

**PEMBINA NORTH COMMUNITY SCHOOL**

**Three Year Education Plan**

**2019-2020**

**November, 2019**

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

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.

At our school, the School Council meets on a monthly basis to review information from the school, help provide feedback and to advise the administration for upcoming decisions. As a new school, we have been formalizing our procedures and school routines. These draft documents are shared at School Council meetings in order to garner parent input before the final versions are shared with the entire school community.

All parents are invited to attend our School Planning day in April when we review the school priorities, set goals and strategies for the following year and celebrate our successes for the year.

Our School Council actively recruits volunteers to help out with various school activities such as concessions, skate-a-thon, Christmas Dinner and our hot lunch program. Most importantly, our School Council members are a valuable communication source for the greater parent population.

### **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**

### **Purpose:**

“United we achieve excellence”

### **At this school we believe:**

- That students, school staff, parents and community must have high expectations for learning and behavior.
- That community, family, and traditions are essential to our Safe and Caring learning environment.
- That clear and purposeful communication between students, school staff, parents and community is fundamental and essential to school success.
- That rich opportunities in academic programming, fine arts, sports and clubs develop the well-rounded character of our children.
- That technology is an essential tool that can elevate educational experiences for each student in preparation for their future.
- That special events provide positive memorable experiences for students which build a shared history in the community.
- In recognizing the traditions of the founding school communities: WR Frose School, Jarvie School and Dapp School.
- That pride and ownership in our school creates our identity, which will be sustained by parental support and community involvement.

## **Historical Background**

To best illustrate the history of Pembina North Community School, one must include the history of the schools that have been integrated to create this school; Dapp School, Jarvie School and WR Frose School. Amalgamation has been the common denominator to the way our schools have changed over the years as enrollments have shifted and funding has directed our education system. It is proven with this history that although closing a school is disruptive to a community and causes plenty of emotion, it does not necessarily signify the end of that community. It is our belief that schools do not make a community, communities make the school.

The following histories have been compiled from education plans from each of WR Frose, Jarvie, and Dapp Schools, as well as through research and interviews with a few senior members from each community.

### **WR Frose School, Fawcett, Alberta**

The original Fawcett School was built in 1917 on the Jim Russell place. It remained at its location until 1948 when new school grounds were acquired from W. C. Schmidt. Fawcett was a major school center from the beginning; offering grades one to nine plus a few high school programs by correspondence. When the school was moved in 1948 three more rooms were added. By this time Fawcett School was benefiting from the closure of many of the small rural schools in the surrounding districts. Chain School, Cross Lake School, Clyde Lake School, Fifth Meridian School, French Creek School, Blue Hill School, and Thorntonville School all were closed and centralized to Fawcett during the 1940's and 1950's. The three rooms provided space for classes covering grades one to twelve.

In 1948, Fawcett became part of the new Westlock School Division. During the mid-fifties the high school classes were bussed to Jarvie for two years. In 1954, four additional classrooms were added; these classrooms burned down the next year but were replaced immediately by the Westlock School Division. This new school was called "Golden Jubilee School". In 1959, an additional two rooms were added. The six rooms were joined to the original three rooms (1948) plus a gym, which was added in 1961-62. In 1965-66 four more rooms were added. In 1968 all the high school students in the Westlock School Division were centralized in Westlock. The Flatbush students were centralized to Fawcett in 1974. For the next fifteen years the student population varied between 200 and 275 students. During this time the average junior high class had around 35 students making it difficult to even move around in the classroom. No further changes were made until 1985-86 when a major renovation of the school was undertaken. The old 1949 section was demolished and a new section consisting of 2 classrooms, a library, staff room and office space were added. In addition all the older rooms were completely renovated at a cost of 1.4 million dollars. During the renovation, classes were held in converted ATCO trailers that were moved onto the site.

In 1990, the school was renamed W. R. Frose School, after a long time teacher and principal who spent all of his teaching career (1955-1990) in Fawcett School. At the same time, the library became the M. Alice Frose library. School population declined over the next twenty years and in 2010 the grade nine students were given the choice of attending either Westlock or Jarvie schools.

### **Jarvie School**

There had been a school in Jarvie since 1921. Imagine the conditions in winter when students alternately froze or were roasted, depending on whose desks faced the big wood-burning heater. Over the years, several buildings were made into school buildings to meet the demands of the population. The school was overflowing in the years 1938 – 42 at which time, ratepayers were begging for a new school, only to be told there wasn't enough money. They took it upon themselves to pass a motion that each family would pay a yearly tax of \$1,000 that would go toward the building of a new school, but when the Divisional Board heard about this, they advised them that that wouldn't be necessary and a new two room school was built. Jarvie ratepayers were grateful and jointly decided to help by also building a basement for the new school. They provided the labor and excavating for this project.

In 1953, with the absorption of Cedar Creek School and increased number of pupils, demand for a gymnasium was strong. With no response forthcoming from the school division, the community itself raised \$15,000 to build a gymnasium and auditorium on community grounds. While the hall was only 40' x 90' with a 16' ceiling it served for basketball, gymnastics and musical festivals until the school could build a gymnasium.

Jarvie School had evolved from 3 classrooms in 1943, to 4 classrooms in 1963 and finally, a 1982 modernization. In about 1957, high school students were no longer attending Jarvie, they were going to Fawcett until 1959, when all high school students not just from this area, but Clyde as well, were centralized in Westlock. Around 1976, Dapp and Jarvie entered a partnership being so close to one another that they would centralize Junior High students in Jarvie and Elementary pupils would attend Dapp. This was due to enrollment numbers; best to not have partial grades in both schools that were so close in proximity to each other. It also made for easier transfer points that students had to make to connect with the busses running to Westlock.

June of 1984 signaled the end of Linaria School's junior high program and although the school division wanted those students to head south to Westlock, many parents requested that they be allowed to send

their children to the smaller, more rural school in Jarvie. Those parents were allowed the choice, and bussing was accommodated according to numbers. The following year, 1985, was the last year for Linaria School.

### **Dapp School**

Dapp had built its first new two room school to accommodate the schools of Round-Up, Hillman, Scanlon and Holm in 1947. There were many improvements over the one room schools, such as a furnace with a fan and controls, a fire alarm system, and a power plant to provide power for two lighting circuits and one power circuit. The school population grew quickly, which necessitated a four room addition. The first phase of this addition was built in 1951, and in August 1952, the second phase was completed. In the spring of 1954, a septic tank and drain field were installed. Plans were being made for the students from Poplar Dale to come to Dapp in September 1955 but there was no room at Dapp that fall, so it wasn't until the 1956-57 school term, with the addition of a few more buildings, that Poplar Dale students were bussed to Dapp.

In 1956, it was decided to bus all the Dapp High School students to Westlock where they would have more specialized education than what could be provided. In 1959, all high school students were centralized to Westlock, so Dapp was a bit ahead of the local schools in making that decision. In 1958, a new 30' by 55' gymnasium and one classroom were added onto the school. In 1959, the old 1947 Holm School, was sold by bid to the Westlock Legion. It is now located at the Westlock Elementary School and is used for curriculum based studies and fun days. The money from the sale of this building was used to build a skating rink and a storage building on the school property at Dapp. In 1961, a portable classroom was brought in for September and continued to be used until 1965, at which time a new separate structure consisting of two classrooms, office, library, and storage rooms was constructed.

In 1976, Dapp and Jarvie Schools amalgamated. The grades one to six students from Jarvie and Dapp were bussed to Dapp to be taught and the grades seven to nine students from the two areas went to Jarvie. In about 1985/86 the Linaria School was closed due to low enrollment and those students began attending Dapp and Jarvie or Westlock.

In 1990 the school was modernized and had a large addition built. The community at the time had a very active group who approached the school board to convince them to build the gymnasium larger than originally planned. There were many community clubs (volleyball, badminton, basketball) making use of the current school's gymnasium and they felt a strong need for it to be built with a higher ceiling and more room than what was proposed in the plans. The community was prepared to raise significant funds to turn this to reality however at a meeting, school board voted and agreed to share the cost of the gym expansion as per the group's request. It ended up being a cost-shared project with the school board only footing half the bill for the gymnasium; the rest of the money was raised by the community, (about 30 to 40 thousand dollars). The new addition had four classrooms, a special education room, administration areas, library, and the large gymnasium with a stage. It remains a beautiful school, with much community pride built in. Updates were lastly made in 2003-04 to the Dapp Outdoor Skating Rink. With funds raised from the school's annual open house, the skate-a-thon, and money from the local social club, the Dapp 3D Club and Community Council, they were able to replace the old rink (replaced rotting boards, added wire fencing at both ends to keep pucks in, replaced old lights) and built the new heated skating shack and storage room for both school and community use.

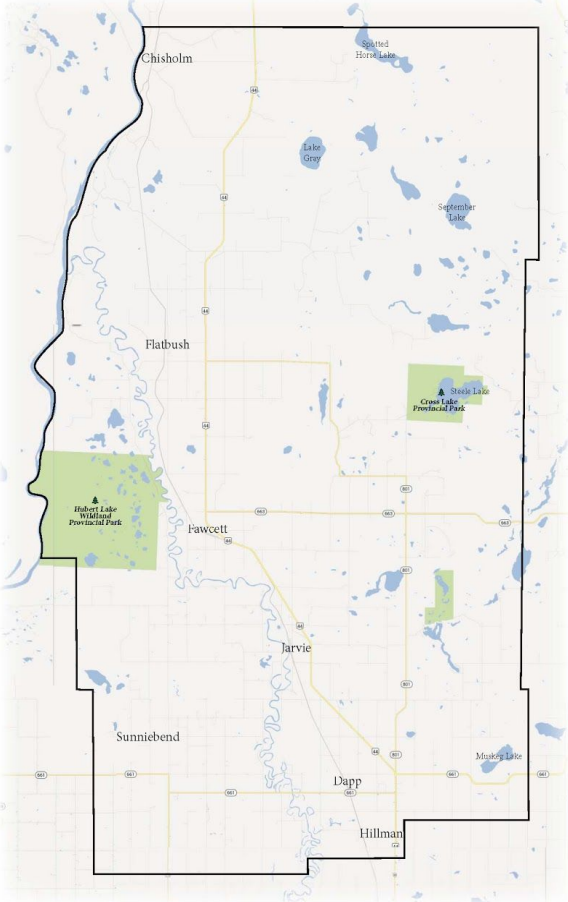
## **Geography / Demographics**

Pembina North Community School is located in the hamlet of Dapp which is approximately 15 minutes north of the town of Westlock, turning off Hwy 44 North onto Hwy 661 West. The territory draws students from the vast area north of Sunny Bend Road on Hwy 44 all the way up to just past TWP RD 680 in the MD of Lesser Slave River. To the West, the boundary mainly follows the Westlock County line and to the east, it mostly follows RGE RD 260. It includes the areas encompassing the communities of Linaria, Dapp, Jarvie, Fawcett and Flatbush.

The area itself is quite an attractive rural area rich in fertile soil, natural gas and oil, and is strong in a sense of community, agriculture, recreation, and hunting, which contributes to the well-rounded character and success of our students. The region is diverse with its fields, forests, and the Pembina River which runs right through the area. There are many lakes close by. Long Island Lake Municipal Campground and boat launch offers a lovely beach, swimming, great fishing and is only minutes away from Dapp and Jarvie, which is perfect for school field trips and outdoor education projects in winter and spring / summer. Cross Lake Provincial Park is closer to the Fawcett and Flatbush area and it also is a very nice place for swimming and fishing with plenty of room for outdoor education projects. There are also plenty of smaller locations such as the Forfar Recreation area. Tawatinaw Valley Alpine and Nordic Centre is another representation of our diversity. It is close in proximity to Dapp and Jarvie, travelling east then connecting with Hwy 2 South. It is one of the best lowland ski areas in Alberta. Our school takes advantage of our sometimes rather lengthy winter months by taking the students to the ski hill for a day trip which is the perfect place for beginners to experience skiing and snowboarding, and gives the more seasoned students room to perfect their skills.

Each hamlet has its own active Community Council or Ag Society and the involved community members each host several events throughout the year for various gatherings and sports activities. There are several active 4H Clubs in the area as well as many other community associations. The Linaria region has kept active because of the generous volunteers in the Ag Society, drop in centre, curling rink and indoor ice arena. Dapp Community has a well maintained outdoor skating rink next to the school property and the nearby ball diamond is one of the best ones around. The Dapp Community Hall has a busy rental calendar and on the turn off to the lake, the Dapp Corner Store is a very hectic little spot especially during the summer. Neighbouring Jarvie has an active Senior Drop In Centre, Community Hall, a community library, curling rink, and the most charming General Store with a little lunch counter. Down the road is Fawcett which also has an active Seniors Club and community library. It has an exceptional indoor ice arena, community building, sports grounds, golf course with top notch licensed facilities and serviced camping area, and a Husky gas station and restaurant along the highway. There is excellent hiking and birding opportunities in the Fawcett / Flatbush area provided by the nearby Hurbert Lake Wildland Provincial Park and parts of the Trans Canada and Klondike Trails. Flatbush, located in the MD of Lesser Slave River, also has a very active community including the Flatbush Legion, the Quilters and Crafters Clubs, a public library, and a recreation facility along the highway that is not only one of the largest complexes around with ball diamonds, playground and camping spots, it shows a spectacular view of the whole surrounding area. Anyone is sure to be impressed with all we have to offer.

Westlock North Attendance Area  
(Attendance boundaries are approximate)





## 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 - Pembina North Community 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 Pembina North Community School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Create a culture of academic and social inclusion for ALL students. Planning, collaboration, and professional development time is student focused.</li> <li>● Host Shelley Moore for Three “Moore” Days in October, November, and December for PNCS and PHPS staff.</li> <li>● Deepen our understanding of concept based learning to plan, deliver, and assess our wide range of learners.</li> <li>● Continue to staff a Success Coach at our school to assist with the social emotional needs of our students.</li> </ul>	

<p><b><u>Literacy and Numeracy</u></b>  <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"> <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 / point persons.</li> <li>● A Numeracy Committee will include certificated representation from <b>each of the schools</b>, preferably the assigned school leads / point 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> </ul>	1, 4

<ul style="list-style-type: none"> <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. <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> </ul> </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>	
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<p><b><u>In Pembina North Community School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to serve on the Literacy and Numeracy committees.</li> <li>● Utilize a wide range of assessment strategies to inform instruction.</li> <li>● Participate in professional development opportunities facilitated by the teachers, school, district, and outside agencies (i.e. ERLC).</li> </ul>	
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<p><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></p>	<p>Alberta Education Outcome(s) impacted</p>
<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>	<p>1, 2, 3</p>
<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> <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> </li> </ul>	<p>3</p>

<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> <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> </ul> </li> </ul>	<p>4</p>

<ul style="list-style-type: none"> <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>	
<p><b><u>In Pembina North Community School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Create a culture of academic and social inclusion for ALL students to be successful.</li> <li>● Contract the PA Mentor for one half day per week; Shared assignments for program assistants working one-to-one with students.</li> <li>● Continue to staff a Success Coach at our school to assist with the social emotional needs of our students.</li> <li>● Participate in professional development opportunities facilitated by the teachers, school, district, and outside agencies (i.e. ERLC).</li> </ul>	

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

<p><a href="#">View Measurement data in Section 3.</a></p>
<p><b><u>Accountability Pillar Measures:</u></b></p> <p><b>1.1 PAT Acceptable and Excellence</b> 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).</p> <p><b>1.2 PDE Acceptable and Excellence</b> 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).</p> <p><b>1.3 High School Completion Rate</b> High school completion rate of students within three years of entering Grade 10.</p> <p><b>1.4 Drop Out rate</b> Annual dropout rate of students aged 14 to 18.</p> <p><b>1.5 Transition Rate (6 yr)</b> High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p><b>1.6 Rutherford Scholarship Rate (Revised)</b> Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p><b>1.7 Diploma Exam Participation Rate (4+ Exams)</b> Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p><b>1.8 Citizenship</b> Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p> <p><b>1.9 Work Preparation</b> Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school</p> <p><b><u>Jurisdiction Measures:</u></b></p> <p><b>1.10</b> Grade 9 cohort results at the acceptable standard in Mathematics</p>

- 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.**

**Additional School Level Strategies Include:**

Literacy

- We will continue to maintain our consistent emphasis on comprehensive literacy practices in elementary and junior high classrooms.
- The Principal will monitor the implementation of the school’s literacy program and work collaboratively with the district Literacy Coordinator to ensure the program aligns to standards of the District Literacy Strategy
- Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- Teachers at all grade levels will provide more opportunities to analyze informational material for key details.
- Teachers at all elementary grades will provide more opportunities and direct instruction using non-fiction reading material.
- Comprehension strategies for instruction will allow students to synthesize information and interpret characters responses in cartoons.
- See Outcome 3 for Literacy intervention strategies

Numeracy

- Teachers will enhance mathematical understandings in cross curricular projects

- Review SLA focus on basic facts
- Teachers at all grade levels will focus instruction on orders of operations, basic facts and using common mathematical language (independent variables, manipulated variables)
- Teachers at all grade levels will provide more experience in representing x in a table of values.
- Teachers at all grade levels will provide more experience with 2D and 3D shapes

Enhance learning opportunities for all students (on site)

- Teachers and support staff will engage in continued and on-going Professional Development, critical dialogue, and personal reflection on the social and academic inclusion of all students.
- Welcome guest speakers and residents to enhance programming in curricular programs.
- Participate in Student Vote and promote active citizenship throughout the year.
- Promote movement and wellness breaks and discussions to improve overall health of students and staff.

Enhance opportunities for students to engage in learning off-site

- Work collaboratively with our Fundraising Association to provide quality experiences off site for all students.
- Maintain relationships with community partners and organizations throughout our school boundaries.

Career Technology Foundations (CTF) Programming

- Continue to develop courses relevant to the interests/passions of students and staff. Leadership, Textile Arts, Baking & Pastry, and Cosmetology are courses that are being introduced or enhanced in the 2019-2020 school year.
- One teacher will continue to participate in CTF cohort through ERLC and promote leadership within PHPS.

Citizenship

- Participate in Student Vote 2019 for the Federal Election.
- A new Leadership CTF course will be implemented in September 2019.
- Continued participation in student service projects (i.e. Terry Fox; Highway Clean up; No Stone Left Alone, etc.)

**Commentary (July 2019):**

Literacy:

- Administration monitored the implementation and fidelity of the school's literacy programming.
- All elementary teachers conducted BAS assessments and RRST assessments as required.
  - The data was analysed, at-risk students identified and steps for intervention were planned in consultation with our principal/Inclusive Ed. lead.
- Each elementary teacher provided LLI instruction during the regular classroom literacy block.
  - Program Assistants were assigned to classrooms at this time to monitor the rest of the class as they read independently or worked on literacy centers.
  - Additional LLI groups were facilitated by trained program assistants and certificated staff.
- Elementary teachers assessed all students and reported reading progress in January and the end of June.



- We spent considerable time reviewing our reporting practices to ensure that parents were receiving clear, concise and consistent messages about their child's progress.
- We revised our progress report to reflect these enhancements.
- Many resources were purchased to create independent classroom libraries as well as evergreening our shared book room. Guided Reading collections were purchased for use in elementary as well as the Fly Leaf intervention resources.
- The Units of Study in Reading, Writing, and Phonics (Teachers College) were purchased and many teachers participated in professional development and began to implement these instructional practices in their classrooms.
- Junior high teachers worked together to focus on vocabulary building and comprehension strategies across the core subject areas.
- Our junior high LA teacher and principal participated in the district junior high reading project.
- We implemented a variety of small group interventions in response to RRST, FAR and Ed Psych assessments.
  - These include LLI, Narrative, Phonemic Awareness, LiPS, FlyLeaf and Language development groups.
- Grades 1 and 2 teachers created a visual display for parents with examples of student writing and reading passages for beginning, mid and end of year expectations.
- All elementary teachers have fully participated in the Professional Learning Series.

#### Numeracy

- We have made a conscious commitment to continuing with Kim Sutton's instructional practices to enhance students' number sense.
  - All elementary teachers incorporated small group instruction or intervention groups within their regular math block.
  - All math teachers committed time to daily math fact practice.
- Teachers implemented the MIPI assessment and analyzed the results for their current and past students on the October Site Based Analysis day.
  - We met in division groups to review scope and vocabulary within grade level curriculum.
- Teachers in most grades have developed daily review sheets to spiral through key concepts. This daily review is a short homework assignment that helps students firm up their knowledge and also helps parents see their child's successes and areas of struggle.
  - Our Associate Principal has hosted many teachers from other schools to share his practices in this area.
- A common resource area was created for all math resources and manipulatives.
- The junior high math teacher provided one-on-one math support during the afternoon Literacy block for students who asked for additional help.
  - He also provided small group instruction during math classes to support struggling learners.
- Grade 3 teacher is part of SLA Numeracy Working group and leads conversations for primary teachers to be aware of expectations and enhance numeracy instruction to help students achieve.
- Grade 6 teacher/Associate Principal is part of Alberta Education Provincial Achievement Testing item development and marking. He facilitated many conversations with our teachers and other teachers from PHPS.

#### Enhance learning opportunities for all students (on site)

- We focused on opportunities for students to engage in alternate learning on-site:
  - Guest speakers in classrooms
    - our CTF Foods Leadership class hosted a visit from local seniors;
    - Local veterans and members of the Legion made classroom presentations for Remembrance Day.
  - CTF Showcases at the end of each trimester
  - Grades 4-6 Track & Field Day organized by our junior high students.
  - Science Expo at the school for grades K-9.
  - Students also had the opportunity to participate in the district science fair.
    - Students represented our school at the Regional Science Fair in Edmonton.

#### Enhance opportunities for students to engage in learning off-site

- Each grade participated in a field trip which corresponded to outcomes within the social studies, science or phys-ed curriculums.
  - Our grades 2 and 4 classes had the opportunity to take swimming lessons during the year.
  - Our 4/5/6 Choir performed at the Smithfield and Pembina Lodges in Westlock at Christmas time.
  - Grades 4-9 students had the opportunity to participate in one ski day at Tawatinaw.
  - Our grades 4, 8 and 9 classes had overnight excursions.
  - Grade 9 students travelled to Jarvie to participate in the “No Stone Left Alone” project at the cemetery.
  - The junior high band participated in the Barrhead Rotary Music Festival in March.
- In Outdoor Pursuits, students travelled to a local farm to build shelters.

#### Career Technology Foundations (CTF) Programming

- Teachers created 9 different courses for CTF. Students had the opportunity to choose 6 different options throughout the year (5 if the student was in Band)
- Teachers created an assessment rubric for CTF as well as a reporting tool which focused on descriptors rather than percentages.

#### Citizenship

- Students participated in a variety of service projects:
  - Terry Fox Run,
  - Skate-a-thon (which raised over \$5000.00);
  - Drive away Hunger for the Westlock Food Bank (2025 lbs. collected).
- Monthly school assemblies were highlighted with a slideshow of the school and classroom activities in all grades.
  - This allowed students to see what other classes were doing and to create a sense of unity.
  - Our school anthem, “My Pembina” was played and sung at each assembly.

#### **September 2019** Comment on PAT Results:

##### Grade 6 PAT results:

100% of our grade 6 students wrote all four PAT with 100% of students achieving the Acceptable

Standard.

Many students achieved the Standard of Excellence: 10% in English Language Arts, 10% in Mathematics; 45% in Science, and 25% in Social Studies.

Grade 9 PAT results:

100% of our grade 9 students wrote the Mathematics, Science, and Social Studies PATs.

One student moved away in between writing the English Language Arts Part A and B exams.

Overall, results were as expected with high Standards of Excellence across the four subject areas for this cohort of students.

- English Language Arts - 82.1% Acceptable; 17.9% Excellence.
- Mathematics - 80.8% Acceptable; 30.8% Excellence.
- Science - 78.6% Acceptable; 28.6% Excellence.
- Social Studies - 74.1% Acceptable; 14.8% Excellence.

**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.**

**Additional School Level Strategies Include:**

- Continue to access the services and support from district FNMI liaison.
- Continue to implement multiple intelligences centers and project based learning strategies to allow for the success of all students.

**Commentary (July 2019):**

- Classroom teachers and our Success coach work closely with our FNMI liaison to support identified students.
- Our FNMI liaison continues to provide support and guidance for identified students and families.
  - We have created PSMEs with the FNMI liaison’s input for identified students with behavior needs.
- We hosted Phyllis Webstad who is the author of “The Orange Shirt Day” on October 14, 2018.
  - Ms. Webstad spoke to the entire school and then held classroom conversations in grades 4, 5 and 6.
- Our grade 3 teacher facilitated our October PLC using resources from the ATA’s Walking Together project.
- In November we hosted dancers and singers from the Alexander First Nation.
- We also invited an elder to speak with each class.

**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.**

**Additional School Level Strategies Include:**

Welcoming, Caring, Respectful and Safe Learning Environments / Developing a K-9 Culture

- Continue to create a K-9 school culture
  - Visit other K-9 schools
  - Maintain weekly teacher meetings to ensure common vision and understanding

within a K-9 environment

#### Support for Students at Risk

- Our school will continue to support the Success coach position to support students emotional wellness and provide targeted instruction for students under the direction of PHPS Behavior Specialists.
- Literacy Intervention strategies:
  - Administration will ensure availability and access to multiple levels of literacy intervention resources
  - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's literacy intervention programs in alignment with the District Literacy Strategy
  - Provide small group reading instruction for grades 1-6 using LLI, guided reading, Early Reading Intervention or FlyLeaf resources All elementary classrooms will continue providing literacy interventions for at-risk readers
  - We will continue to use LLI to support Tier 3 students in junior high in addition to the use of Text to Speech & Audiobooks.
  - ERI continues for individual students in grades one and two.

#### Inclusive practices

- Our teachers will continue to incorporate Block One strategies in all classrooms
- We look forward to hosting Shelley Moore in October, November, and December at PNCS to further our thinking and instructional practices.

#### Early Learning

- We are pleased to have our PN - PREP program (previously known as READY C) to support early learners.
  - This year, our PN-PREP program had two classes running on Monday and Wednesday mornings and afternoons.
- Our school SLP Assistant will continue supporting at-risk readers in grade one with phonemic awareness skill building lessons daily

#### **Commentary (July 2019):**

##### Welcoming, Caring, Respectful and Safe Learning Environments / Developing a K-9 Culture

- Continued with weekly after school meetings on Thursdays with teachers and also included the Admin Assistant who took minutes of the meetings to be distributed to all staff.
  - This provided clear, timely communication for everyone.
  - The principal sent out a week at a glance each Sunday evening to outline events for the week for staff
  - The Admin Assistant did the same for parents through our announcements on the website.
- Our junior high students were given a variety of leadership opportunities through their CTF Showcases, special events such as Christmas Dinner, Ag Safety Day, grades 4-6 Track & Field Day, and Open House.
- Our Foods Leadership class also created a healthy snack and lesson for each of the elementary classrooms to teach about the importance of eating nutritious and easy to prepare snacks.
- Individual students also provided supports for elementary and junior high classrooms as part

of their CTF Passion Projects (movement breaks, art projects, games in PE, construction projects, etc.)

#### Support for Students at Risk

- The Coordinator of Counselling Services has been a support for our school.
  - She worked directly with our Success-coach and the Principal.
    - Reviewed caseload with Success-coach – supported and responded to questions.
    - Was responsive to questions and support from teachers, Success-Coach and administration.
  - Our Success-coach participated in Counsellor meetings.
    - She is learning new skills and affirming her practice is consistent with the district expectations.
- To support students with course completion, we implemented a lunch time Homework Room which was supervised by the admin team.
  - This dedicated space and time allowed students to receive the support they needed to complete assignments as well as highlighting the importance of completing all assignments in a timely manner.
- The principal also served as the Lead Teacher of Inclusion for Tiers 2 and 3 students. The Lead Teacher of Inclusion (Principal):
  - Coordinated services and supports for Tier 3 students with the School Link Team (OT only this year).
    - TinyEye was utilized for SLP services.
  - Coordinated the services of specialized supports from FSCD.
  - Provided hands-on support for teachers and support staff
  - Facilitated the creation of IPPs including communication with parents and off-site team members
  - Helped facilitate daily planning for each student (students on significantly modified programs)
  - Coordinated the schedules for all staff involved with these students
  - Coordinated the PD required for staff members who work with these students.
  - Communicated directly with the Director of Student Services
  - Administered Level B assessments – creates reports and debriefs with parents. (FAR, FAM, Woodcock Johnston)
  - Created and facilitated targeted intervention plan based on assessments (both pull out and in classroom interventions)
  - Worked closely with elementary and junior high classroom teachers to ensure that the needs of all struggling students were being addressed.
  - Made recommendations for teachers to support students in classrooms
  - Acted as the bridge from Student Services to the school for all consultants and specialists.
- In response to FAM and other level A assessments, we have created small group interventions to help at-risk students develop a solid understanding of number.
- The year end transition meetings were facilitated by the Principal/Lead Inclusive Ed teacher

who also ensured that all IPP's and documents were completed.

#### Inclusive practices

- We utilized our Classroom Improvement Funds (CIF) to have a team teacher in grade 5 Math and additional support from a program assistant in the grade one classroom.
- We also had regular visits from the PA mentor as she helped all support staff members learn new strategies to address behavior concerns and helped to create PSME's for targeted students.
- We engaged parents and staff in a number of concept based learning activities to reinforce how we can create environments for academic and social inclusion.
- The Principal/Lead Teacher of Inclusion team demonstrated teaching in classrooms to support students and teachers with instructional practices.
- All teachers participated in Transition Meetings at the end of the year, facilitated by the Principal/Lead Inclusion Teacher.
- Teachers used Shelley Moore's class pyramids to place where students fit through the lenses of literacy, numeracy, behaviour, and social emotional learning.
- All staff have participated in sessions related to concept based instruction.

#### Early Education Programming

- The READY C program continues to be a valuable option for parents in the community.
- This year, there were two classes (morning and afternoon) held on Monday's/Wednesday's)

### **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.**

**Additional School Level Strategies Include:**

Professional Development

- Teachers and program assistants will continue to be offered opportunities to participate in professional development (school based, PHPS, ERLC and other events).
  - Staff will continue to be encouraged to attend in pairs or small groups to increase collaboration and dialogue.
- The administration team will continue to engage with staff as learning leaders in the school.
- The principal will continue to serve as the Inclusive Education lead with involvement with ALL students in the school
  - IPPs, team meetings, PD, liaison with external staff and professionals, coaching, etc.



#### Communication regarding Student Progress

- Teachers at PNCS will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written, electronic and oral communications, to discuss student progress.
- The administrators at PNCS will read report cards prior to distribution to parents.
- Teachers at PNCS will continue to increase their use of PowerSchool and the Web site.
- PNCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.

#### **Commentary (July 2019):**

##### Activities to support professional development

- The principal worked directly with our new teacher to support her transition to PHPS
- The administration team helps junior high teachers with UDL based practices, specifically to help them enhance their teaching strategies to meet the needs of a large range of students.
- In addition to district PD days, we have utilized our School Based PD Days and PLC times to focus on Ed Plan priorities.
  - September PLC – The Associate Principal lead the junior high teachers through the classroom pyramids to identify students who required support in literacy, numeracy, behaviour, and social emotional learning. The Principal lead the elementary staff through comprehensive literacy expectations and practices.
  - October 19 School PD – analyzed PAT results, worked through strategies for enhancing math instruction based on MIPI results, and built better assessments for junior high by integrating PAT sample questions.
  - October PLC – Our Grade 3 teacher lead our teachers through activities provided by the ATA Walking Together project to enhance our foundational knowledge of First Nations, Metis, and Inuit history in Canada.
  - November PLC - We hosted two guests from the Fetal Alcohol Spectrum Disorder clinic to speak with teachers about learning strategies and classrooms interventions as well as teaching about this topic in Health.
  - February PLC - Introduction to Concept Based Instruction
  - March 8 School PD - EverActive Schools interactive presentation (Movement and Mental Health); Curriculum 101.
  - March PLC - Independent Teacher directed time (Concept Based Instruction).
  - April Planning Day - Concept Based Instruction activities (through the lenses of academic and social inclusion).
  - April PLC - Concept Based Instruction continued. Julie Stern book study for teachers. All program assistants were given a copy of Dr. Jody Carrington's book.
- Three teachers participated in three days of training with Shelley Moore through ERLC.
- Three teachers attended sessions on the Units of Study Reading and Writing through ERLC.
- One teacher attended a Kim Sutton workshop.
- Participation in the Numeracy Professional Learning Series facilitated by PHPS.
- Two teachers participated in the RRST refresher course offered through PHPS.

- One teacher served as the PHPS CTF representative at ERLC.
- Concept Based Instruction:
  - The Principal and Associate Principal participated in two days of training with Tiffanee Brown in October.
  - The Principal participated in two days of training with Julie Stern in February; followed by an additional day with Tiffanee Brown in March.
  - The Principal co-created two days of workshops with the Lead Teacher in PHPS to deliver an introduction to other teachers in our district on this topic.
- The Associate Principal hosted many teachers on different occasions from PHPS to observe and discuss relationship building and instructional practices.

Satisfaction with instruction, teachers and administration

- Results from PHPS survey demonstrate confidence from students, parents and staff with regards to programming opportunities, quality of teachers and performance of administration.

Communication regarding Student Progress

- We also spent considerable time reviewing our reporting practices to ensure that parents were receiving clear, concise and consistent messages about their child’s progress.
- Individual Program Plans (IPPs) were created and reviewed at multiple points throughout the year with parents.
- Revisions have been made to our progress reports to accurately show parents the adapted outcomes that their child may be working towards.

Technology

- We phased out the old Netbooks and replaced them with Chromebooks for use in our elementary classrooms.
- Junior high students have the opportunity to purchase their own Chromebook at a discounted price.
  - Each junior high classroom also has 5-7 assigned Chromebooks for student use.
- All junior high classes used Google Classroom and students shared their assignments with each teacher through Google Docs.
- We modified our “open access on personal devices” for junior high students.
  - Students were only allowed to use a Chromebook or personal computer for their classroom work.
  - Cell phones and iPods were not permitted during instructional time.
  - Students were permitted to use their personal devices during class breaks and lunch time..
  - Teachers reported that this practice helped students stay focused on instruction and individual work.

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

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

**Accountability Pillar Measures:**

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

**Jurisdiction Measures:**

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

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

**Additional School Level Strategies Include:**

Community Engagement

- Continue to embody the belief statements in our actions.
- Work with School Council to enhance parent volunteer opportunities

#### Extra-Curricular Planning and Supports

- Maintain and utilize a Sports Handbook for PNCS to provide specific information and details for parents and athletes.
- Continue to provide co-curricular and extracurricular sports opportunities for junior high and grade 6 students.

#### Communications

- Continue to utilize our website as a tool for parents and community to find information and resources (calendar, permission forms, online payments, picture gallery, resources, etc.)
- Our monthly newsletter and Facebook page are appreciated by our families and community members.

#### Budgets and School Generated Funds

- PNCS will monitor the school budget regularly in alignment with PHPS policy.

### **Commentary (July 2019):**

#### Community Engagement

- Our Open House each spring continues to be the best avenue for us to invite parents and community members into our building.
  - This year, our event on May 30 included student published book displays in the gym, a petting zoo and student activity stations outside and a free concession managed by our Foods Leadership CTF students.
  - Healthy foods were prepared and served by our junior high students as part of our focus on Nutrition and using the funding provided by Alberta Education.
  - Many conversations were had with parents and it was much appreciated by those in attendance.
  - The School Council also hosted their Annual General Meeting on this night as many parents were available to be in attendance.
    - Many parents turned out to the meeting and there was a willingness to work with the Fundraising Society to meet on the same nights next year to increase attendance at both meetings.
  - The evening ended with a junior high orientation meeting for parents and students.
    - This was an opportunity for grade 6 students/parents to hear about the junior high programming and opportunities available in the coming year.
- Parents were invited to attend our School Planning Day in the spring.
  - Babysitting was provided and we had 5 parents join us for the morning.
  - The morning was spent with group reflection and input on 4 topics:
    - 1. Review of School Survey Data and comments
    - 2. Review of Ed Plan priorities: Literacy, Numeracy and Diversity
  - After a review of these topics, those in attendance confirmed that we continue to embody the belief statements in our actions.

#### School Council Engagement:

- Our School Council executive are strong advocates of our school and continue to share the

message of the quality opportunities available for students in this building.

#### Extra-Curricular Planning and Supports:

- Our Sports Handbook was reviewed with students and parents at the beginning of each sporting season (i.e. volleyball and basketball) to outline procedures and expectations for parents, coaches and athletes.
  - This has proved to be valuable for both our junior high and elementary coaches.
- The budget planning sheets for extra-curricular sports and field trips has been valuable to ensure that we target the right amount of fundraising.
  - It has also been helpful to share with parents and School Council so they can see how the school pays for these special events.
- Junior High students had the opportunity to participate in Co-Curricular and Extracurricular sports throughout the year.
  - Students also participated in junior high soccer, curling, and badminton.
  - Pembina North Community School hosted the annual junior high soccer tournament.
  - We hosted the Girls and Boys Volleyball Zone Tournament in November and both teams came home with the banners!
- Parent and community volunteer coaches were utilized in order to ensure that all junior high students who wished to play a sport had the opportunity to do so.
- Elementary extracurricular sports were available to all grade 6 students.

#### Communications:

- The School Administrative Assistant continues to do an amazing job of creating a variety of communication systems to help parents and community stay informed as to the school's activities.
  - Parents and community members particularly appreciate all of the pictures shared on our Facebook page which captures the many special events that occur within our building.
- Parents are encouraged to provide their email address.
  - All newsletters are emailed to parents with only a very few requesting a paper copy.
  - Feedback from our parents confirms that this is their preferred method of communication from the school.
- All bus drivers are provided a paper copy of the monthly newsletter
- The school website has the monthly calendar on the opening page.
  - Many parents have commented on how much they appreciate this feature.
  - All special events are listed on the date with a direct link to supporting documents like permission forms.
  - Parents can access these forms from home, printing off their own copy.

#### Budgets and School Generated Funds:

- We created a budget planning sheet for all of our extra-curricular sports teams to help determine player costs.
  - This helped our parents understand the expenses and enabled our Fundraising Society to establish targeted fundraising efforts to support our sports programs.
  - We utilized a budget planning sheet for all field trips in order to determine necessary fundraising or participant fees.
- Our school utilizes the online payment system for hot lunches, sports fees, field trips, etc.
  - Parents appreciate the email reminder for payment deadlines as well as the ease of paying for student activities in this way.

- An on-going challenge will be to maintain adequate resources for our enhanced CTF program.

### 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
	48	87.9	22.6	42	85.2	23.6

##### **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).

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
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			91.3	85.5	87.8	80.0	90.6
Parents			95.6	*	94.1	74.3	93.3
Students			78.2	71.1	69.2	65.8	78.3
Teachers			100	100	100	100	100

**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			77.1	100	100	83.3	100
Parents			66.7	*	*	66.7	100
Teachers			87.5	100	100	100	100



**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			68.8	73.1	56.0	72.2	80.8
Percentage at Excellence			12.5	15.4%	1.0	16.7	30.8

**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	0.25	0.05	.05	0.05

**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			33	35	29	23	28
Percent			52	49	45	37	42

**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			96.8	96.7	94.4	97.3	96.4
Students			88.1	68.3	69.4	74.5	82.8
Staff			100	100	93.8	100	96.3

**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			5	8	10	9	11

**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			227	240	201	203	205
Percent			100	100	92	97	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			1	1	1	1	1
Percent			1	1	1	1	1

**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			0	0	0	0	0

**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			63	68	62	63	66
Percent			100	100	96.9	100	100

**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			5	3	8	7	7

**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			94.8	91.8	91.0	87.5	95.1
Parents			97.8	*	94.1	85.7	97.8
Students			86.6	83.5	80.9	76.7	87.6
Teachers			100	100	98.0	100	100

**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			96.7	98.4	95.8	97.3	96.4
Students			97.7	91.6	89.4	97.3	98.5
Staff			100	100	100	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			94.8	92.9	94.1	94.7	97.5
Students			92.2	61.5	62.2	89.6	91.7
Staff			99.0	100	98.9	99.1	100

**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			85.6	90.2	88.4	85.8	95.8
Parents			92.6	*	94.4	76.2	100
Students			80.7	80.4	74.0	84.3	87.5
Teachers			83.3	100	96.7	97.0	100

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

Percentages	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		0.5	0.0	0.4	0.9	1.3	1.8
Level 5		3.2	2.4	2.2	1.4	2.2	.9
Level 4		2.7	5.7	5.2	5.5	10.5	12.3
Level 3		5.9	9.6	9.1	8.2	7.5	9.5
Level 2		6.4	7.2	7.4	8.7	5.3	5.5
Level 1		81.3	75.1	75.7	75.3	73.2	70.0

**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			73.9	64.6	77.7	77.2	79.6
Parents			80.3	*	78.8	83.7	79.2
Students			63.4	48.8	70.9	61.5	72.3
Teachers			78.1	80.4	83.3	86.4	87.3

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers			79.2	90.5	89.7	84.8	85.2

**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			93.5	80.3	91.5	94.5	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			98.4	91.8	97.2	93.1	100
Students			97.6	92.7	90.6	95.4	97.6
Staff			100	100	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			98.4	91.8	95.8	91.8	98.1
Students			95.1	78.4	89.9	85.5	96.1

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

*Parents: I am satisfied with the 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			88.9	90.2	84.5	No Data*	98.1
Students			90.4	84.6	78.7	77.8	95.3
Staff			100	100	93.8	94.1	100

\*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			96.8	95.1	98.6	98.6	100
Students			96.4	93.6	86.1	97.2	96.1
Staff			100	100	100	100	85.7

**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
PN			109	71	12	107	223

**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
PN	1.87	1.0	1.65	1.25	0.64	0.80	0.85

**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	1.3	1.99	2.09	2.33	2.27

**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			-	85.2	87.1	94.5	94.4
Students			-	85.6	89.1	90.8	90.6
Teachers (1)			New 2015	100	100	100	100
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				76.0	72.6	80.0	72.7
Teachers				100	90.9	72.7	95.0



**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	100	100	100	92.9
Teachers (2)			New 2015	100	100	100	100
Students			New 2015	89.5	87.3	94.5	91.4

**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	81.6	80.7	89.1	91.4
Teachers			New 2015	100	100	100	100

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

*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	86.9	88.7	87.7	90.9

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**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			75.8	100	82.4	83.9	87.8
Parents			64.4	*	75.0	71.4	75.6
Teachers			87.2	100	89.8	96.4	96.4

**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			77.7	77.5	89.2	86.8	94.4
Parents			88.9	*	85.7	100	100
Students			81.6	69.2	81.9	69.4	83.1
Teachers			62.5	85.7	100	90.9	100

**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			94.3	93.2	94.1	95.0	96.1
Parents			98.1	*	95.0	97.6	98.1
Student			91.3	86.4	88.9	87.4	90.2
Teachers			93.6	100	98.3	100	100

**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			77.6	83.2	79.6	81.0	82.1
Parents			79.4	*	77.3	70.4	67.6
Students			80.4	76.0	77.6	77.4	84.5
Teachers			72.9	90.5	83.9	95.3	94.1

**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			91.9	91.8	95.8	90.4	96.4
Students			96.3	87.6	89.1	90.9	96.9
Staff			100	100	100	100	100

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			100	96.7	98.6	95.9	98.1
Students			97.6	98.4	97.3	97.2	99.2
Staff			100	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			91.9	88.5	80.3	74.0	95.6
Staff			93.3	83.3	75.0	100	100

**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			83.4	78.7	84.3	82.2	90.9
Students			86.7	61.3	65.7	62.7	73.2
Staff			87.5	100	93.3	100	100

**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			85.5	95.1	97.2	95.9	100
Students			95.0	88.8	97.3	90.0	96.9
Staff			100	100	100	100	96.3

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	93.2	88.7	88.9	98.2
Students (Gr 10-12)			New 2015				
Staff			New 2015	100	93.3	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			82.3	81.8	93.9	88.9	92.6
Students (Gr 7-12)			92.3	96.7	98.3	96.2	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student			85.4	76.8	78.0	100	83.6
Staff			93.8	100	93.3	81.5	100

**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			\$26,775	\$6,068	\$5,500	\$5500	\$24000

**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			17	7	8	6	9

**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			68	76	79	77	80

**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							