

NEERLANDIA PUBLIC CHRISTIAN SCHOOL

**Three Year Education Plan
2020-2023**

June 30, 2020

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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 monthly and we regularly review how the school is doing and ask for input. We have a clear and shared focus on developing our students so that they are equipped to serve God joyfully in all areas of life.

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

Mission Statement: Neerlandia Public Christian School will provide a Christ-centred education so that students are equipped to serve God joyfully in all areas of life.



At Neerlandia Public Christian School we believe:

- Our students are developing a deeper understanding of the Biblical story so they will be able to serve others in their learning and play!
- Each child and staff member is a unique and valuable gift from God with different strengths and talents and is worthy of respect.
- As a school community, we are called to help our students discover their gifts and talents so that they have the confidence to use them as they seek to uncover and live out God's plan for each of them.
- In an attitude of Grace where risks are encouraged, challenges issued and children are able to grow as learners
- That each child, being made in God's image, deserves to, and has the ability to learn and show their learning in the ways which work best for them.
- Learning is a process, not an event, and deep learning is transformational for the learner and our world, leading to the Glory of God.
- Learning is Christ-centered and true learning reaches well beyond the classroom walls.

Motto:

"Learning to Serve"

Historical Background

The first settlers in Neerlandia arrived in 1911 and were mostly of Dutch descent. It was a community built in true pioneer spirit by people with a strong work ethic and Christian faith. We believe that these traits have been passed down from generation to generation. In 1915 a small school had started in Neerlandia, however, it was not until 1917 that the Shoal Creek School District #3460 was formed and then, in 1919, the first school building was officially opened. Neerlandia Public Christian School has always been governed under the public school system, but it also has a unique history of providing Christian education. In 1995 the school received official Alternate School Status and officially became the Neerlandia Public Christian School. In December of 2015, Neerlandia Public Christian School moved into a brand new, state of the art building with a balanced learning environment in every classroom and a spacious CTS kitchen.

Neerlandia Public Christian School's motto is: "Learning to Serve". This is a continuing goal and vision for the student body. Over the years the school community has expanded to include families from many different Christian backgrounds and denominations. Students come from Barrhead and beyond the school's geographic attendance boundaries because of the alternate Christian status. The school community is blessed to be able to offer Christian education and hopes to continue to grow with the Lord's continuing grace and faithfulness.

Demographics

Neerlandia Public Christian School is a K through Grade 9 school located in the hamlet of Neerlandia, and is part of a thriving farm community located north of Barrhead, Alberta. We serve over 200 students as a Christian alternative school within Pembina Hills Regional Division #7. Although alternative status was formalized in 1995, our history of providing Christian education in the community goes back to 1915.

We incorporate a Christian world and life view in all the subject areas, challenging students to apply their learning to a faithful life of service. Devotions begin every school day and Bible is taught as a core course in Grade K through Grade 9. All staff members meet for devotions every Tuesday morning and regular assemblies, focused on the year's theme, are held each month. We also emphasize service projects of various kinds throughout the year as we try to teach the students to serve God and others.

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><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division will guide and monitor the academic and mental health continuum of services available to students.</p> <ul style="list-style-type: none"> ● The "Mental Health Literacy" 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"> ○ Principals 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. ○ Schools may to add responsibilities related to mental health literacy to their Inclusive Education Lead Teachers job descriptions ● Principals will monitor the academic and mental health of Tier 2 and 3 students. <ul style="list-style-type: none"> ○ Schools may assign responsibilities <ul style="list-style-type: none"> ■ to certificated school counsellors to support Tier 2 and 3 students' mental and social well-being. ■ to "success coaches" to support Tier 2 students' mental and social well-being. ○ School counsellors and Success Coaches must be monitored by the principal and division coordinator(s). ○ High schools must assign the responsibilities of a high school completion liaison to identify Tier 2 students for programming support, guidance and monitoring ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools 	<p>2,4</p>
<p>The division will maintain two district First Nations, Metis and Inuit Liaisons whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students</p>	<p>2,4</p>
<p>The principals will:</p> <ul style="list-style-type: none"> ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers 	<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"> ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success 	<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><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Continue to utilize the division Success Coach (from FCSS) to support identified students' mental and social well-being. ● Have a teacher counsellor meet with students who are not with the Success Coach. ● Have a Mental Health Literacy point person appointed to oversee the Mental Health Literacy project. ● Utilize the expertise and supports of the Program Assistant Mentor. ● Have a Special Ed Coordinator separate from the principal role. This allows for an expert teacher as well as the principal's involvement and expertise. Makes the role more defined and provides a new level of support and implementation. ● Deploy teachers and support staff to prioritize supports for Tier 2 students. ● Continue to participate in relevant PD opportunities, either from teacher request or principal directed, to increase knowledge and implement into practice. ● Work with division Education Services Co-ordinators on an as needed basis. <p>Additional school strategies focused on Student-Teacher Relationships:</p> <ul style="list-style-type: none"> ● Encourage staff-student interaction through staff involvement of intramurals or noon-hour tournament events (video game tournaments, ping pong, etc.) ● Encourage teacher-student discussions during recess supervision, whether inside the halls, foyer, gymnasium, or outdoor playground areas. ● Jr. High students can eat in the foyer (with appropriate distancing) to visit with each other and staff. The Jr. High is small enough to allow it to be a cohort for both classes and recess breaks. ● Extracurricular activities, within COVID guidelines. 	
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<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></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"> ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy. 	<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"> ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	<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"> ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy) 	<p>1, 3</p>
<p>The principals will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> ● Monitoring implementation of the Literacy and Numeracy strategy 	<p>1, 3</p>

<ul style="list-style-type: none"> ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning 	
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Implement the division strategies mentioned above, in full ● Appoint a Literacy Lead and Numeracy Lead contact teacher in the school to guide and support other teachers, ensuring pedagogical fidelity ● Participate in all testing & reporting, including the RRST, BAS, MIPI, <p><u>Numeracy:</u></p> <ul style="list-style-type: none"> ● All math teachers will implement daily math fact practice. This will be done with Kim Sutton programming and resources in the younger grades (k-4). Grades 5-9 will use a basic fact program that ensures students have daily practice. ● Utilize online math programming, such as Mathletics, Manga High, or Prodigy to engage students and provide further practice of lessons taught ● Ensuring manipulatives are used in lessons to give concrete understanding of concepts. Transition from manipulatives to pictorial, to abstract. <ul style="list-style-type: none"> ○ Multiple strategies taught and introduced, all based on the manipulatives, showing connections between all strategies to ensure students eventually progress towards efficient algorithms when they are ready for understanding. ● Math stations will be used in combination with teaching lessons to allow students multiple methods of practicing, learning, and engaging in the concepts being taught. ● Jump Math will be used from grades 1-3 to provide consistency of programming. Teachers will use this in combination with the math centres to provide variety in engagement. Jump Math naturally cycles the curriculum so concepts are covered multiple times in a year. <ul style="list-style-type: none"> ○ Grades not using Jump Math will have schedules set up to loop and review all concepts each month to provide connections between math units and maintain fresh review of learning on an ongoing basis. <p><u>Literacy</u></p> <ul style="list-style-type: none"> ● Elementary teachers will continue to receive and implement training of Words Their Way (WTW). This can be used in addition to familiar word-work/spelling programs, with WTW being an anchor for differentiated programming to meet students at their level ● 6+1 Traits of Writing used in conjunction with Writers Workshops (Lucy Calkins). ● Guided Reading, Levelled Literacy Intervention (LLI), Flyleaf, Early Reading Intervention (ERI), used, in consultation with the school's Inclusive Ed Lead and Literacy Lead Teacher to provide intentional programming to meet all readers' needs. <ul style="list-style-type: none"> ○ Readers Workshops (Lucy Calkins) used for whole class instruction ● Utilize online (tech) programs for additional literacy support, such as spelling city, Tumble Books, and EPIC ● Peer Reading ● Reading buddies (if possible within COVID Cohorting) ● Cross curriculum - teaching Literacy strategies in all subjects 	

<p>Support for Staff <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>
<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"> ● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ 2.0 FTE certificated coordinators ○ 2.0 FTE First Nations, Metis and Inuit Liaisons ○ 2.25 FTE Speech - Language Pathologists ○ 1.4 FTE Occupational Therapist ○ 1.0 FTE Psychologist ● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ Site based Inclusive Education Lead Teachers (minimum FTE per site) ○ Schools will collaborate to align and distribute the services of PA Mentors 	<p>2, 4</p>
<p>Division administration will assign the following responsibilities to certificated coordinators:</p> <ul style="list-style-type: none"> ● Train, guide and monitor schools' Inclusive Education Lead Teachers ● Collaborate with schools' Inclusive Education Lead Teachers and principals to <ul style="list-style-type: none"> ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students ○ Support staff with students who have complex communication needs ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion ● Coordinate and monitor district counselling supports ● Guide and support the Mental Health Literacy project ● Orient and develop capacity of new teachers to PHSD 	<p>1, 2, 3, 4</p>
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an Inclusive Education Lead Teacher. <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. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction.”</i> Key responsibilities defined in the job description include:</p> <ul style="list-style-type: none"> ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice 	<p>1, 2, 3, 4</p>
<p>While all of the elements on the following list are part of the Inclusive Education Strategy schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> 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. 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. 	<p>1, 2, 3, 4</p>

<ol style="list-style-type: none"> 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. 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. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 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. 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. 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. 10. We will ensure that families are included as equal and valued collaborative members of the team. 	
<p>The principal will:</p> <ul style="list-style-type: none"> ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning 	1, 2, 3, 4
<p>The division will continue to plan and implement a comprehensive professional development plan in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee ● 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) ● <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> 	3
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Work with FNMI Liaisons to access or purchase resources that can be integrated into subjects beyond Social Studies curriculum. 	

<ul style="list-style-type: none"> ○ Bring in speakers or instructors for school PD days to teach the integration of Indigenous culture and Christian culture and how the two can coordinate beautifully in the classroom ○ Work with the PD committee and Education Services to further our knowledge and implementation of TQS #5 Applying Foundational Knowledge about First Nations, Metis, and Inuit to benefit all students ○ Work with School Council and parents to bridge understandings of Indigenous culture and education in our school. ● Have an Inclusive Ed Lead Teacher with designated time to work with other classrooms to support teachers, PAs, and students. <ul style="list-style-type: none"> ○ The Inclusive Ed Lead will work in collaboration with the school Principal to provide intentional site-based PD to further develop and implement strategies such as UDL, DI, and Concept Based Instruction (CBI) ○ The Inclusive Ed Lead and Principal will coordinate to provide modelling of CBI lessons and units to provide examples and support of implementation ● Utilize the PA Mentor, in coordination with the Coordinators of Education Services to further implement both classroom and whole school strategies to meet all students needs through pedagogy and instructional practice. ● Use FCSS/PHSD Success Coach ● Intentional coordination of staffing and PAs to connect students with appropriate skill and personality sets. 	
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OUTCOME ONE: Alberta Students are successful.

<p><u>Accountability Pillar Measures:</u></p> <p>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).</p> <p>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).</p> <p>1.3 High School Completion Rate: High school completion rate of students within three years of entering Grade 10.</p> <p>1.4 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p>1.5 Drop Out rate: Annual dropout rate of students aged 14 to 18.</p> <p>1.6 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p>1.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p>1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p>

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:

- Students, teachers and parents at NPCS will work together to set goals during October Goal-Setting interviews.
- NPCS teachers in K-7 will continue to communicate and share assessment tools and student performance using those tools; e.g. Kindergarten assessments, DRA word recognition screening, etc.

Literacy Strategies

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

Numeracy Strategies

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

Citizenship Strategies

- Character education is taught in Health, Bible, Devotions classes and authentically practiced through the school FLEX (service) projects. Unit plans are developed with a service project in mind to give students opportunities to plan, develop, and implement projects that meet the needs in the community around us.
- Throughlines are integrated in all units of instruction
- Biblical and Christian principles are incorporated into all subject and curriculum areas to provide deeper learning and practical application of Christian values in everyday life.
- Authentic inclusion within the classroom and in extracurricular activities to model acceptance and valuing of all students and all people in everyday life

Early Learning Programming

- Our Christian Education Society will run a two half day preschool program each a week.
- The Principal of Early Learning will observe, make suggestions and help with referrals for speech/language or OT as required.

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:

- Participation in Professional Development related to building staff foundational knowledge in the area of First Nations History and Culture, especially related to the ongoing work of Truth and Reconciliation

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

- NPCS will continue to offer a broad range of studies including the fine arts, technology, health, physical education and religious education.
- NPCS will continue to creatively ensure that students have access to quality fine arts opportunities, including specifically scheduled Art, Music, Band, and Design classes. Opportunities to learn and participate in Drama are provided through students joining the extra-curricular Drama group to put on a play for the Christmas or Easter concert (alternating concerts by year).
- To encourage each other in the growth of a Christian Professional Learning Community:
 - Administration will work with staff, school council, NCES, and Senior Administration from RO to develop plans which allow all teachers to attend the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days. The NPCS alternate calendar was designed to allow teachers to utilize Alternate Operational Days (without students) to attend the conference, with NCES providing financial support for registration costs.
 - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
 - Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning. PCCE leadership will attend site-based PD days to provide NPCS specific training and support in implementation of Tft, Throughlines, and Storyline into each classroom.
 - Teachers will seek out opportunities to involve students in transformational learning experiences.
 - The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators

ExtraCurricular

- NPCS will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
 - Music Festival
 - Easter or Christmas Concerts (alternating years)
 - Elementary and Jr. High sports programs

Professional Development

- The teachers in NPCS will attend in-services on PD days that support UDL and Teaching for

Transformation.

- Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
- Program assistants at NPCS will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective support of students. The PHPS Program Assistant Mentor will work with all NPCS PAs and their designated teachers to provide support and development of practice with tier 2 and 3 students.
- Key staff will attend VITRA training and/or SIVA training to better support students with behavioural and/or mental health challenges.
- Personal Professional Growth Plans and Administrator Support
 - The NPCS principal will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
 - The administrators at NPCS will continue to use Walk-Throughs to support teacher growth.
 - Administrators will use their Cognitive Coaching Training to hold meaningful conversations with individual teachers and with the staff as a whole, related to observations of trends during regular classroom walkthroughs.
 - Personal professional growth plans will continue to direct the nature of school based professional development activities.

Strategies to support formative and summative assessments

- Each teacher will commit to:
 - continue to develop formative assessment strategies, including effective use of assessment rubrics;
 - attend related regional and divisional workshops;
 - access opportunities for divisional and regional collaboration
- School administration provides PD and support for integrating PHSD AP60-10 (Reporting and Assessment of Student Learning) into *both* classroom practice and progress reports or year end report cards. This is to ensure assessment practice is consistent, fair, and appropriate for all students and classrooms.
- Formative assessments are frequently and consistently implemented in all classrooms to determine student understanding and guide next steps in teacher planning
- Summative assessments are given when students and teachers are comfortable with the units or lessons taught and students are aware of any second chances or opportunities to improve evidence of learning if they're dissatisfied with their results or achievement.
- Teachers use a variety of assessment strategies in addition to paper and pencil tests. This includes major projects, unit problems, and alternative modes of student presentations.

Communication regarding Student Progress and Classroom Activities:

- Teachers at NPCS 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 NPCS schools read report cards prior to distribution to parents and provide direction or support to teachers as needed in developing appropriate, purposeful, and accurate comments.

- Teachers at NPCS will continue to increase their use of PowerSchool and the Web site.
- NPCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.

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 / Teaching for Transformation

- To encourage each other in the growth of a Christian Professional Learning Community.
 - Administration will present staff with options (substitutes, travel costs, subsistence, coordinating the school division alternate calendar, etc.) to support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days
 - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
 - Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning
 - Teachers will seek out opportunities to involve students in service opportunities and, where possible, relate these to Teaching for Transformation learning outcomes
 - The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators
- Neerlandia Public Christian School will celebrate its school community with “Home Group” assemblies in which “families” of students from all grade levels work together on a common monthly theme.
 - This year we are focussing on the theme “Cultivating the Story”, where scriptures are read in combination with intentionally chosen songs to develop character and understanding of God’s will for students’ lives.
 - The goal is to help the students and staff realize they are all part of God’s story.
- NPCS will continue to have a weekly assembly to begin each week with praise and worship of our King and to celebrate student successes in all areas including academic, diligence, spiritual growth as evidenced by outstanding support for others, sports, fine arts and other extra curricular achievements.
- NPCS will integrate programs to address the development of moral character and safe and caring schools such as COOL Camp, and PARTY (Preventing Alcohol and Related Trauma in Youth)
- At the junior high level, the homeroom teachers will be responsible for both the daily devotion time and the Bible study time at that grade level

Inclusive Practices / Supports for At Risk Students

- We will re-emphasize work on Block One of the Three Block Model

Strategies to support formative and summative assessments, UDL, DI and TfT:

- The NPCS staff will continue to be able to demonstrate that they are balancing formative and summative assessment strategies
- Teachers will continue to address multiple means of presentation and representation in their plans.
- The administration, supported by the division teacher leads, will continue to assist and facilitate means to encourage teachers in the implementation of formative assessment and Differentiated Instruction strategies, individually or in groups.

- In particular the focus will be on UDL and CBI strategies to open up learning opportunities for all students and all learners in our classrooms.
- Staff will use a common vocabulary related to formative and summative assessment, literacy strategies and numeracy, universal design for learning and teaching for transformation.
- Admin will continue to work with staff towards full inclusion in all situations and recognizing that with proper supports, all students can succeed in all situations.

Engaging and communicating with the community

- NPCS will invite all parents and community supporters to the annual kick-off breakfast on the first day of school which is also our Grand Opening.
- NPCS will continue to be intentional in inviting parents and community members to specific assemblies throughout the school year, particularly Thanksgiving, Remembrance Day, Christmas, Easter, and Awards Ceremonies.
- NPCS will use multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email and Facebook Page, and Youtube)
- In August/September, NPCS staff will identify and plan projects which can involve parents and community members; e.g., Welcome Breakfast, Terry Fox Run, Spring Clean-up.
- In August/September, teachers at NPCS will plan out their field trips and fundraisers so that they are, as much as possible, balanced throughout the year.
- NPCS staff will explore strategies to encourage more parental involvement in Junior High fundraisers as well as athletic events (driving).
- NPCS staff will ask the School Council for help in recruiting parents as classroom liaisons to organize athletic and fundraising events.
- NPCS will continue to encourage the high level of parent participation in special classroom and school events such as the Celebration of Learning, St. Nick's Day, DEAR events, pysanka painting, etc.

Strategies associated with the use of learning technologies

- Our teachers will continue to use a variety of learning technologies in their classrooms, including individual devices, smartboard use, and document cameras.
- We have 15 Chromebooks in grades k-3, 2 laptop carts and a chromebook cart for grades 4-9 (teachers use a sign up/sign out system to book devices).
 - We also have a set of 5 iPads for Div 1 and a set of 16 iPads for Jr. High Film Studies classes
- We will use an online math platform to further assist in student learning and reinforcement of concepts taught.
- We will use Google Classroom when appropriate and purposeful.
- Evergreening of devices is done in consultation and guidance from the PHSD tech department.

Communications Strategies

- Classroom teachers in Div 1 will send home regular (monthly) classroom newsletters and updates

- Div 1 and 2 teachers will all use the Dojo or Remind101 platforms to communicate directly with parents on a daily (as needed) basis.
- Office administration will send monthly newsletters informing the wider school community of events, learning, and opportunities
- Updates are sent through the school website on an as needed basis.
- All sports teams will use a platform such as Remind101 to keep parents fully informed of schedules and team events.

Budgets and School Generated Funds

- NPCS will monitor the school budget regularly and plan for a reduction in school operating reserves in alignment with PHPS policy. Going forward, NPCS administration will ensure balanced and well-planned budgets with short-term needs and long-term goals accounted for in budget planning.
- Long term budgeting plans will be shared from the administrator to the School Council to gather feedback, taken under advisement, to share in the planning and decision making of upgrading resources, equipment and infrastructure in an open and cooperative manner. Short-term budgeting (yearly budget numbers) will be shared to keep the School Council informed how staffing and discretionary funds are utilized to maximize student learning and school experience.