

**BARRHEAD ELEMENTARY SCHOOL**

**Three Year Education Plan**

**2019-2020**

**November, 2019**

## TABLE OF CONTENTS

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

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

Historical Background

Demographics

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

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020 - Barrhead Elementary School

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

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

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

As an advisory association, the school council advises administration on areas that effectively support and enhance student learning. Meetings between school administration and the school council chair occur prior to each school council meetings. Concerns are addressed and an agenda is collaboratively built.

Our school goals are shared with our school council during their meetings. Parent feedback is welcomed and considered at that time.

### **Education Plan Distribution**

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. When requested, copies of the Education Plan would be printed out and made available. 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**

### **Vision Statement:**

At Barrhead Elementary School our purpose is to encourage students to Rise to the Challenge to be successful.

### **School Values:**

- Collaboration, Communication
- Flexibility, Virtues, Positive energy
- Safe, caring atmosphere
  - equality for all
  - respect & tolerance,
  - socially appropriate behaviour, problem-solving
  - Strong relationships, Teamwork, Uniqueness

**Motto:** Rise to the Challenge

## **Historical Background**

BES continues to be the largest elementary school in PHRD. At one time BES was one of the largest elementary schools in the province with an enrollment of almost 900 students. This past year BES had approximately 677 students in Grades K-6 and a total of about 80 preschool students in PREP. Enrolment trends at BES have been downwards, however the rate of attrition has slowed in the last three years. BES numbers now appear to be stable. Declining enrolment in 1997 led to the demolition of the old west wing of the school, (the 20 room school as it was called). At this time the “pods” and computer rooms were constructed.

Barrhead Elementary School subsumed the “School of New Hope” in 1980. We have been a pioneer in ensuring that all of our students get an inclusive education with appropriate support in our regular classrooms. We have been a lighthouse program in this regard and attract students with special needs due to the support that we provide. We were also one of the first rural schools to support a dual-track French Immersion program. This program continues to be well supported in the community today. A third historical highlight has been our partnerships with the community. We share a common library with the Town and County of Barrhead, and provide a community gymnasium/community hall/kitchen for the surrounding community. We have a special partnership with FCSS that supports a hot lunch program for our students and have developed a full school based early intervention program for 2.5-5 year olds with special needs and typically developing students.

## **Demographics**

BES is a dual track pre K-6 school. We have 677 K-6 students and 80 PREP students. We have 47 students on IPP's.

## 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.

2019-2020

**OUTCOME ONE**: Alberta's Students are successful.

**OUTCOME TWO**: Alberta's education system supports First Nations, Métis and Inuit students' success.

**OUTCOME THREE**: Alberta's education system respects diversity and promotes inclusion.

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.

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

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

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

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

**Key Priorities and Strategies 2019-2020 - Barrhead Elementary School**

<p><b><u>Student - Teacher relationships</u></b>  <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> <li>● Division <b>High Schools will continue to implement the principles of High School Redesign</b> to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:             <ul style="list-style-type: none"> <li>○ Teacher advisory structures to support enhanced student-teacher relationships</li> <li>○ Use of MyBluePrint as a tool to organize and plan for student success</li> </ul> </li> </ul>	<p>1</p>
<ul style="list-style-type: none"> <li>● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</li> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:             <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions</b> will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:             <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ Site based mental health supports such as “success coaches”</li> <li>○ Site based high school completion liaisons</li> </ul> </li> <li>● <b>All schools will continue to implement the mental health literacy project</b>, guided by and supported by division lead teachers / coordinators.             <ul style="list-style-type: none"> <li>○ <b>Schools will assign a Mental Health Literacy ‘point person’</b> to support the implementation and coordination of the Mental Health Literacy project.</li> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.</li> <li>○ <b>Other related school level strategies may include</b> aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● <b>Division high schools will take a lead role in coordinating effective transitions</b> of students from feeder schools</li> <li>● The principal’s role is to:             <ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from:</li> </ul> </li> </ul>	<p>3,4</p>

<ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)</li> </ul>	
<ul style="list-style-type: none"> <li>● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
<p><b><u>In our school (BES) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Make use of the training on Mental Health First Aid that a couple of our staff members has received.</li> <li>● Continue with accessing supports provided by our FSL.</li> <li>● Continue with staff activities to promote staff mental wellness.</li> <li>● Continue with community building activities that are an integral part of our school culture.</li> <li>● Continue with health lessons provided by school counsellor in the classrooms</li> <li>● Participate in the “Guarding Minds at Work” project.</li> <li>● Participate in PD aimed at building capacity to support Mental Health.</li> </ul>	

<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.             <ul style="list-style-type: none"> <li>○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.</li> </ul> </li> <li>● A Literacy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● A Numeracy Committee will include certificated representation from <b>each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :             <ul style="list-style-type: none"> <li>○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.</li> <li>○ <b>Lead grade level and division level training sessions</b> intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● <b>Schools will assign a Lead Teacher</b> (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</li> </ul>	1, 4

<ul style="list-style-type: none"> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.</li> <li>● <b>All teachers are expected to participate in both strategies</b> and align instruction and interventions to the non-negotiable district standards.</li> <li>● <b>All schools will continue to administer specified assessments</b> in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> <li>○ Reading Readiness Screening Tool - RRST (Literacy)</li> <li>○ BenchMark Assessment System - BAS (Literacy)</li> <li>○ Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul> </li> <li>● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Ensuring and facilitating logistics for implementing the specified assessments</li> <li>○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers</li> <li>○ Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>○ Monitoring implementation of the Literacy and Numeracy strategy</li> <li>○ Being a participant in professional learning</li> </ul> </li> </ul>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><b><u>In our school (BES) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to use RRST, BAS literacy assessment and the MIPI to assess student learning and inform instruction based on the discussion of the results.</li> <li>● Continue to participate in PD on literacy and numeracy</li> <li>● Work with the PHRD Literacy/Numeracy Lead teacher to implement literacy and numeracy assessments and instructional supports.</li> <li>● Learn and implement “number talks” and other instructional strategies as introduced by our PHRD Numeracy Lead teacher.</li> <li>● Assign a school based lead teacher who will attend PD sessions and help support teachers to provide effective numeracy and literacy instruction within their classrooms.</li> </ul>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<b><u>Support for Staff</u></b> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students</li> <li>● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)</li> </ul>	1, 2, 3
<ul style="list-style-type: none"> <li>● <b>School principals will assign certificated staff</b> (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> <li>○ Identification of students with risk factors</li> <li>○ Planning or facilitating planning for identified students</li> </ul> </li> </ul>	3



<ul style="list-style-type: none"> <li>○ Monitoring, supporting and reviewing the implementation of plans</li> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul>	
<ul style="list-style-type: none"> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)</li> <li>○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.</li> <li>○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>○ Support staff with students who have complex communication needs</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions will prioritize school level supports of Tier 2 students.</b> The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ <b>Site based</b> mental health supports such as "success coaches"</li> <li>○ <b>Site based</b> high school completion liaisons</li> </ul> </li> <li>● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.</li> <li>● <b>Schools will collaborate to align and distribute the services of PA Mentors</b></li> <li>● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum</li> <li>● The principal's role is to: <ul style="list-style-type: none"> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>○ Monitor how the needs of students and staff are being addressed</li> <li>○ Actively participate in professional learning</li> </ul> </li> </ul>	<p>3, 4</p>
<ul style="list-style-type: none"> <li>● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)</li> <li>● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</li> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> </ul> </li> </ul>	<p>4</p>

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Support implementation of the Moving Forward with High School Redesign</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> <li>○ Coordinate training and Professional Development for Principals (LQS)</li> </ul> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**In our school (BES) we will:**

- Continue to work with Regional Office staff to meet the needs of all of our students.
- Continue to include Indigenous knowledge and perspectives in our instruction and attend PD to further develop our foundational knowledge of FNMI students.
- Have staff attend ERLC sessions and PHRD sessions to support their teaching in knowledge of Mental Health, CBI, Purposeful Inclusion, Literacy and numeracy assessments.

## 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 Key Priorities and Strategies 2019-2020, above.**

**In addition, Key School Level Strategies Include:**

- A School-Wide Reading Focus Committee who will plan activities and celebrations throughout the year
- Teachers will continue with cross-graded reading buddies
- Scheduled school wide DEAR time each day
- Key strategies to improve overall achievement will focus on supports for students with needs:
- Proactive Safety Management Evaluations will be developed for students with high RTI levels (4-6).
  - We will purchase additional purple LLI for Div 2 students
- Teachers will implement the use of FreshGrade e-Portfolios to track student success throughout the year.
- Teachers will track student reading levels using Fountas & Pinnell Benchmark System and GB+ year to year.
- Teachers implement Words Their Way Inventory to all their students yearly.

**Commentary (June, 2019):**

Fluency, comprehension and appreciation of Reading

- This year over 30 students with complex communication/significant learning needs were offered literacy programming on a daily basis to address their learning needs. These students learned to express themselves through a variety of communication tools (ie TouchChat, core boards).
- Using our classroom improvement fund, BES hired 2.5 FTE Literacy lead teacher and 1.0 FTE program assistant to provide intervention programs for students.
  - Through their support, classrooms received Blitz's, LLI, Fly Leaf, Linda Mood LIPS, Seeing Stars.
  - The literacy lead teacher also mentored and collaborated with teachers on effective literacy practices.
  - Through grade group meetings the lead literacy teacher developed common literacy strategies between grade groups.
- All of our teachers have implemented the Words their Way Inventory and analyzed the results.
- Teachers in K and Grade 1 have completed RRST assessments this year and the data gathered will be used in programming decisions next year.
- The Grade five and six teachers were trained on how to do LLI with their students.
- Students continue to use the cozy reading corners throughout the day.
- All students in division one had access to a variety of intervention programs to increase their reading levels.
  - We had 2.5 FTE Literacy Lead teachers and 1.0 fte Program Assistant providing

reading intervention support for 75 students.

- BES had 3 students in Grades One and Two receiving Early Reading Intervention.
- 20 Students received Leveled Literacy Intervention from our Literacy lead team in Grade One to Four.
- Classroom teachers also delivered this intervention to their students in Grade One to Five.
- We provided other reading interventions for students:
  - LiPs - 17 students
  - Fly Leaf - 34 students
  - Fast ForWord- 6 students
  - Reading Blitz - 26 grade 1 students
- Teachers' literacy instruction has improved through PD opportunities such as Balanced Literacy, Daily Five, Words Their Way and accessing the school based literacy lead teacher and the district literacy coach.
- Several other division one classrooms access online programs; RAZ Kids and Reading A-Z.
- Several classrooms have continued the practice of multi-graded buddy reading.

Student Mental Health Strategy:

- Our monthly student services meetings used the collaborative response to intervention model to address students at risk.
- Self-regulation support included class demonstrations and individual counselling with students. An additional self-regulation space was created for students.
- Equipment that helps children stay focused in the classroom was purchased and distributed throughout the building.
- In January, we hired a 1.0 fte Provisional Psychologist

**September 2019** Comment on PAT Results:

Overall, our PAT results show some increases and some areas of concern. We are encouraged by our increase in students achieving excellence in ELA 6 (increase by 1.3%). ELA6 also achieved the division average of writers at the acceptable level and surpassed those results on the provincial level. This is noted as an area of success. Our review of our Fountas and Pinnell results allows us to identify students below grade level in all grades and address their reading needs through intervention programming. We are hopeful that these intervention steps at all grades will improve overall literacy skills. Moving forward we continue to have a lead literacy teacher and implement reading intervention groups at each grade level to support our low readers.

Another area of success is our grade six math. In 2018 there were 57% of our cohort at the acceptable level and 1.8% at the level of excellence. This year showed an improvement to 65.1% of cohort at acceptable (an increase of 8.1%) and 4.8% at the acceptable level (an increase of 3%). Though our math results are still lower than both the division and provincial results, our cohort acceptable results are the highest they have been since 2012. This is encouraging that results have increased and also evidence that more needs to be done to reach the division and provincial averages. Teachers have reviewed MIPI results and noted specific areas of gaps in their grade levels. This will allow teachers to specifically instruct to the noted curricular areas of concern. We are hopeful that addressing the gaps identified in the MIPI will increase results and overall math foundational skills for all students.

Both our social and science results have decreased in the areas of acceptable and excellence and they

are lower than both the division and provincial averages. These are areas of concern for us and will be addressed on a continual basis throughout the year. Teachers are aware of the results and will be addressing these through specific lessons and implementation of new strategies to teach the curriculum material.

**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 [Key Priorities and Strategies 2019-2020](#), above.

**Key School Level Strategies Include:**

- Through continuous and regular dialogue with our FNMI liaison the school team will review identified FNMI student list with the intent to plan for students at risk.
- Team meetings for FNMI students with IPPs and SIS meetings will include the district liaison worker.

**Commentary (June 2019):**

9% of the BES student population has self identified as First Nations, Metis or Inuit. As of June 2019, our FNMI liaison has ten active cases for whom support is required.

Teachers participate yearly in transition meetings to support FNMI students who require specific programming based on academic, behavioural, social/emotional needs.

**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 [Key Priorities and Strategies 2019-2020](#), above.**

**Key School Level Strategies Include:**

Tier 1 strategies

- Our school will continue to focus on teaching about virtues in the classroom regularly..
- Teachers will continue to meet within their grade group collaborative groups along with district coaches to plan implementation of UDL practices in the classroom.
- Continue to implement the Second Step curriculum in the classroom
  - Second Step promotes social-emotional competence and self-regulation skills through weekly lessons
- Continue to implement the Kelso Choices curriculum school wide
  - Kelso Choices promotes appropriate responses that help children deal with bullying and peer victimization through weekly lessons
- Students will continue to meet to participate in *Spirit Buddy*, *Democratic Classroom (Katz)*, *Collaborative Problem Solving (Green)* type of activities
- Continue to recognize students through weekly Caught with Character Awards for Div 1 and 2 (student and teacher nominated)

Tier 2 and 3 strategies

- Continue to provide mentorship programs, rainbows program and skills groups for students at risk
- Continue to provide group presentations through counseling department: Friends, Go Girls,

Kelso (etc.) as requested by classroom teachers

- Roots of Empathy will be offered based on individual class needs.
- In September/October, staff will identify at risk students and use individualized approaches to engage learners with the implementation or continuation of IPPs and/or Behaviour Plans with identified students. These IPP's are reviewed three times a year.
- Staff tracks student behavior, implementing individualized behavioral plans for students at risk. Behaviour plans (PSME) are shared with all staff working a student, including substitute staff.
- Continue to have grade to grade transition meetings for special needs students transitioning to a different school within the division.
- We will a 1.0 fte Counsellor to support the diverse student needs

#### Early Learning - PREP

- Barrhead Elementary offers half-day early learning programs to 3 and 4 year olds through our PREP program.
- Barrhead Elementary has expanded the prep program to now include the existing preschool program for typically developing students. This increases the ratio of typically developing students within the existing PREP program.

#### **Commentary (June 2019):**

##### Interventions for at-risk students

See the commentary in Outcome 1 for a description of supports for students with academic, cognitive, social, emotional and or behavioral needs.

##### Safe & Caring School

- Our survey results continue to indicate that our students feel safe while at school.
  - 91% of parents felt their child was safe at school.
  - 94 % of students felt safe at school.
  - 96% of staff felt students were safe at school.
- Teachers continue to provide classroom instruction on socio-emotional and self-regulation learning.
  - Resources for all those programs were provided to all of the teachers.
- Our school counsellor offered zones of regulation lessons and met with students one on one.
  - These students worked on developing their own unique self-reg strategies.
- We also provided self-reg tools through the school for teachers to sign out(ie. Bike, therabands, fidget tools).
- Roots of Empathy programming was offered in Grade Three.
- Rainbows was offered this year through our FSL worker and counsellor.
- In January we hired a 1.0 fte Provisional Psychologist.

##### Early Learning (PREP):

- BES Early Learning Program (PREP) continues to support children's introduction to school. In 2018-2019 PREP had:
  - 32 typically developing students.
  - 30 PUF coded students and
  - 20 Mild/Moderate coded students.
- The PREP staff consists of a 1.0 Early Learning Teacher, .7 FTE Speech Language Pathologist,



- two communication assistants at 53 hours and classroom program assistants at 198 hours.
- The program also accesses specialists such as OT, Behavioural Specialist, and PHPS Early Learning Principal.

**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.

**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.

**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.

**See the strategies described under the section [Key Priorities and Strategies 2019-2020](#), above.**

**Key School Level Strategies Include:**

Communication of student progress:

- Regular phone/email contact with parents, including reporting of student success (as per AP 60-10 recommendations)
- Parent teacher interviews in October and March will include information on reporting to parents
- Continue to use the website booking for parent-teacher interviews
- Teachers will continue to use student planners to inform parents
- BES staff will continue to communicate regularly with parents with a focus on improving reporting of student progress through the use of FreshGrade ePortfolios.

**June 2019 Commentary:**

- All of our new teachers collaborated with the district team.
- Teachers and administration participated various PD identified through their PGP's.
- During our six early outs, district PD priorities were presented to staff.
- Through CIF funding teachers collaborated and worked together to improve teaching practices.

**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.
- 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.

**See the strategies described under the section Key Priorities and Strategies 2019-2020, above.**

**Key School Level Strategies Include:**

**Communications regarding the school:**

- School Facebook account informing parents about school events
- Staff will continue to recognize student successes in co-curricular competitions (Science Fairs,,

Music Festivals, etc.)

- School will distribute monthly school newsletters/school calendars.
- We will continue to collect parent email addresses to create group email lists (both custodial and noncustodial if applicable) for additional communication

Parent and Community Engagement:

- The school will continue to facilitate student participation in service projects. (Examples include: Pitch In, Intergenerational Program, Sheppard's Care visits,, Christmas Hampers, Food Bank, , Terry Fox Run, recycling program)
- Parent Council and staff will work together to solicit parent and student involvement for school activities.
- School will continue to host and present school events to the community (assemblies, ,, concerts, Science Expo, music festival, August open house and presentations).
- Continuing to encourage parents and community members to volunteer in classrooms, the office, in programs and to help supervise students outdoors and on field trips as well as other special projects.

Budget and School Generated Funds:

- Due to the recent surge of complex needs and the impacts it has on the classroom, we've had to access funds from our reserves to support adding programming needs.
- We will continue to be fiscally responsible in the management of school funds.
- We will continue to support School Councils' fundraising activities.

Staff will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.

**Commentary (June 2019):**

Communications regarding the school:

- BES teachers continue to use student planners, apps such as Remind 101, Announce and email to communicate with parents regularly.
- Student progress is reported through FreshGrade and Powerschool.
- Monthly newsletters have been revamped in order to attract more readers.
- We also have a school Facebook account.

Parent and Community Engagement:

- Satisfaction of the overall quality of education at BES continually remains high for parents, staff and students.
- Our school council has played an instrumental role in allowing parents the opportunity to share concerns with members of the executive so that they can be addressed by the school administration.
- School council executive meets with school administration to set agenda for every school council meeting.
- BES is very involved in many community events.
  - We participate in pumpkin carving for the annual Pumpkin Walk and have done so for the past nine years.
    - Over 600 pumpkins are carved for this popular community event.
- Several fundraising events were held this year to support various charitable foundations:

- Santa's Toy Drive, Terry Fox Run, Heart and Stroke Fund.
- Other activities that our students were involved in included were:
  - choir singing at seniors' facilities,
  - grade six weekly visits to senior lodges,
  - annual recycling program,
  - school grounds clean up.

Budget and School Generated Funds:

- BES staff have ensured that the school is fiscally responsible and monies are being allocated properly to support student learning in the classroom.
- Overhead costs are kept to a minimum and emphasis is directed towards supporting student learning and classroom instruction.
- BES continues to examine the teacher student ratios and strives to maintain appropriate class size numbers and program assistant support within the school.
- Required resources are purchased for teachers to ensure that students receive adequate instruction.

### 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)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	83	66.7	6.7	94	67.2	6.9

##### 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)	2019			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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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	83.7	83.1	76.8	80.3	80.7	74.7	80.2
Parents	90.9	81.3	71.9	62.9	75.6	56.7	83.0
Students	71.4	71.2	71.8	84.9	70.7	71.7	72.0
Teachers	88.7	96.9	86.7	93.1	95.7	95.7	85.6

**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	82.0	70.2	82.0	67.9	73.1	70.0	72.2
Parents	72.7	46.7	69.2	50.0	55.6	55.6	77.8
Teachers	91.3	93.8	94.7	85.7	90.6	84.4	66.7

**Jurisdiction Measures:**

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent	-	-	-	.90	.90	1.4	2.4

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							
Percent							

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	95.1	96.4	93.5	93.6	96.0	93.4	90.2
Students	79.6	81.2	83.8	90.4	74.5	78.0	74.0
Staff	84.2	84.2	84.8	72.5	87.5	70.3	51.9



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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	10	12	12	13	24	19	17

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	554	637	726	717	769	693	677
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							
Percent							

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							
Percent							

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							
Percent							

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	89.4	86.7	86.3	89.2	88.8	87.5	86.4
Parents	94.4	80.0	84.6	84.3	88.9	83.1	91.0
Students	78.2	84.4	81.1	90.3	82.3	81.4	79.3
Teachers	95.7	95.6	93.3	93.1	95.1	98.2	88.7

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.3	98.7	97.4	98.7	98.6	99.5	98.7
Students	97.5	96.6	93.7	99.1	93.5	94.2	92.1
Staff	100	100	97.0	95.0	100	96.0	91.1

**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.”*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.4	96.1	94.2	93.6	95.0	95.4	95.0
Students	87.5	75.9	90.0	77.8	68.2	88.2	85.9
Staff	91.9	94.3	95.9	95.0	96.8	92.4	85.6

**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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	85.4	78.4	74.2	72.3	74.2	75.9	80.7
Parents	93.8	66.7	57.9	45.2	63.0	58.3	81.7
Students	73.9	78.0	77.5	85.6	74.1	77.4	74.6
Teachers	88.4	90.5	87.1	86.0	85.4	91.8	85.7

### 3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		1.6	2.4	1.8	2.2	2.6	3.0
Level 5		1.6	1.0	1.4	2.3	3.5	2.8
Level 4		2.2	2.4	2.2	2.5	2.7	4.2
Level 3		5.3	5.3	3.5	5.1	6.1	7.8
Level 2		14.0	11.2	7.4	8.1	3.2	5.5
Level 1		75.4	77.7	83.7	79.9	82.0	76.7

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							

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

### Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	82.9	82.4	81.6	80.4	79.5	80.5	81.4
Parents	80.5	81.2	78.8	73.0	77.6	76.6	82.5
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	85.2	83.6	84.4	87.8	81.4	84.4	80.2

### 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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers	75.4	87.4	81.0	89.7	79.8	72.7	75.3

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	95.6	96.4	96.1	93.1	93.9	94.4	No Data

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.8	96.0	96.1	96.6	95.7	98.6	93.7
Students	95.6	97.4	97.0	98.1	95.1	95.4	94.0
Staff	100	100	97.0	97.3	100	93.1	93.9

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.3	95.6	97.8	93.6	97.5	98.6	92.9
Students	94.4	97.4	94.1	96.1	91.1	93.5	89.4

**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 performance of our principals at my school.*

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	93.3	93.8	96.5	93.1	93.9	No Data*	90.0
Students	95.6	94.7	93.4	95.2	95.0	91.7	84.8
Staff	89.7	89.5	93.8	86.5	93.5	93.1	79.2

\*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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.6	99.1	97.4	97.8	98.9	100	99.1
Students	92.5	99.1	93.8	98.5	100	96.2	91.2
Staff	100	97.4	96.2	96.3	95.1	100	81.8

**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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Barrhead Elementary	375	191	281	217	198	280	541

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

Ratio by school	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Barrhead Elementary	2.93	2.48	2.59	2.39	1.64	1.93	1.86

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:	1.58	1.72	1.30	1.99	2.20	2.66	1.74

**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').*

*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').*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	88.5	90.0	90.8	89.7	89.9	90.1	85.7
Students	89.3	88.8	87.4	89.9	87.4	86.9	82.2
Teachers (1)	–	–	New 2015	100	100	100	93.9
Teachers (2)	–	–	New 2015	100	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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	82.1	87.4	84.6	93.8	82.2	84.0	74.3
Teachers	76.3	89.5	72.7	81.3	73.9	78.8	73.0

**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.

*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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers (1)	–	–	New 2015	96.3	100	100	90.9
Teachers (2)	–	–	New 2015	100	100	100	93.9
Students	–	–	New 2015	92.8	90.2	91.9	90.3

**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.

*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’).*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	–	–	New 2015	92.7	85.4	87.7	87.4
Teachers	–	–	New 2015	100	100	100	93.9

**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.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	92.7	91.8	94.3	89.3

-----



**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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	81.1	81.3	72.4	62.5	80.6	72.3	72.8
Parents	72.7	70.7	66.2	50.0	71.1	53.7	69.7
Teachers	89.6	93.1	78.6	75.0	90.1	90.9	75.8

**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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	87.1	79.4	80.6	87.5	77.7	78.4	77.1
Parents	100	66.7	69.2	78.6	75.0	70.0	85.0
Students	81.2	87.1	87.7	94.3	85.4	83.3	91.6
Teachers	80.0	84.4	85.0	89.7	72.7	81.8	54.8

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	95.5	93.7	92.4	92.8	94.3	93.9	89.6
Parents	92.4	86.7	89.7	83.3	90.7	90.3	86.7
Student	97.1	95.9	89.0	96.7	94.7	94.0	94.5
Teachers	97.1	98.4	98.4	98.3	97.5	97.5	87.6

**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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	72.9	75.2	68.7	69.6	69.4	62.2	68.2
Parents	62.9	58.0	55.6	51.2	60.7	40.5	66.7
Students	62.9	89.8	91.7	89.6	83.2	78.2	80.7
Teachers	65.2	77.9	58.9	68.0	64.2	67.9	57.3

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	85.2	98.2	99.1	99.1	94.6	95.8	90.2
Students	82.2	99.6	96.3	100	95.1	94.3	93.8
Staff	87.2	100	100	97.2	96.8	97.2	79.6

**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 ...*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	85.2	98.2	99.1	99.1	98.9	98.1	95.6
Students	82.2	99.6	96.3	100	97.0	97.0	97.6
Staff	87.2	100	100	97.2	100	97.2	93.9

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	95.8	94.4	92.3	89.7	84.1	87.3	96.0
Staff	90.0	86.8	100	91.7	96.4	91.5	93.9

**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*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	–	88.7	90.6	92.5	91.5
Students	82.9	73.8	78.4	84.0	76.4	72.4	76.6
Staff	72.5	86.8	90.6	91.9	96.8	81.4	65.3

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	98.3	99.1	96.5	96.6	96.8	98.1	94.6
Students	95.6	96.6	98.5	99.0	99.0	93.9	79.2
Staff	94.9	94.7	96.9	94.4	100	92.9	85.7

**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.

*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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	99.1	96.8	95.3	93.7
Students (Gr 10-12)			New 2015				
Staff			New 2015	80.6	96.7	85.9	79.2

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.8	82.9	74.7	88.7	89.3	90.4	88.1
Students (Gr 7-12)							

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student	80.0	82.4	78.2	81.2	79.0	77.2	73.8
Staff	67.5	73.7	71.9	72.2	90.3	67.1	66.7

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars	\$2,000	0	0	0	0	\$1,250	\$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).**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	120	125	160	170	225	129	238

**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.)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	32	33	35	35	70	65	60

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number			New 2015				