

WESTLOCK ELEMENTARY SCHOOL

Three Year Education Plan

2019-2020

November, 2019

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Key Priorities and Strategies 2019-2020 - Westlock 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.

The School Council at Westlock Elementary is very active. Five meetings are held annually. 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, 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 455 students in the town of Westlock, Alberta.

In addition to regular classes, play school, W-PREP, 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.

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 - Westlock Elementary School

<p><u>Student - Teacher relationships</u> <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"> ● Division High Schools will continue to implement the principles of High School Redesign 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"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● 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. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions 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"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ 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. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: 	<p>3,4</p>

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● 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. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In Westlock Elementary School we will:</u></p> <ul style="list-style-type: none"> ● Host a Div 1 and Div 2 Mental Health day. <ul style="list-style-type: none"> ○ Games, activities, and sessions will align with positive mental health skills. ● Provide opportunity to participate in monthly multi-grade Div 1 collaborative math games and activities ● Provide opportunities for recess play and participation of adult-led (supervised) games. <ul style="list-style-type: none"> ○ This will include experimenting with a different grade/age specific playground configurations. ● Continue providing safe, healthy opportunities for multi-grade, same grade, and adult-student interaction through social interaction, physical activity, learning activities. <ul style="list-style-type: none"> ○ Examples: Buddy classes, Social circles, Games Day, Heritage Classic, BOKS, Play Day, GLOW, Let’s Talk, French culture day 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pnt persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. ● 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"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS 	1, 4

<ul style="list-style-type: none"> ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ 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. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
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<p><u>In Westlock Elementary School we will:</u></p> <ul style="list-style-type: none"> ● Implement “Spiral Math Review” instruction based on the PNCS model ● Host two Reading months that include a variety of activities. <ul style="list-style-type: none"> ○ We will build on the success of our March Reading month from this past year ● Have students participate in monthly multi-grade Div 1 collaborative math games and activities 	
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<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● 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 ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	<p>3</p>

<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions 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"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as "success coaches" ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● 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 ● The principal's role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	<p>3, 4</p>
<ul style="list-style-type: none"> ● 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) ● 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. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ 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. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign 	<p>4</p>

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| <ul style="list-style-type: none"> ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) | |
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In Westlock Elementary School we will:

- Have teachers intentionally include First Nation, Metis, Inuit based resources accompanied by extended learning discussion related therein.
 - Teachers will document (track) the resources and pedagogic activities used, for future sharing
- Continue with monthly SLT meetings
- Continue to use our Mentor PA to work with new and experienced PA's
- Continue to access district expertise and resources in programming for our more complex students
- Have teachers articulate (through PGPlans) individual or group PD plans that demonstrate a balance of teacher directed, site-based, and district led priorities.

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.

Key School Level Strategies Include:

Numeracy and Literacy

- Teachers will include numeracy terms on Word Walls
- Four teachers including a Literacy Lead will provide ERI support to identified students
- Two PA staff support Kindergarten students specifically with phonemic awareness and Speech/Language deficits
- 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
- Promote successful transitions from grade 6 to grade 7

Commentary (July 2019):

Literacy

- The WES literacy supports have been well developed and effective for years and this was observable again.
- Early in the year teachers identified students most at risk, especially with literacy, and arranged for extra support for them.

Numeracy

- The traction gained through Mathematics and Numeracy PD, administering the MIPI, and other strategies, is observable and soon to be measurable.
- We will continue with a focused, upward trajectory related to numeracy PD and instruction.

Classroom Instruction

- 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.

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.

September 2019 Comment on PAT Results:

Generally, we are encouraged by our 2019 PAT results. Using the “acceptable” and “excellence” standard for each of the subject areas, our grade 6 WES cohort improved in seven of these eight areas compared to 2018. With only six in the cohort and five writers, our 2019 French Immersion PAT results are not statistically relevant.

Our Science results showed the greatest improvement year over year, matching or exceeding the Province. Particularly impressive is the 31.6% standard of Excellence in Science. After hitting an all-time low in 2017, our Math results have rebounded nicely over the past two years; Math still lags a little bit behind the Province however. The improvement in Math and Science is due primarily to having the same teachers in place for the past two years and to a collaborative effort by said teachers to implement/try new strategies and best practices. Teachers have poured over the MIPI and PAT data, identified specific learning outcomes where results were poor, and have been intentional in adjusting their instruction to affect a change in results.

Our ELA results are strong, exceeding the Province’s acceptable standard. F & P data was introduced this year for analysis and discussion. Teachers are planning for direct instruction with a few students; we are hoping a heightened focus on the data and specific students will translate into better PAT results in years to come.

Our acceptable standard in Social Studies fell 4.8% behind the Province. This is of concern, albeit minor, and plans are in place to improve in this area next year.

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

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

Accountability Pillar Measures:

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

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

Key School Level Strategies Include:

- We want to increase our effectiveness in relation to the FNMI priority.
 - To develop increased awareness, knowledge and understanding of the contemporary First Nations, Metis and Inuit context, WES teachers will intentionally include First Nation, Metis, Inuit-based resources accompanied by extended learning discussion related therein.
 - Teachers will document (track) the resources and pedagogic activities used, for future sharing.
- The FNMI liaison will continue to work with identified students and share with teachers, when appropriate, information to best support these students.
- A minimum of two FNMI related events will be organized; Orange Shirt Day and another one 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 2019)

- FNMI events (Remembrance Day and June).
 - Our FNMI liaison and a member of our School Council were instrumental in organizing FNMI events in our school
 - Our FNMI liaison was present at and participated in our Remembrance day

- ceremony.
 - On June 11 we had a Metis dance and choir group perform for our entire school.
 - At both of these events the FNMI acknowledging statement was read
- We increased classroom awareness, learning projects, and made FNMI perspectives a regular focus, including two Orange Shirt day events this year
- The support from the FNMI Liaisons included regular meetings with identified students and home visits as needed.
- Using the four teacher evaluations as a testing ground in increasing the intentionality and rigor applied to the FNMI priority, the school level strategy mentioned above will be implemented,
 - It proved to be an effective way of at least beginning to meet the FNMI TQS standard.

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:

Welcoming, Caring, Respectful and Safe Learning Environments

- 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

Inclusive Practices / Supports for At Risk Students

- 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.
- We will provide services and support for all students through a variety of means:
 - 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 support of students.

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 2019):

Welcoming, Caring, Respectful and Safe Learning Environments

- We were responsive to emergent parent concerns (five in total), relative to bullying, perceived bullying, and social exclusion.
- Members of the LGBTQ community have chosen WES because of its inclusive practices and the manner in which we consistently handle topics and issues with dignity.

Inclusive practices / Supports for students at Risk

- We matched the skill set of Program Assistant staff with RTI 5 and 6 students in a more profound way than in years past. In a few situations, we made changes mid-year to better support our most complex students.
- The Mentor PA role and support provided therein, has evolved into one of the most important aspects of our building.
 - The support for students, teachers, programs, and the program assistants who work

most closely with our RTI level 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.

Early Learning Programs

- While staff and programming was separate from the WES, the Early Ed team worked closely with us throughout the year.
- Our Preschool continues to work closely with both the school and with PHRD.
- 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.
- Typical and higher needs students populated our Early learning program.
- Collaborative SPICE (W-PREP) 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.
- 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:

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
 - Teachers will be encouraged to visit and observe other teachers in action.
 - Teachers will participate in collaborative groups;
- 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, concept-based instruction, inclusive education, and assessment strategies;
- 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:

- 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 work to achieve 100% attendance at parent teacher interviews.
- 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.
- We will continue to integrate technology into student assignments and projects;
- We will continue to support technology professional development;

Commentary (July 2019):

Professional Development

- ...

Communication of Student Progress

- WES had an excellent year using Fresh Grade and many teachers expanded their repertoire in its use as an effective tool for communicating student learning and assessment.
 - 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

Satisfaction with instruction, teachers and administration

- 2019 survey data indicates that
 - Parents are very satisfied with the teachers, their instruction, and with school administration with favorable ratings in the 93% - 95% range.
 - Staff is once again less satisfied with the school's approach to student discipline with 13 of 42 respondents in disagreement with its effectiveness.
 - Parents and staff are generally happy with administration and comments were particularly favorable for the Principal.

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.
- 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:

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
- We will continue to 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, website, 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, open houses, Family Dance, Christmas concerts, French Showcase, Play Day, Camp Mac, Track & Field, field trips, 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:

- The 2019-2020 fiscal year requires a plan to recover our debt and contribute a small amount (less than \$10 000) to our reserve.
 - Our deficit/debt reduction plan includes a 1.04 reduction in teacher fte, a reduction of .35 fte in office support, and savings in software costs.
 - An increase in PA staff next year is due to increased PUF from 105 to 172.5 hours per week.
- We will keep a budget that is balanced while maintaining quality programs for students and

honoring all district commitments

- We will continue to be fiscally responsible in the management of school funds.
- We will continue to appropriately support The Friends of Westlock fundraising activities.

Commentary (July 2019):

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, Running Room games, grade 6 volleyball and basketball

Budgets and School Generated Funds

- Our average classroom size (Pupil teacher ratio and number of students per classroom) has slightly increased.

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
	62	78.0	17.7	75	76.5	13.2

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	85.7	81.9	87.2	84.3	85.2	84.4	81.6
Parents	85.0	76.0	90.8	81.8	76.4	94.3	84.0
Students	81.0	71.8	78.2	76.0	82.5	75.0	74.4
Teachers	91.1	98.0	92.2	96.2	96.7	84.0	86.3

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	80.6	85.0	84.9	88.9	80.8	66.1	84.7
Parents	83.3	70.0	84.6	81.8	72.7	57.1	80.0
Teachers	77.8	100	85.2	96.0	88.9	75.0	89.5

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	0.5	0.5	0.8	1.0	1.0	1.0	1.0

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	97.1	94.5	96.0	93.0	93.4	95.8	94.2
Students	90.0	73.8	80.1	86.8	85.7	90.1	89.7
Staff	86.1	60.0	91.2	75.0	85.0	72.9	69.0

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	6	12	10	12	13	12	13

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	486	580	553	553	509	480	455
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	88.5	82.6	87.4	91.2	92.3	87.9	87.4
Parents	96.6	90.0	89.2	96.4	94.5	91.4	90.0
Students	80.2	63.9	82.0	84.6	90.2	83.4	79.6
Teachers	88.6	94.0	91.0	94.8	92.1	88.8	92.6

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	99.4	96.2	98.9	99.4	99.0	98.2	94.6
Students	97.2	93.2	89.7	98.3	92.3	94.8	96.0
Staff	100	88	98.3	92.5	100	98.0	97.6

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	97.8	96.1	96.0	93.0	96.0	96.5	94.4
Students	90.5	83.4	86.1	76.5	68.2	89.6	90.9
Staff	99.1	90.5	93.3	89.5	94.1	89.6	91.2

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	88.5	72.3	83.1	85.5	78.4	81.5	77.8
Parents	86.1	56.7	74.4	84.8	63.6	76.2	73.3
Students	86.7	73.9	86.1	78.3	88.3	85.1	70.8
Teachers	92.6	86.4	88.8	93.2	83.3	83.1	89.3

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

Percentages		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		0.8	1.2	1.3	1.5	1.6	1.9
Level 5		2.8	2.9	2.4	1.5	0.1.8	2.7
Level 4		2.9	3.7	3.5	2.8	4.2	5.2
Level 3		5.2	4.6	4.8	4.6	6.5	5.4
Level 2		5.7	4.8	6.5	7.3	6.3	7.0
Level 1		82.5	82.8	81.5	82.4	79.6	77.9

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	83.5	84.6	85.1	86.6	82.8	76.4	81.5
Parents	82.8	84.6	81.8	87.4	83.7	74.5	76.9
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	84.3	84.6	88.4	85.8	81.8	78.3	86.1

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	100	73.7	87.7	82.7	79.2	65.0	70.2

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.6	95.1	94.9	91.8	94.9	93.3	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	97.6	97.8	97.7	94.9	96.4	96.4	96.4
Students	95.8	96.6	95.4	94.6	96.0	95.5	94.2
Staff	100	100	100	97.2	100	100	100

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

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

Students: I am satisfied with my teachers.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.6	95.6	96.0	92.4	93.9	96.4	96.4
Students	96.3	92.5	86.8	91.5	92.7	89.1	93.9

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 the performance of our school's principal(s).

Staff: I am satisfied with the performance of the principals (and assistant principals) at my school.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	98.8	96.1	97.1	94.9	96.9	No Data*	94.9
Students	92.5	82.2	94.3	96.7	95.5	96.7	96.9
Staff	75.0	58.3	94.8	86.5	85.0	76.1	90.2

*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	96.9	93.5	97.0	99.4	99.5	98.2	98.5
Students	92.5	93.8	87.5	95.3	96.6	93.9	94.8
Staff	96.6	76.0	100	100	100	100	77.3

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
WE	437	273	245	208	173	228	283

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
WE	2.33	1.62	1.98	1.65	1.34	1.61	2.73

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	2.61	2.81	1.65

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	92.9	91.1	89.2	88.0	91.3	90.3	92.0
Students	94.9	89.1	85.6	91.6	90.4	91.3	84.6
Teachers (1)	–	–	New 2015	100	100	100	95.5
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 regularly visits my class.

Teachers: My principal and or assistant principal regularly visit my classroom.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	91.5	82.3	75.6	86.9	87.7	82.0	75.4
Teachers	77.1	73.9	58.6	58.1	46.9	47.4	54.8

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	100	100	100	86.4
Teachers (2)	–	–	New 2015	100	100	100	95.5
Students	–	–	New 2015	95.8	92.6	91.2	92.2

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.

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	91.0	93.2	88.5	91.1
Teachers	–	–	New 2015	100	100	100	90.9

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	84.3	89.3	91.6	94.2

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	82.8	77.5	84.7	84.4	72.6	62.6	65.8
Parents	74.6	76.0	83.1	81.8	72.2	57.1	60.0
Teachers	91.1	79.0	86.4	86.9	73.0	68.0	71.6

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	89.3	82.6	82.1	78.8	82.3	80.4	84.1
Parents	100	80.0	92.3	72.7	90.9	85.7	90.0
Students	90.0	90.0	92.4	95.7	94.7	95.4	93.9
Teachers	77.8	77.8	61.5	68.0	61.1	60.0	68.4

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	97.0	91.5	94.1	94.6	96.7	91.2	97.4
Parents	95.8	82.8	89.7	90.9	95.5	81.0	96.7
Student	95.1	93.3	95.6	94.2	97.4	96.9	96.3
Teachers	100	98.3	96.9	98.7	97.2	95.8	99.1

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	72.0	67.3	69.1	72.1	68.4	64.5	71.9
Parents	58.1	48.4	51.1	54.1	58.3	59.1	75.0
Students	90.0	80.7	89.2	89.7	87.5	77.7	76.5
Teachers	67.9	72.9	67.1	72.5	59.4	56.6	64.3

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	98.2	97.2	96.0	92.5	95.9	97.0	94.9
Students	96.7	94.5	86.3	94.9	92.2	93.4	92.7
Staff	97.2	96.0	93.8	100	94.9	100	92.7

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	93.5	97.8	99.4	99.4	98.5	97.0	97.8
Students	87.0	97.3	98.3	99.1	96.6	93.4	98.5
Staff	86.1	100	98.3	100	100	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.7	93.4	95.0	82.4	73.7	82.5	92.9
Staff	100	92.0	96.5	89.2	97.5	91.3	80.5

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	–	88.4	85.8	87.3	87.0
Students	90.2	71.0	74.2	80.1	77.1	81.7	77.9
Staff	75.0	68.0	91.2	70.3	71.8	76.1	75.6

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	100	97.7	97.7	95.5	97.0	97.0	96.4
Students	98.1	93.2	97.2	96.7	95.4	96.7	95.4
Staff	100	96.0	94.7	97.2	97.4	91.5	92.7

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	87.2	94.4	95.2	90.6
Students (Gr 10-12)			New 2015				
Staff			New 2015	88.9	84.6	82.6	85.4

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	94.4	66.7	80.6	88.7	92.4	92.3	87.3
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	88.7	83.0	82.0	81.0	71.8	66.0	78.2
Staff	68.6	68.0	77.6	70.3	72.9	76.5	73.2

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	\$2,500	\$2,500	\$10,450	\$3000	\$1350	\$950	\$2100

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	90	180	165	75	123	146	125

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	12	12	11	15	65	54	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							