

**FORT ASSINIBOINE SCHOOL**

**Annual Education Results Report**

**2019-2020**

**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.

### **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.

### **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**

Fort Assiniboine School is a small, rural K-9 school located in the hamlet of Fort Assiniboine, Alberta. The vision and mission of the school reflect its deep connection with the community. The hamlet of Fort Assiniboine considers the school the center of the community and the school is best able to achieve its mandate to provide excellent education with strong community support. Fort Assiniboine's economic base is primarily in three sectors: agriculture, forestry, and energy. Fort Assiniboine School provides students with small class sizes that optimize learning opportunities in an inclusive setting, a supportive community atmosphere, and unique educational learning and extracurricular activities that are meaningful and significant for all students.

In addition to the academic, citizenship, and athletic focus, together with Pembina Hills Regional Division Student Services Department and Family and Community Support Services (FCSS), the school provides support to students with special needs, support to families, as well as personal and career counseling. Fort Assiniboine School welcomes in-school mentors, and parent and community volunteers to support 'excellence in learning.'

**Vision:**

As a small rural K-9 community school, we are committed to providing a respectful, safe, and caring environment in which students are able to develop a positive attitude, and strong work ethic in the pursuit of personal and academic excellence.

**Mission:**

The purpose of Fort Assiniboine School, together with our community, is to encourage and support individual success.

**Motto:** “Committed to excellence in learning”

**Historical Background**

Fort Assiniboine School is located 40 kilometers north of Barrhead. The original school was built in 1912. It grew to a multi-classroom school in 1936 with the centralization of small rural schools. The present building began as a five classroom building in 1953 with an additional classroom and library added in 1956. In 1963 two additional classrooms were added along with a science room, an ancillary room and an infirmary. By 1966, further expansion included the construction of a gymnasium and stage along with an office area and student washrooms. Two portable classrooms were added in 1968 and replaced with two semi-permanent portable classrooms plus the addition of a new library facility in 1988. Since 1988, further modifications have occurred within the building to adjust to the needs of the population; a classroom was converted into a computer lab and various storage areas have been modified. In 2008, the portable classrooms were removed and a new office and foyer were designed. The office moved to the North East end of the school; the boys and girls changing rooms were moved and remodeled; and a new student gathering area was created opposite the office. This area included the installation of large windows facing east. A new entrance canopy was installed with stonework and columns at both the East and the South entrances.

In 1997, the school entered into a partnership with Friends of Environmental Education Society of Alberta (FEESA) and Timeu Forest Products and developed a Forestry Education Program that integrated Forestry and Environmental studies into the Elementary and Junior High curriculums and provided for direct instruction in the Senior High Career and Technology strand. On May 5th, 2000, Mr. Ken Kowalski, MLA and Speaker of the Legislative Assembly of Alberta, officially opened the ‘Forestry Education Center.’ This partnership greatly contributed to the maintenance and viability of the school in a time of declining enrollment and limited financial resources.

In September 2006, this project expanded to include Energy education with a focus on Integrated Resource Management. The Forestry and Energy Program was a collaborative educational program between educational providers and industry; seeking to provide industry with the opportunity to train and qualify employees, build an informed public awareness of resources issues, and empower educational institutions in the community in which they serve. The program built on the Petroleum Field Operator course and the Registered Apprenticeship Program available to high school students.

As the population in the area continued to decline, so did the enrollment. In 2010, high school students began to be bussed to Barrhead Composite High School and Fort Assiniboine School became a K-9 school. The Forestry and Energy programs followed them and are now operated out of BCHS.

As a result of declining enrollment we continue to come up with dynamic programming options for our junior high school students. We continue to be creative and responsive to student interests in our Career and Technology Foundations Programs. We incorporate exposure to a variety of activities and experiences by rotating through 2 different CTF courses every 5-6 weeks which are often taught through the diverse expertise of community members and staff.

Our mission states we encourage and support individual success. In spite of being a small school, we strive to be creative and flexible, providing a variety of learning opportunities in an effort to fulfill our mission.

**Principals:**

Mr. Adamson	1948-49	Mrs. D. Chilton	1989-90
Mr. Winter	1949-50	Mr. K. VanDeKeere	1990-96
Mr. Niachuk	1950-52	Mr. M. Hardcastle	1996-98
Mr. Doyle	1952-53	Mr. M. Thiesen	1998-04
Mrs. V. Utas	1953-57	Mr. K. Fischer	2004-08
Mr. G. Zytaruk	1957-59	Mr. A. Menduk	2008-11
Mr. W. Penchuk	1959-74	Mrs. A. Kluin	2011-14
Mr. P. Basahti	1974-79	Mrs. C. Assenheimer	2014-16
Mr. J. Norton	1979-89	Mrs. L. Hiemstra	2016-present

**Demographics**

Fort Assiniboine School serves students residing in the community of Fort Assiniboine and surrounding area including Timeu, Topland, Goose Lake and Camp Creek area. Over the past 20 years, Fort Assiniboine School has seen its student population drop from approximately 280 to 87. This is attributed to the rural depopulation trend. Although Fort Assiniboine School is classified as a “small school by necessity” according to Alberta education criteria, it is the school of choice for most of the residents in the Fort Assiniboine School attendance boundaries.

The kindergarten program at Fort Assiniboine School consists of 2 full days a week. In order to have the instructional hours balance out over the school year, kindergarten students start the year a week later and conclude the school year one week earlier than the remainder of the school.

Fort Assiniboine School consists of approximately 4 Certificated 1.0 F.T.E teaching staff, one 0.5 FTE teacher and 1 principal who teaches 0.5 FTE. Our staff includes 6 support staff in various capacities (office, librarian, and program assistants) throughout the school.

Our classes are grouped as follows:

- Kindergarten
- Grade 1 / 2
- Grade 3 / 4
- Grade 5 / 6
- Grade 7 / 8
- Grade 9

## 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.

## Key Priorities and Strategies 2019-2020: Fort Assiniboine 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 of students from feeder schools</b></li> <li>● The principal’s role is to:               <ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from:</li> </ul> </li> </ul>	<p>3,4</p>

<ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)</li> </ul>	
<ul style="list-style-type: none"> <li>● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
<p><b><u>In our Fort Assiniboine School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to utilize the expertise of our Success Coach to lead our Mental Health Literacy Project</li> <li>● Continue to utilize the expertise of our Success Coach to lead student programs like Rainbows (dealing with loss from death/divorce), Noon Activities (games, crafts, yoga, etc), and other positive proactive Mental Health activities (Girls Group, Anxiety stress busters, Time management skills, etc.).</li> <li>● Utilize the expertise of our Division Counselling Lead Teacher supports to provide whole class instruction for positive Mental Health topics such as Multiple Intelligences, Brain Function (how the brain reacts to stress), Self Regulation awareness and strategies, Relationship skills and more.</li> <li>● Utilize the expertise of our Division Counselling Lead Teacher to support staff in dealing with challenges from the diversity of learners in our classrooms.</li> <li>● Continue to develop our Collaborative Response Model. We will incorporate a more definitive schedule for school based teams to meet and collaborate this school year.</li> <li>● Continue to focus on and support staff well-being and self care. We will discuss ahead of time the purpose and administration of the Guarding Minds at Work Survey and develop a plan to support staff needs as revealed by the survey.</li> <li>● Provide release time and support for our new Grade 1-2 teacher to attend PHPS New Teacher programs and the ATA New Teacher Conference</li> <li>● Continue to utilize the My Blueprint program in our Gr. 5-9 classes</li> <li>● Continue to collaborate with Barrhead Composite High School to discuss and implement a transition plan for our grade nine students.</li> </ul>	

<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.           <ul style="list-style-type: none"> <li>○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.</li> </ul> </li> <li>● A Literacy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / point persons.</li> <li>● A Numeracy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / point persons.</li> </ul>	1, 4

<ul style="list-style-type: none"> <li>● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : <ul style="list-style-type: none"> <li>○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.</li> <li>○ <b>Lead grade level and division level training sessions</b> intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● <b>Schools will assign a Lead Teacher</b> (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <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 our Fort Assiniboine School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to collaborate with the District Lead Teacher to support our classroom teachers in Numeracy and Literacy <ul style="list-style-type: none"> <li>○ At elbow teacher support in classrooms with whole class instruction, assessment, etc.</li> <li>○ Release time for teachers to consult with Lead Teacher</li> <li>○ Advice on purchasing quality resources for teachers</li> <li>○ Advice on which PD to attend (ex. ERLC sessions)</li> <li>○ Participate in common PD (ex. Jennifer Seravallo - Literacy)</li> </ul> </li> <li>● Continue to participate in the PHPS Jr. High Literacy Project <ul style="list-style-type: none"> <li>○ Mrs. Pauline Payne is a member of this professional C.O.P.</li> <li>○ We have budgeted for purchase of books to continue participation in this excellent program</li> </ul> </li> <li>● Designate Mrs. Debbie Breitreitz as our Lead Literacy Teacher</li> <li>● Designate Mr. Dallas Wyman as our Lead Numeracy Teacher</li> <li>● Continue to participate in the Numeracy Steering committee (Lorna Hiemstra is our representative)</li> <li>● Continue to implement Division Policy and administer required testing in Literacy &amp; Numeracy</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> </ul> </li> </ul>	<p>3, 4</p>

<ul style="list-style-type: none"> <li>○ Monitor how the needs of students and staff are being addressed</li> <li>○ Actively participate in professional learning</li> </ul>	
<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> <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> </li> </ul>	4
<p><b><u>In our Fort Assiniboine School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Provide release time for all our teachers to participate in Communities of Practice, grade level training, and professional learning opportunities</li> <li>● Pay a proportional portion of the salary of the District PA Mentor (\$5000)</li> <li>● Implement all of the above strategies</li> </ul>	

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

<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 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>1.5 Drop Out rate:</b> Annual dropout rate of students aged 14 to 18.</p> <p><b>1.6 Transition Rate (6 yr)</b> High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p><b>1.7 Rutherford Scholarship Rate (Revised)</b> Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p>
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**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.**

**Commentary:**

Literacy Strategies

- We now have the internal capacity to administer and analyze BAS assessments for Gr. 1-6 and RRST for Kindergarten & Gr. 1
- All Gr .1-6 Classrooms continue to use the Words Their Way spelling program
- Jr. High ELA classes will be exposed to Concept Based Instruction units this year

Numeracy Strategies

- We will continue to use the successful new strategies that we initiated last year: “Math Talks”, “Daily 5 Math”, Number Fluency (ex. Kim Sutton), and Mathematical Mindsets.

Commentary on PAT Results

Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

Citizenship Strategies

- We continued our Virtue Awards Program to recognize acts of Student Citizenship every month.
- Our Parent Society continued to organize Highway Clean-up and many of our families participated again this year
- We had planned to continue our “Community Clean-up” in the Spring with the expectation that all K-9 students participate in a town wide garbage pick-up. Unfortunately school closure due to the CoVid pandemic cancelled these plans. .
- I met with the Seniors Fort Friendship Club early in 2020 and we had drafted up a fantastic plan for intergenerational activities, including:
  - “Pioneer Day” - seniors set up several stations at the Fort Museum for students to rotate through - gold panning, rope making, spinning wool, building birdhouses and more

- History Mystery - who was the mysterious benefactor from St. Louis who left his land in Fort Assiniboine to the Legion where the town Cenotaph now stands? A joint research project with Fort Seniors and our students. We did not get to continue some of our partnership programs with Seniors this year.
- Regular attendance at Friendship Club activities to make and serve beverages and light dessert menu and participate in activities like crib, card games, and more. Mother/Father's Day Tea.
- Our Kindergarten class did participate in two lunches and activity sessions with our Seniors.

Early Learning Programming

- Our school has actively requested and received support from our Early Learning team. Students, staff, and parents have greatly benefitted from SLP, OT, and Behaviour supports.

**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.

**Commentary:**

Supporting First Nations, Metis and Inuit Students

- Our FNMI students are well supported and continue to experience academic and social success in our school
- Our teachers have a growth mindset and are working hard to continuously implement changes to curriculum with FNMI cultural elements becoming a part of everyday teaching.
  - We are still on the path to increasing our knowledge and understanding as a staff and a school community.
  - Implementation of Reconciliation strategies is a continuous learning process.
- We planned to continue our annual tradition of celebrating Aboriginal Day on or around

June 21.

- We are fortunate to have members of our school community who volunteer to do cooking and cultural activities with our students.
- Our grade 3&4 class make stew and bannock for the entire school.
- Our local volunteer performed a short smudge ceremony to bless and give thanks for the food.

### **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 PPHS 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 PPHS 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 PPHS 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 PPHS 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 PPHS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

**Commentary:**

Educational Programming

- The new class combinations we created this year were overall very successful.
  - We were pleased with the Grade 6-9 combination for CTF classes as teachers could choose their areas of expertise and allowed valuable non-instructional time for preparing lessons every second day.
  - The grade 6-9 students were overall very satisfied with the increased amount of choice available for CTF options with this new format.
- Parents did indicate concern over the amount of music time available to our grade 6 students.
  - We will adjust this for next year and combine grade 6 music with grade 3-5.

ExtraCurricular

- Our students paid minimal fees to participate in extracurricular activities.
  - This was due to the exceptional hard work of our Parent Society who covered a significant portion of the expenses for busing and fees for tournaments, races, uniforms, etc.
- Our small school provided ample opportunities for Gr. 5-9 to participate in extracurricular activities this year. We are fortunate to have great support from staff and parents to share the workload.
  - Elementary students hosted a divisional soccer tournament and participated in Cross Country, Volleyball, and Basketball Jr. High students had the opportunity to participate in Cross Country, Soccer, Volleyball, and Basketball. Our Jr. High Girls won

a silver medal at the PPHS Gr. 7/8 Divisional tournament.

#### Satisfaction with instruction, teachers and administration

- Despite a significantly lower than usual participation rate by parents in our annual survey (this year was online only, no phone calls), results continued to be positive related to overall satisfaction with instruction, teachers and administration.

#### Professional Development

- The principal participated in observing Shelley Moore's inclusive lessons at Pembina North School.
  - It was an excellent learning opportunity and inspiration as to how her Inclusive education concepts apply to the diversity of learners in our classrooms
- All of our Gr. 1-9 teachers participated in the Concept Based Instruction Series taught by our PPHS team.
- Staff have utilized budgeted PD funds to attend ERLC sessions for numeracy and literacy

#### Strategies to support formative and summative assessments

- We are in the early stages of concept based instruction and translating traditional assessment methods into assessment maps and "Shelley Moore" type rubrics.
- Teachers had to quickly adapt to online learning when schools were closed in March 2020 because of the CoVid pandemic.
  - The Google platform, mainly Google Classroom, was used by all K-9 staff during school closure.
  - Teachers used Google Meets to host full class, small group, and one-on-one instruction sessions.
  - Students who did not have internet access were able to join by phone.

#### Communication regarding Student Progress and Classroom Activities

- Our Jr. High teachers actively post student progress to Power School and contact parents in person promptly if any issues arise.
- Our Division 1 teachers regularly utilize Fresh Grade to post student results and commentary to share with parents
- Our Elementary K-6 teachers communicate daily with parents using a class agenda, and send home monthly newsletters
- Our school website and Facebook page regularly post pictures and announcements of student celebrations, achievements, and activities at our school.
- We continue to have a high percentage of parents attend Goalsetting Meetings in the fall and Celebration of Learning meetings in Spring.
  - Parent Council feedback has indicated that parents like the one on one format for goal setting and the option to have an open house style and/or one on one time during Celebration of Learning times.



## 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 - PPHS 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 - PPHS 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 -- PPHS 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 - PPHS 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.

### **Commentary :**

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

- Our school continues to use the WITS program to encourage positive conflict management.
  - We participate in weekly cross-grade buddy programs and see many positive results with younger students feeling cared for and seeking help from peers.
- Our morning assemblies were a daily affirmation of the positive things occurring at our safe

and caring school and an excellent way to share learning experiences

- Potential conflicts were dealt with in a proactive manner with the entire staff and student population hearing the same message at the same time
- Examples of successful and unsuccessful conflict resolution could be shared with entire school
- Daily celebrations shared through pictures and stories
- Our Grade 5&6 class participated in the next level of the WITS program learning about positive ways to resolve student conflicts
  - LEADS stands for
    - Look & Listen
    - Explore Points of View
    - Act
    - Did it Work?
    - Seek Help
- Our School continues to utilize a Virtues program to inform and highlight positive character traits. We give out “Green and Gold” awards for positive acts of citizenship. We have monthly awards ceremonies where students are recognized for displaying exemplary virtuous behaviour.

#### Inclusive Practices / Support for students at Risk

- The continued presence of a Success Coach/FSL (Family and School Liaison) on our staff continues to be a highly effective strategy.
  - The Success coach/FSL has provided at risk students with an additional resource for support and developing student resiliency.
  - The Success Coach/FSL has provided excellent assistance to staff and parents dealing with challenging students.
  - Students have actively sought assistance from our Success Coach, and in turn, have been able to return their focus to academic success.
  - The Success Coach/FSL renewed our Food Bank delivery to assist individuals and families in need, especially during the CoVid shutdown period
  - The Success Coach has been able to spend time with individuals and groups doing proactive, positive activities and freed up time for teachers.
    - Continued programming - Rainbows, Girls Group, Noon Activities - was very successful
    - At risk students received prompt, consistent and quality support from our Success Coach

#### Engaging and communicating with the community

- Our Kindergarten class continued a fantastic tradition visiting with our local Seniors Group at the Fort Assiniboine museum.
  - Ed Graham annually facilitates an excellent day of hands on learning that includes panning for gold, braiding rope, and a tour of the old school house and museum.
- Our local Fire Department hosts an annual Fire Safety Week with contests and activities for all K-9 students
  - K-2 participated in a tour of the firehall, including time to sit in the ambulance bed

- Gr. 3&4 designed an escape plan and muster point for their own family and had an hour long Q&A session with members of the Fire Dept.
- Gr. 5&6 wrote essays on Fire Safety and had an hour long Q&A session with members of the Fire Dept.
- Jr. High participated in an obstacle course wearing full fire gear
- All students received a pizza lunch from the Fire Dept.
- During lunch hour and Physical Education classes the Fire Dept. members played games of soccer, volleyball, and dodgeball against our students
- At the end of the week, 2 students names were drawn to get a ride home with Sparky in the Fire Truck - sirens blaring and leading our school busses out of the parking lot.
- We continue to participate in the Royal Canadian Legion Remembrance Day contests. Our students have received many prizes at the local and regional level. This past year, grade 5 student Taylor Scarlett was recognized in the top 3 at Provincial level.

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

- Our K-2 students have access to one-to-one iPads
- Our Grade 3-9 students have individual Chromebooks assigned for use and utilize Google Classroom for research and assignments
- Our Grade 3&4 class participates in monthly “Virtual Field Trips” through the CILC (Center for Interactive Learning) and interacts with experts from zoos, museums, schools, aquariums, and more
- Our Grade 1-9 teachers utilize document cameras for demonstrations and showing student exemplars
- Our Jr. High CTF courses include opportunities to learn about soldering small devices, digital photography, stop-motion photography, and coding

#### Communication Strategies

- Our school maintains an informative FaceBook page and website with weekly updates of activities and celebrations.
  - Data shows engagement with just over 200 members subscribed to our Facebook page.
- Our school has received positive feedback in our surveys regarding our school website and Facebook page.

#### Budgets and School Generated Funds

- We received exceptional financial support from our Parent Society. They funded our school approximately \$30,000.
  - Extracurricular bussing (bus cost, not driver) - approx. \$8,000
  - Instructional Supplies - approx. \$15,000
  - New uniforms for our Gr. 6-9 sports teams - \$4500
  - Guest Speakers and Presentations - approx. \$2000
  - Extracurricular Fees (tournaments, races, etc.) - approx. \$500