

**FORT ASSINIBOINE SCHOOL**

**Three Year Education Plan  
2020-2023**

**October 30, 2020**

## **TABLE OF CONTENTS**

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

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

Historical Background

Demographics

### Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Summary of Key Division Priorities and Strategies 2020-2021

Section 3: Detail Strategies by Outcome

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

## **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. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

### **PHPS Foundation Statements**

#### **Mandate**

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

#### **Purpose**

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

#### **Motto**

"Together we learn"

### **School Foundation Statements**

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 7 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.

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

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

**In our School we will:**

- Share the programming for our Mental Health Literacy Project with our Success Coach, the PAWS program from Swan Hills, and our Lead Teacher Deb Breikreitz
- 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.).
- Utilize the expertise of the PAWS program to lead at elbow programs with our teachers on a bi-weekly basis. For example, for elementary classes they offer Go Strengths! - Resilience & Well-Being Program
  - Go Zen! - Anxiety Reduction Program
  - Go Hackify! - OCD Relief Program
  - Go To The Now! - Mindfulness Program
  - Go Positive! - Negative Thoughts Relief Program
  - Go Wave! - Panic Attack Relief Program
  - Go Action! - Procrastination Relief Program
- At the Jr. High Level, PAWS offers programming to address Healthy Relationships and Mental Health:
  - Friendships
  - Influences on Relationships
  - Dating Violence
  - Substance Use and Abuse
  - Boundaries and Assertive Communication
  - Responsibility for Emotions
  - Mental Health and Well-Being
- Thanks to the expertise of our Division Counselling Lead Teacher supports we have developed internal capacity 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.
- We continue to Utilize the expertise of our Division Counselling Lead Teacher to support staff in dealing with challenges from the diversity of learners in our classrooms.
- Continue to develop our Collaborative Response Model.
- Continue to focus on and support staff well-being and self care. Our school EAP rep leads a wellness activity at our staff meetings.
- Provide release time and support for Inclusive Ed Lead Teachers to attend PHPS training and meetings.
- Continue to utilize the My Blueprint program in our Gr. 5-9 classes
- Continue to collaborate with Barrhead Composite High School to discuss and implement a transition plan for our grade nine students. This was very successful even with the CoVid shutdown in Spring 2020. BCHS and PHPS counselling team did an excellent job assisting our grade 9 students, including Level 5 high needs students.

<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> <li>● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.</li> </ul>	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> <li>● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.</li> </ul>	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <ul style="list-style-type: none"> <li>● Reading Readiness Screening Tool - RRST (Literacy)</li> <li>● BenchMark Assessment System - BAS (Literacy)</li> <li>● Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul>	<p>1, 3</p>
<p>The <b>principals</b> will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> <li>● Monitoring implementation of the Literacy and Numeracy strategy</li> <li>● Ensuring and facilitating logistics for implementing the specified assessments</li> <li>● Facilitating collaboration between teachers of similar grade levels</li> <li>● Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>● Being a participant in professional learning</li> </ul>	<p>1, 3</p>
<p><b><u>In our School we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to collaborate with the District Education Services teamLead Teacher to support our classroom teachers in Concept Based Instruction <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, Tiffanee Brown - Literacy)</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 implement Division Policy and administer required testing in Literacy &amp; Numeracy</li> </ul>	

<p><b>Support for Staff</b>  <b><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></b></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> <li>● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ 2.0 FTE <b>certificated coordinators</b></li> <li>○ 2.0 FTE <b>First Nations, Metis and Inuit Liaisons</b></li> <li>○ 2.25 FTE <b>Speech - Language Pathologists</b></li> <li>○ 1.4 FTE <b>Occupational Therapist</b></li> <li>○ 1.0 FTE <b>Psychologist</b></li> </ul> </li> <li>● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ Site based <b>Inclusive Education Lead Teachers</b> (minimum FTE per site)</li> <li>○ Schools will collaborate to align and distribute the services of <b>PA Mentors</b></li> </ul> </li> </ul>	<p>2, 4</p>
<p>Division administration will assign the following responsibilities to <b>certificated coordinators</b>:</p> <ul style="list-style-type: none"> <li>● Train, guide and monitor schools' Inclusive Education Lead Teachers</li> <li>● Collaborate with schools' <b>Inclusive Education Lead Teachers</b> and <b>principals</b> to <ul style="list-style-type: none"> <li>○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Coordinate behavior supports in classrooms with Tier 2 and 3 students</li> <li>○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion</li> </ul> </li> <li>● Coordinate and monitor district counselling supports</li> <li>● Guide and support the Mental Health Literacy project</li> <li>● Orient and develop capacity of new teachers to PHSD</li> </ul>	<p>1, 2, 3, 4</p>
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an <b>Inclusive Education Lead Teacher</b>. <i>"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."</i> Key responsibilities defined in the <a href="#">job description</a> include:</p> <ul style="list-style-type: none"> <li>● Collaborate with classroom teachers to design learning that purposefully engages all students.</li> <li>● Coordinate the plans, assessments, monitoring and supports for identified students</li> <li>● Commitment to the Community of Practice</li> </ul>	<p>1, 2, 3, 4</p>
<p>While all of the elements on the following list are part of the <b>Inclusive Education Strategy</b> schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> <li>1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class.</li> <li>2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required.</li> <li>3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher.</li> </ol>	<p>1, 2, 3, 4</p>

<ol style="list-style-type: none"> <li>4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices.</li> <li>5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students.</li> <li>6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs.</li> <li>7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families.</li> <li>8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance.</li> <li>9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations.</li> <li>10. We will ensure that families are included as equal and valued collaborative members of the team.</li> </ol>	
<p>The <b>principal</b> will:</p> <ul style="list-style-type: none"> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>● Monitor how the needs of students and staff are being addressed</li> <li>● Actively participate in professional learning</li> </ul>	1, 2, 3, 4
<p>The division will continue to plan and implement a <b>comprehensive professional development plan</b> in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> <li>○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> </ul> </li> <li>● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee</li> <li>● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)</li> <li>● <i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i></li> </ul>	3
<p><b>In our School we will:</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>● Continue to reserve space in our budget to fund support from the District PA Mentor</li> <li>● Share the multiple duties of the Inclusive Ed Lead Teacher between Mrs. Hiemstra and Mrs. Breitzkreitz. Mrs. Payne will be our lead teacher in Concept Based Instruction.</li> <li>● Implement all of the above strategies</li> </ul>	

## OUTCOME ONE: Alberta Students are successful.

### Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.
- 1.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.5 Drop Out rate:** Annual dropout rate of students aged 14 to 18.
- 1.6 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.7 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

### Jurisdiction Measures:

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

### **Jurisdiction Outcome 1-A**

**Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.**

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

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

#### Literacy Strategies

- Jr. High ELA classes will continue their journey in Concept Based Instruction units , and expand to using assessment maps this year.
- All teachers will use a balanced approach to literacy instruction.

- Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI, Fly Leaf, or other intervention programs, as discussed with our Lead Literacy Coordinator
- Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
- We are continuing to coordinate Gr. 1-9 ELA Writing Projects to ensure a more balanced approach (ie. there are many writing genres, we will analyze our Gr. 1-9 progressions and ensure that all are covered and prevent overuse of any one style, for example personal narrative).
- For 2020-21 we continue to have allotted time in our daily schedule for our Lead Literacy Teacher to provide support for teachers and students. One area of focus will be the Fly Leaf program for students with significant language delays and individual and/or small group programming for students who are more than one grade level below expected reading level.

#### Numeracy Strategies

- We will continue to use the successful strategies that we have initiated over the past two years: "Math Talks", "Daily 5 Math", Number Fluency (ex. Kim Sutton), and Mathematical Mindsets
- Our school may pilot programs and resources with coordination and support of the Numeracy Committee
- Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee
- FAS staff will focus resources and support on improving numeracy skills for All students. We will continue to
  - collaborate with teachers to further develop the use of differentiated learning activities within the mathematics curriculum
  - Make a word wall in each classroom that focuses on math vocabulary.
  - Maintain reading programs and individualized tools to help students in this school improve their reading skill to better understand math word problems.
  - Utilize Mathletics web based program to challenge and reinforce fluency
  - Utilize Kim Sutton math program to improve math fluency
  - Implement "Math Talks" to increase mental processing and collaboration among students

#### Citizenship Strategies

- We will continue our Virtues Program with daily (Green and Gold tickets) and monthly recognition of students (ex. Awards presented for Respect, Perseverance, Enthusiasm, etc)

#### Early Learning Programming

- Fort Assiniboine School will continue to partner with the local Preschool society with guidance from the Division Principal of Early Learning.

**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:**

Fort Assiniboine School will

- Work closely with PHRD's FNMI and FSL workers to track and support at-risk students.
- Find ways to bring in our FNMI community members to share their stories, gifts and culture in order to celebrate and embrace FNMI culture.
- Explore the use of more resources as modelled by other PHPS schools (ex. Dunstable) and the CASS website
- Celebrate via presentations/authors visits etc.
- Implement curriculum changes, particularly related to FNMI perspectives
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

### 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

- In 2020-21, we will continue to combine classes for budget efficiency and utilize teacher expertise across grade levels
  - Gr. 3-5 will be combined for Art, and Health
  - Gr. 6-9 will be combined for CTF
  - Gr. 3-6 will be combined for music classes
  - K-2 will be combined for PE and music

##### ExtraCurricular

- The CoVid Pandemic has created many barriers in our traditional extracurricular programming. We are planning to participate in Jr. High PHPS sports leagues if they are viable under AHS guidelines. We will offer in school opportunities for Jr. High and elementary sports, drama, and music

##### Professional Development

- The principal will lead a Professional Learning Community dialogue focused on student achievement.
- The principal will ensure all core-subject Long-range plans, Unit plans and Daily plans at Fort Assiniboine School are closely aligned with the Program of Studies and include an assessment plan clearly outlining the use of both formative and summative assessment.
- Support the whole staff growth plan discussion and one on one debriefing with administrator in September and May.
- The principal will continue to use Administration Walk-Throughs, as well as regular written and verbal feedback to support teacher growth.
- The principal will supply internal coverage within the school for staff to go and observe

promising teaching, collaboration, and assessment practices within and outside the school as needed.

- Support and deployment of of Program Assistants
  - We will expand the diversity of our PA's skills through effective collaboration in house and through PLC and district PD opportunities.
  - We will ensure PAs are assigned so they are matched to create effective classroom teams.
  - We will utilize the expertise of the Division's PA Mentor Mrs. Lindsay Hayes

#### Strategies to support formative and summative assessments

- Our school will continue to develop capacity to effectively use formative and summative assessments:
  - Teachers will use targets, proofs, and exemplars with students.
  - Teachers will use assessment for learning practices daily (rubrics, checklists, peer/self-assessments, journals, blogs, think/pair/share and exit slips).
  - Teachers will collaborate with other schools/teachers to develop common lesson and assessment tools. (PD days, inter-school visits)

#### Communication regarding Student Progress and Classroom Activities

- Continue to implement the strategies indicated in PHSD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
  - Integrate the use of digital tools such as Fresh Grade, Google Classroom, Power School, e-mails, to continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth.
  - Traditional tools such as classroom and school newsletters, phone calls and agenda communication are also important and will continue.

### **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

- Fort Assiniboine School will provide instruction in social emotional skills:
  - Work with students to create student led and planned playground activities
  - Continue the use of the Zones of Regulation program to improve social skills, self-control and conflict management skills
  - Utilize the WITS program to help all students develop conflict management skills (Walk Away, Ignore, Talk it Out, Seek Help)
  - Maintain and/or expand on Character Education initiatives, Green and Gold awards, Peer Mentoring, and Bear Houses).
- Fort Assiniboine School will continue to teach students social interaction skills through a Virtues program and consistent implementation of our Student Code of Conduct and Behavior
  - Continue to use google docs to record behavior notes
  - Investigate collaborative problem solving and try strategies within our school to build positive relationships.
  - Revise and modify the behaviour plan(s) to ensure the success of all students

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

- Fort Assiniboine School will continue to access the expertise and support of PHSD student services
- Fort Assiniboine School staff will have opportunities to meet on a daily and weekly basis to have targeted discussions about student behaviour and well being. The Principal will develop a schedule and focus based on the Collaborative Response Model.
- Our Jr. High will continue to develop Concept Based Instruction and utilize assessment maps this year.
- Fort Assiniboine School will support students, teachers and parents to work together to set goals during October Goal-Setting, March Celebration of Learning and May Transition Planning meetings.
- Fort Assiniboine School will continue to follow a comprehensive counselling plan that supports high school completion, students at risk, student engagement, a respectful Safe and Caring Environment, and guidance and career counselling.
- Continue to use and develop UDL strategies to provide engaging and meaningful activities for all students
- Continue to develop and grow through Shelley Moore Inclusive Ed practices
- Encourage students to self and peer assess according to specific criteria to encourage objectivity.
- Continue to provide opportunities for students to use Adaptive Technology (eg. Read and Write Gold, Google Speech to Text)

#### Engaging and communicating with the community

- We will continue to communicate through multiple means such as website, newsletter, school council and open discussions with students, parents and teachers.
- We will create and implement community based projects to collaborate effectively with the seniors at the Friendship centre and the general community according to our Motto and Vision statements.
- The principal will attend Pre-School and Ag Society meetings

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

- Teachers at FAS will continue to integrate technology into instruction and through providing student choice in acquisition and representation of their learning, (EG: Read Write Gold, Google Drive, and Google Classroom etc.)
- Teachers will continue to develop skills in Google Classroom and online learning platforms
- Elementary teachers will continue to assist parents in accessing online learning programs (ex. Raz Kids reading, Mathletics, Google Classroom, Fresh Grade)
- We will continue to implement ever-greening plans to maintain computers and technology to an effective level.

#### Communications Strategies

- Continue to communicate effectively using multiple media approaches to inform parents and communities ( newspaper, Community Electronic sign, website, newsletters, email, Remind 101, Facebook, Fresh Grade) as well as traditional methods; phone calls, agenda notes and newsletters.

### Budgets and School Generated Funds

- Have a budget that is balanced while maintaining quality programs for students and honoring all district commitments
- Continue to be fiscally responsible in the management of school funds.
- Continue to support Parent Society's fundraising activities.
- Continue to partner with industry and Parent Society to acquire guest speakers and other 'extras' that generally fall out of the usual budget.
- Continue with our current fundraising projects.
- In 2020-21, we will continue to combine classes for budget efficiency and utilize teacher expertise across grade levels
  - Gr. 3-5 will be combined for Art, and Health
  - Gr. 6-9 will be combined for CTF
  - Gr. 3-6 will be combined for music classes
  - K-2 will be combined for PE and music