyone’s responsibility.</i></b>  <b><i>Strategies will be focused in grades 7-12.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● <i>Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling.</i></li> </ul>	<p>3</p>
<p><b>In our school we will (repeated from Diversity above):</b></p> <ul style="list-style-type: none"> <li>● <b>Assign our Tier 2 students to teachers and program assistants that best meet the learning and social/emotional needs of the student.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>Staff deployment and programming structures will focus on transitions from:</i> <ul style="list-style-type: none"> <li>○ <i>Elementary to Junior High</i></li> <li>○ <i>Junior High to Senior High</i></li> </ul> </li> </ul>	<p>3</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>In partnership with RF Staples, have a three part transition: transition meetings in general and for specific Tier 2 students, RF staff visits our grade 6 students in May or June, our grade 6’s visit RF in late June.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>The comprehensive professional development plan will be intentionally designed to:</i> <ul style="list-style-type: none"> <li>○ <i>Provide training and Professional Development for Principals</i></li> <li>○ <i>Support implementation of the Mental Health Literacy Project</i></li> <li>○ <i>Support implementation of Moving Forward With High School Redesign</i></li> </ul> </li> </ul>	<p>4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Implement as stated</b></li> </ul>	
<ul style="list-style-type: none"> <li>● Additional school strategies focused on Student - Teacher Relationships</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Use supervision time to maximize the building of relationships. Supervision will be more than just overseeing a general area. Staff will intentionally engage and interact with students.</b></li> <li>● <b>Distribute virtue totems with an accompanying explanation as to why it was given.</b></li> </ul>	

<b>Measures - Impact of strategies focused on Student Teacher Relationships</b>	<b>Recent Data</b>			<b>Target 2019</b>
	2016	2017	2018	
<p>PHPS survey - Q2 for parents and teachers, Q 2, 3 for students</p>				
<p>Early Dismissal PLC’s will include a structure for teachers to report progress relative to Ed Plan strategies - this data will be collected by the Principal and included in next year’s report.</p>				



<p><b><u>Numeracy</u></b>  <b>Everyone is a teacher of Numeracy.</b>  <b>Strategies will be focused in grades 4-6.</b></p>	<p>Alberta  Education  Outcome(s)  impacted</p>
<ul style="list-style-type: none"> <li>● All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> <li>○ After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</li> </ul> </li> </ul>	<p>1</p>
<p><b>In our school we will:</b>  <b>Administer the MIPI assessment tool.</b></p>	
<ul style="list-style-type: none"> <li>● Professional development will: <ul style="list-style-type: none"> <li>○ Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</li> <li>○ Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</li> </ul> </li> </ul>	<p>4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Analyze and interpret the MIPI results and use this data to inform instruction and support student learning, especially for those at risk in the realm of Math learning outcomes.</b></li> </ul>	
<ul style="list-style-type: none"> <li>● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Coordinating MIPI implementation</li> <li>○ Facilitating collaboration between the potential coordinator and classroom teachers</li> </ul> </li> </ul>	<p>4</p>
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Implement as stated</b></li> </ul>	
<ul style="list-style-type: none"> <li>● Additional school strategies focused on Numeracy</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Integrate Math and Numeracy concepts and vocabulary into other subject areas.</b></li> <li>● <b>Have teachers, via their PGP, include at least two detailed examples of how numeracy will be integrated in subject areas other than math</b></li> <li>● <b>Use technology and programs to enrich Math instruction. This includes but is not limited to Guided Math centres, Mathletics, Equals Math, Math Games, and Dream Box.</b></li> </ul>	

<p><b>Measures - Impact of strategies focused on Numeracy</b></p>
<p>PAT results</p>

IPP goals
Summative assessments demonstrating numeracy skills

<b><u>Literacy</u></b> <b><i>Everyone is a teacher of Literacy.</i></b> <b><i>Strategies will be focused in K-3.</i></b>	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> <li>All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</li> </ul>	1
<b>In our school we will:</b> <ul style="list-style-type: none"> <li><b>Continue with the administration of these non-negotiable assessments and step up intervention strategies thereafter. This includes having a person designated to support our early learners with speech and phonemic awareness learning.</b></li> </ul>	
<ul style="list-style-type: none"> <li>All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</li> </ul>	1
<b>In our school we will:</b> <ul style="list-style-type: none"> <li><b>Have our Kindergarten teachers and support staff participate in a newly developed, evolving custom PD plan</b></li> </ul>	
<ul style="list-style-type: none"> <li>Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to: <ul style="list-style-type: none"> <li>Work elbow to elbow with teachers</li> <li>Guide the analysis of assessment data</li> <li>Guide selection of instructional strategies</li> <li>Serve as a site based Literacy 'point person'</li> </ul> </li> </ul>	1
<b>In our school we will:</b> <ul style="list-style-type: none"> <li><b>Continue with Literacy supports such as ERI, LLI, Words Their Way, Word Walls, and Daily Five, with teacher schedules adjusted to ensure this support is not compromised.</b></li> </ul>	
<ul style="list-style-type: none"> <li>The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>Coordinating RRST and BAS implementation</li> <li>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</li> <li>Monitoring implementation of the Literacy strategy</li> <li>Being a participant in professional learning</li> <li>And insisting on alignment to district standard</li> </ul> </li> </ul>	1

<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Implement as stated</b></li> </ul>	
<ul style="list-style-type: none"> <li>● <i>Professional development will:</i> <ul style="list-style-type: none"> <li>○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i></li> <li>○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i></li> </ul> </li> </ul>	4
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Have our Kindergarten teachers and support staff participate in a newly developed, evolving custom PD plan</b></li> <li>● <b>Have teachers, via their PGP, include at least two detailed examples of how Literacy will be integrated in subject areas other than Language Arts</b></li> </ul>	
<ul style="list-style-type: none"> <li>● Additional school strategies focused on Literacy</li> </ul>	
<p><b>In our school we will:</b></p> <ul style="list-style-type: none"> <li>● <b>Have our Literacy lead (point person) identified with all of the WES Literacy strategies under their purview. This will include collaboration with the PHPS Literacy lead in determining action items relative to RRSST and BAS assessments.</b></li> <li>● <b>Continue to support student learning using a variety of strategies (many not listed above), on an as needed basis.</b></li> </ul>	
<p><b>Measures - Impact of strategies focused on Literacy</b></p>	
<p>PAT and reading comprehension assessments</p>	

## OUTCOME ONE: Alberta Students are successful.

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

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

**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
  - 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 character education 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;

**Commentary (July 2018):**

**General Commentary**

The Mentor PA role and support provided therein, has evolved into the most important aspect of our building. The support for students, teachers, programs, and program assistants working most closely with our RTI 4-5-6 kids, is invaluable.

Many student supports were offered by external partners (in collaboration with WES staff), including but not limited to: OT, SLP, behavior, Pet Therapy, FNMI liaison, FSL, RCMP, and Mental Health.

The WES literacy supports have been well developed and effective for years and this was observable again. Numeracy PD and student support therein also gained traction and effectiveness with the implementation of Ulana Soletsky's PD, Equals Math, seminal work with the MIPI documents.

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.
- Several teachers explored flexible seating arrangements in their classrooms; this was met with much success especially relative to observable student engagement.
- In collaboration with the Early Learning team, we piloted a speech and language support program for Kindergarten students this past year - we experienced great success and will plan and budget for this program to continue.

#### 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), Orange shirt day, Pink shirt day, Hats on for Mental Health, Autism awareness, and National Aboriginal Day were given special attention
- 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.

#### September 2018 Comment on PAT Results:

Our PAT results compared to the Province are still lagging. While we improved or remained the same in ELA, Social Studies, and Math year over year, all of our results are below the acceptable standard of the Province. Our Math results improved from 63% to 71% from 2017 but is still 9% below the Province's Acceptable Standard. We look forward to improved PAT scores in all areas but particularly in Math where we have some targeted strategies to improve our results: (MIPI use, numeracy work, PLC collaboration focused on best practices etc...). All teachers have a Math/Numeracy goal articulated in their Professional Growth Plan.

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

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

##### **To improve the application of the Fresh Grade communication tool**

- WES had a successful year using Fresh Grade as a formative assessment tool.
- Feedback from parents was very positive be it in real time or through survey comments.
- Our in-house Fresh Grade expertise cohort has grown to more than 20 people, with several support staff helping lead the way.
- An exploration into the reporting (learner outcomes) and summative assessment capacity of Fresh Grade began this past year and will continue.
- We provided PD opportunities to support Fresh Grade implementation and PLC collaboration to share best practices
- All teachers successfully set up their Fresh Grade account though six of the twenty-five certified staff expected to use Fresh Grade, had limited or no effectiveness with it.

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

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

**Accountability Pillar Measures:**

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

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

**Key School Level Strategies Include:**

- 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.

**Commentary (July 2018)**

**During the 2017-2018 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 choir group, led by our FNMI liaison, perform at our year end assembly.
  - A member of our School Council was instrumental in our National Aboriginal Day celebration.
- At both of these events the FNMI acknowledging statement was read
- 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
- The formation of an FNMI choir inclusive of all students.

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

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

We are most proud of the work we did this year relative to this strategy. We have a simple structure in place that shone a light on a few key virtues and recognized students for demonstrating these virtuous behaviors.

Similar is the work we did relative to FMNI support (year long with our liaison) and awareness at our Remembrance Day ceremony on November 9th and our National Aboriginal Day segment during our year end assembly on June 21st.

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

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

**Accountability Pillar Measures:**

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

**Jurisdiction Outcome 3-A**

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

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

**Key School Level Strategies Include:**

- 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 integration of literacy and numeracy across subject areas.
- Student success and growth will be recognized.
- We will provide services and support for all students through a variety of medium:
  - 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 bulletin boards 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.

**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.

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

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

### **Jurisdiction Outcome 4-A**

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

### **Jurisdiction Measures:**

- 4-A.1 PHPS Satisfaction survey: Assessment and Feedback.** Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey: Active Professional Learning Community.** Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

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

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

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

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

**Key School Level Strategies Include:**

Personal Professional Growth Plans and Administrator Support

- 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;

**Commentary (July 2018):**

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

Communication of Student Progress

- In summary, WES had a great year using Fresh Grade and many teachers expanded their use of it beyond a "glorified Snap Chat" type of product. Moving forward, plans are in place to support and **encourage** all teachers in the use of Fresh Grade and to use this digital tool to its potential.

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 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.

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

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

**Accountability Pillar Measures:**

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

**Jurisdiction Measures:**

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

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

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

- Engaging and communicating with the community:
  - 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.
  - School 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.

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

#### 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

#### 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 2018-2019 fiscal year will see a depleted operating reserve and a small budget deficit. WES will see a reduction of 4.86 teacher fte bringing our teacher-student ratio in line. The budget heading into next year shows a positive surplus of \$35 000.

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

### OUTCOME ONE: Alberta Students are successful.

#### Accountability Pillar Measures:

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	79	77.0	9.7	78	76.9	11.8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	87.0	85.7	81.9	87.2	84.3	85.2	84.4
Parents	85.6	85.0	76.0	90.8	81.8	76.4	94.3
Students	77.3	81.0	71.8	78.2	76.0	82.5	75.0
Teachers	98.2	91.1	98.0	92.2	96.2	96.7	84.0

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	83.0	80.6	85.0	84.9	88.9	80.8	66.1
Parents	75.0	83.3	70.0	84.6	81.8	72.7	57.1
Teachers	90.9	77.8	100	85.2	96.0	88.9	75.0



**Jurisdiction Measures:**

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	0.5	0.5	0.5	0.8	1.0	1.0	1.0

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

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

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

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.3	97.1	94.5	96.0	93.0	93.4	95.8
Students	93.8	90.0	73.8	80.1	86.8	85.7	90.1
Staff	95.1	86.1	60.0	91.2	75.0	85.0	72.9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	8	6	12	10	12	13	12

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	560	486	580	553	553	509	480
Percent	100	100	100	100	100	100	100

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	90.2	88.5	82.6	87.4	91.2	92.3	87.9
Parents	92.3	96.6	90.0	89.2	96.4	94.5	91.4
Students	81.9	80.2	63.9	82.0	84.6	90.2	83.4
Teachers	96.4	88.6	94.0	91.0	94.8	92.1	88.8

**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.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	99.4	99.4	96.2	98.9	99.4	99.0	98.2
Students	96.4	97.2	93.2	89.7	98.3	92.3	94.8
Staff	100	100	88	98.3	92.5	100	98.0

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.3	97.8	96.1	96.0	93.0	96.0	96.5
Students	91.8	90.5	83.4	86.1	76.5	68.2	89.6
Staff	99.5	99.1	90.5	93.3	89.5	94.1	89.6

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Overall	87.2	88.5	72.3	83.1	85.5	78.4	81.5
Parents	84.1	86.1	56.7	74.4	84.8	63.6	76.2
Students	81.7	86.7	73.9	86.1	78.3	88.3	85.1
Teachers	96.0	92.6	86.4	88.8	93.2	83.3	83.1

**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).**

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

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	88.3	83.5	84.6	85.1	86.6	82.8	76.4
Parents	84.8	82.8	84.6	81.8	87.4	83.7	74.5
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	91.8	84.3	84.6	88.4	85.8	81.8	78.3

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	94.0	100	73.7	87.7	82.7	79.2	65.0

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.9	97.6	95.1	94.9	91.8	94.9	93.3

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

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

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.8	97.6	97.8	97.7	94.9	96.4	96.4
Students	99.0	95.8	96.6	95.4	94.6	96.0	95.5
Staff	98.4	100	100	100	97.2	100	100

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

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

*Students: I am satisfied with my teachers.*

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.2	94.6	95.6	96.0	92.4	93.9	96.4
Students	96.9	96.3	92.5	86.8	91.5	92.7	89.1

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.9	98.8	96.1	97.1	94.9	96.9	No Data*
Students	95.8	92.5	82.2	94.3	96.7	95.5	96.7
Staff	100	75.0	58.3	94.8	86.5	85.0	76.1

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	96.9	93.5	97.0	99.4	99.5	98.2
Students	93.2	92.5	93.8	87.5	95.3	96.6	93.9
Staff	100	96.6	76.0	100	100	100	100

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

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
WE	299	437	273	245	208	173	228

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
WE	3.87	2.33	1.62	1.98	1.65	1.34	1.61

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.61	2.81

**Jurisdiction Outcome 4-A**

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

**Jurisdiction Measures:**

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.6	92.9	91.1	89.2	88.0	91.3	90.3
Students	93.4	94.9	89.1	85.6	91.6	90.4	91.3
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	91.8	91.5	82.3	75.6	86.9	87.7	82.0
Teachers	83.6	77.1	73.9	58.6	58.1	46.9	47.4

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	-	-	-	New 2015	100	100	100
Teachers (2)	-	-	-	New 2015	100	100	100
Students	-	-	-	New 2015	95.8	92.6	91.2

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	-	-	-	New 2015	91.0	93.2	88.5
Teachers	-	-	-	New 2015	100	100	100



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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	84.3	89.3	91.6

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.4	82.8	77.5	84.7	84.4	72.6	62.6
Parents	76.9	74.6	76.0	83.1	81.8	72.2	57.1
Teachers	93.9	91.1	79.0	86.4	86.9	73.0	68.0

**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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	90.5	89.3	82.6	82.1	78.8	82.3	80.4
Parents	85.7	100	80.0	92.3	72.7	90.9	85.7
Students	89.0	90.0	90.0	92.4	95.7	94.7	95.4
Teachers	96.7	77.8	77.8	61.5	68.0	61.1	60.0

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	97.1	97.0	91.5	94.1	94.6	96.7	91.2
Parents	94.4	95.8	82.8	89.7	90.9	95.5	81.0
Student	97.3	95.1	93.3	95.6	94.2	97.4	96.9
Teachers	99.5	100	98.3	96.9	98.7	97.2	95.8

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	75.6	72.0	67.3	69.1	72.1	68.4	64.5
Parents	54.3	58.1	48.4	51.1	54.1	58.3	59.1
Students	91.0	90.0	80.7	89.2	89.7	87.5	77.7
Teachers	81.4	67.9	72.9	67.1	72.5	59.4	56.6

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.2	98.2	97.2	96.0	92.5	95.9	97.0
Students	95.9	96.7	94.5	86.3	94.9	92.2	93.4
Staff	100	97.2	96.0	93.8	100	94.9	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	93.5	97.8	99.4	99.4	98.5	97.0
Students	99.5	87.0	97.3	98.3	99.1	96.6	93.4
Staff	100	86.1	100	98.3	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.5	96.7	93.4	95.0	82.4	73.7	82.5
Staff	100	100	92.0	96.5	89.2	97.5	91.3

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	88.4	85.8	87.3
Students	79.7	90.2	71.0	74.2	80.1	77.1	81.7
Staff	93.3	75.0	68.0	91.2	70.3	71.8	76.1

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.7	100	97.7	97.7	95.5	97.0	97.0
Students	97.4	98.1	93.2	97.2	96.7	95.4	96.7
Staff	100	100	96.0	94.7	97.2	97.4	91.5

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	87.2	94.4	95.2
Students	–	–	–	New 2015	N/A	N/A	N/A
Staff	–	–	–	New 2015	88.9	84.6	82.6

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.5	94.4	66.7	80.6	88.7	92.4	92.3
Students							

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	91.6	88.7	83.0	82.0	81.0	71.8	66.0
Staff	93.3	68.6	68.0	77.6	70.3	72.9	76.5

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$6,500	\$2,500	\$2,500	\$10,450	\$3000	\$1350	\$950

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	150	90	180	165	75	123	146

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	8	12	12	11	15	65	54

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

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