

**DUNSTABLE SCHOOL**

**Three Year Education Plan  
2020-2023  
June 10, 2020**

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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 all parents fill out an annual feedback sheet and our school council members are invited to attend the annual planning day.

### **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 office.

### **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**

At Dunstable School we work to provide a unique supportive family-like atmosphere committed to building academic excellence from a foundation based on character and active citizenship.

### **Historical Background**

Dunstable School, located about 30 kilometres south-east of Barrhead, serves approximately 50 students from K – 6. Dunstable School came into existence when the first Dunstable School was built two miles south of the present site. The first teacher was believed to be Mrs. Jean Livesy. Dunstable School derived its name from the small community of Dunstable located about 50 kilometres north of London, England. According to pioneer and school bus driver, Mr. Jim Redwood (now deceased) the community got its name by a lottery. Wondering how to name it, the four founding settlers decided to each put a name into a hat, and the name drawn was Dunstable.

The one-room school served grades one to ten until 1948 when schools in Belvedere, Sion, Five Lakes, Clifton and Dunstable were centralized. During the summer of 1948, the five-school buildings were moved to the new location, which is the present site of Dunstable School. The enlarged version Dunstable School served 100 students grades one to twelve. Enrolment peaked in 1949 with 126 students and started dropping off in 1962. From 1937 to 1964, grade 11 was the highest grade offered and in 1964 it dropped to grade nine. Since 1973, the school has served grades K – 6. The present building was completed in 1953. It has a unique architectural design, with the gymnasium in the centre of the school building serving as entrance and hallway. It must be traversed to gain entry to any classroom. With the completion of the new addition in 1999, the large boot-room now serves as an entrance to the two offices and the library/computer room. The school also consists of four classrooms, a staff room and a gym.

### **Demographics**

This year our school will be serving 50 students from kindergarten to grade 6.

## Section 2: Outcomes, Measures, and Commentary

### Alignment of Outcomes to Key Strategies

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

#### 2020-2021

*(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)*

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

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

#### **OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.**

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

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

#### **OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.**

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

## Summary of Key Division Priorities and Strategies 2020-2021

<p><b><u>Student - Teacher relationships</u></b>  <b><i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division will guide and monitor the <b>academic and mental health continuum of services</b> available to students.</p> <ul style="list-style-type: none"> <li>● The “<b>Mental Health Literacy</b>” project is the framework through which schools promote and monitor the Tier 1 and 2 students’ mental health and well being <ul style="list-style-type: none"> <li>○ <b>Principals</b> will ensure that the skill set of The ‘Go-to-educator’ is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources.</li> <li>○ Schools may to add responsibilities related to mental health literacy to their <b>Inclusive Education Lead Teachers</b> job descriptions</li> </ul> </li> <li>● <b>Principals</b> will monitor the academic and mental health of Tier 2 and 3 students. <ul style="list-style-type: none"> <li>○ Schools may assign responsibilities <ul style="list-style-type: none"> <li>■ to <b>certificated school counsellors</b> to support Tier 2 and 3 students’ mental and social well-being.</li> <li>■ to “<b>success coaches</b>” to support Tier 2 students’ mental and social well-being.</li> </ul> </li> <li>○ <b>School counsellors</b> and <b>Success Coaches</b> must be monitored by the <b>principal</b> and division coordinator(s).</li> <li>○ High schools must assign the responsibilities of a <b>high school completion liaison</b> to identify Tier 2 students for programming support, guidance and monitoring</li> <li>○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools</li> </ul>	<p>2,4</p>
<p>The division will maintain two district <b>First Nations, Metis and Inuit Liaisons</b> whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students</p>	<p>2,4</p>
<p>The <b>principals</b> will:</p> <ul style="list-style-type: none"> <li>● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High</li> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> </ul>	<p>2,4</p>
<p>Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:</p> <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>	<p>3,4</p>
<p><i>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.</i></p>	<p>3, 4</p>

<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Make use of the training on Mental Health First Aid that one of our staff members has received.</li> <li>● Continue to teach about “Healthy Minds” as part of our Morning Assemblies.</li> <li>● Continue to access the support of our FSL (Family-School Liaison) and our FNMI (First Nations, Metis and Inuit Liaison).</li> <li>● Continue the many community building activities that are an integral part of our school culture and climate.</li> <li>● Continue Bear House (Cross-grade) activities.</li> <li>● Continue our Bear of the Day activities.</li> <li>● Continue with Kinderbuddies, Birthday Celebrations, greeting students at the door each morning and sending them home with a wave at the end of each day.</li> <li>● Staff will complete the Jody Carrington Workshops that accompany the book Kids These Days.</li> <li>● Work with BCHS to transition students into Grade 7.</li> <li>● Take advantage of PD aimed at building capacity to support Mental Health and Indigenous Inclusion.</li> </ul>	
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<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> <li>● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.</li> </ul>	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <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>● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.</li> </ul>	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <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>	<p>1, 3</p>
<p>The <b>principals</b> will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> <li>● Monitoring implementation of the Literacy and Numeracy strategy</li> <li>● Ensuring and facilitating logistics for implementing the specified assessments</li> <li>● Facilitating collaboration between teachers of similar grade levels</li> <li>● Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>● Being a participant in professional learning</li> </ul>	<p>1, 3</p>

<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to use the RRST, BAS literacy assessments, and the MIPI to gauge students learning and inform instruction.</li> <li>● Discuss the results of these tests as a staff to help set direction within our school.</li> <li>● Continue to take advantage of PS on literacy and numeracy.</li> <li>● Maintain our use of Guided Reading, LLI, Math Centers, Prodigy and Successmaker.</li> <li>● Continue our implementation of Read, Writing and Phonics Workshops (Lucy Calkins).</li> <li>● Continue our focus on Math Fact Fluency and use MIPI results to target areas of need for our students.</li> <li>● Host two Showcases of Learning where students share their literacy/numeracy growth and some of the activities we do in the classroom to support their learning.</li> <li>● Make use of our Alternate Operations Days and Teacher Directed PD Days (should teachers choose to) to initiate collaboration with teachers in other buildings focussed on literacy and numeracy instruction.</li> </ul>	
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<p><b><u>Support for Staff</u></b>  <b><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> <li>● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ 2.0 FTE <b>certificated coordinators</b></li> <li>○ 2.0 FTE <b>First Nations, Metis and Inuit Liaisons</b></li> <li>○ 2.25 FTE <b>Speech - Language Pathologists</b></li> <li>○ 1.4 FTE <b>Occupational Therapist</b></li> <li>○ 1.0 FTE <b>Psychologist</b></li> </ul> </li> <li>● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ Site based <b>Inclusive Education Lead Teachers</b> (minimum FTE per site)</li> <li>○ Schools will collaborate to align and distribute the services of <b>PA Mentors</b></li> </ul> </li> </ul>	<p>2, 4</p>
<p>Division administration will assign the following responsibilities to <b>certificated coordinators</b>:</p> <ul style="list-style-type: none"> <li>● Train, guide and monitor schools' Inclusive Education Lead Teachers</li> <li>● Collaborate with schools' <b>Inclusive Education Lead Teachers</b> and <b>principals</b> to <ul style="list-style-type: none"> <li>○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Coordinate behavior supports in classrooms with Tier 2 and 3 students</li> <li>○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion</li> </ul> </li> <li>● Coordinate and monitor district counselling supports</li> <li>● Guide and support the Mental Health Literacy project</li> <li>● Orient and develop capacity of new teachers to PHSD</li> </ul>	<p>1, 2, 3, 4</p>
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an <b>Inclusive Education Lead Teacher</b>. <i>“With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment.</i></p>	<p>1, 2, 3, 4</p>

<p><i>Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction.” Key responsibilities defined in the <a href="#">job description</a> include:</i></p> <ul style="list-style-type: none"> <li>● Collaborate with classroom teachers to design learning that purposefully engages all students.</li> <li>● Coordinate the plans, assessments, monitoring and supports for identified students</li> <li>● Commitment to the Community of Practice</li> </ul>	
<p>While all of the elements on the following list are part of the <b>Inclusive Education Strategy</b> schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> <li>1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class.</li> <li>2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA’s to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required.</li> <li>3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher.</li> <li>4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices.</li> <li>5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students.</li> <li>6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students’ IPPs.</li> <li>7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families.</li> <li>8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance.</li> <li>9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as ‘compasses’ for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations.</li> <li>10. We will ensure that families are included as equal and valued collaborative members of the team.</li> </ol>	1, 2, 3, 4
<p>The <b>principal</b> will:</p> <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>	1, 2, 3, 4
<p>The division will continue to plan and implement a <b>comprehensive professional development plan</b> in collaboration with the ATA’s PD committee.</p> <ul style="list-style-type: none"> <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>○ 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> </ul> </li> </ul>	3

<ul style="list-style-type: none"> <li>● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee</li> <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>● <i>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.</i></li> </ul>	
<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to work with Regional Office staff to meet the needs of our students.</li> <li>● Continue to include Indigenous knowledge and perspectives in our instruction.</li> <li>● Continue to support reconciliation work within our school.</li> <li>● Monitor and support RTI and FNMI students and work with our Lead Teacher of Inclusion to insure that supports are in place.</li> <li>● Attend PD sessions to support teachers and their learning.</li> <li>● Implement concept based instruction and Shelley Moore’s approach to inclusive teaching and learning.</li> <li>● Share our successes and challenges with concept based instruction with each other and with other teachers in PHSD.</li> <li>● Make use of division PD Days and school based PD Days to further develop our knowledge of Mental Health priorities, concept based instruction, Reading and Writing Workshops, Phonics Workshops, and students assessments.</li> <li>● Make use of Alternate Operations Days and Teacher Directed PD Days (should teachers choose to) for grade group/inter-school collaboration.</li> </ul>	

## 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).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.
- 1.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.5 Drop Out rate:** Annual dropout rate of students aged 14 to 18.
- 1.6 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.7 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

### Jurisdiction Measures:

- 1.9 Student Achievement** - Grade 9 cohort results at the acceptable standard in Mathematics.
- 1.10 Student Achievement** - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.11 Student Achievement** - Number of coded students who graduate (code 41 to 46).
- 1.12 Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

### Jurisdiction Outcome 1-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 [Summary of Key Division Priorities and Strategies 2020-2021](#), above.

### Key School Level Strategies Include:

#### Literacy Strategies

- Reading, Writing and Phonics Workshops (Lucy Calkins)
- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.

#### Numeracy Strategies

- Kim Sutton Fact Fluency Activities and Cyclical (Reiterative) Approach to Math Instruction
- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.

#### Citizenship Strategies

- Virtue of the Month activities, Student Leadership Group, Kinderbuddies, Bear House Activities, and Service Projects.

#### Early Learning Programming

- D-Prep program

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

#### **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 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.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section **Summary of Key Division Priorities and Strategies 2020-2021**, above.

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

- We will continue to learn about treaties and the legacy of residential schooling.
- We invite an elder into the school this coming year
- We plan to work with the FNMI Liaison to continue our whole school FNMI activities.
- We will also be renewing our focus on including Indigenous knowledge and perspectives in all aspects of our instruction.

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

**Accountability Pillar Measures:**

- 3.1 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.
- 3.2 Programs - (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.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 PD (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.

**Jurisdiction Outcome 3-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:**

- 3-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
- 3-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.
- 3-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.
- 3-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.
- 3-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 Summary of Key Division Priorities and Strategies 2020-2021, above.**

**Key School Level Strategies Include:**

Educational Programming

- Continue our focus on literacy and numeracy development
- Work to implement Reading, Writing and Phonics Workshops
- Make use of a Cyclical approach to math instruction

ExtraCurricular

- Continue our participation in PHSD Elementary Sports League
- Continue our Running Club, our Choir, our Art Club, and our Intramurals.

Professional Development

- Staff will engage in PD focussed on concept based instruction and Shelley Moore's Inclusive Education
- Focus our PD on literacy and numeracy goals
- Investigate Reading, Writing and Phonics Workshops and collaborate with others using these materials..

Strategies to support formative and summative assessments

- Staff will focus on increased use of formative assessment in Math instruction using Leaps and Bounds
- Staff will continue to use the RRST and BAS.

Communication regarding Student Progress and Classroom Activities

- Staff will continue to report to parents and students on a regular and ongoing basis.
- Staff will use Freshgrade as a tool for ongoing communication.
- We will continue to send home regular progress reports as well.
- We will host an Open House/Showcase of Learning in March

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

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

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 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.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.
- 4.5 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.

##### **Jurisdiction Measures:**

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

- 4.15 Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 Work Preparation** - 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.
- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.
- 4.22 Parent / Community Involvement** - Number of registered\* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement** - 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.)
- 4.24 Parent / Community Involvement** - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management** - 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)
- 4.27 Technology / Management** - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management** - Average age of computers in schools.

**Jurisdiction Outcome 4-A**

**The jurisdiction demonstrates sound fiscal management, considering the needs of the community.**

**Jurisdiction Measures:**

**4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.

#### **4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**

**4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.**

**See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.**

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

##### Welcoming, Caring, Respectful and Safe Learning Environments

- Guide our students to build positive student-student relationships.
- Encourage stronger student-teacher relationships through team building activities.
- Continue our Bear Houses
- Continue our Character Education/virtues program.

##### Inclusive Practices / Supports for At Risk Students

- The principal will lead monthly staff meetings utilizing the Collaborative Response to Intervention Model
- The principal will facilitate weekly staff huddles as required
- Staff will learn more about the work of Shelley Moore and ways to use concept based instruction to include all learners.
- Continue our Bear of the Day activities, our WITS program, and implement a Mental Health awareness campaign

##### Engaging and communicating with the community

- Monthly Newsletters, Facebook Page, Website, Showcase of Learning, Welcoming Volunteers into our building.

##### Strategies associated with the use of learning technologies

- We maintain a 1:1 computer access ratio for students at Dunstable School. The students are also able to access a class set of iPads.

##### Communications Strategies

- We will maintain active communication with parents and the community.

##### Budgets and School Generated Funds

- We work to maintain a balanced budget through careful fiscal management in collaboration with Regional Office Business Services