

PEMBINA NORTH COMMUNITY SCHOOL

**Three Year Education Plan
2020-2023**

June 30, 2020

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

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

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

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

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

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the 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

Purpose:

“United we achieve excellence”

At this school we believe:

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

Historical Background

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

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

WR Frose School, Fawcett, Alberta

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

In 1948, Fawcett became part of the new Westlock School Division. During the mid-fifties the high school classes were bussed to Jarvie for two years. In 1954, four additional classrooms were added; these classrooms burned down the next year but were replaced immediately by the Westlock School

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

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

Jarvie School

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

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

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

June of 1984 signaled the end of Linaria School's junior high program and although the school division wanted those students to head south to Westlock, many parents requested that they be allowed to send their children to the smaller, more rural school in Jarvie. Those parents were allowed the choice, and bussing was accommodated according to numbers. The following year, 1985, was the last year for Linaria School.

Dapp School

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

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

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

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

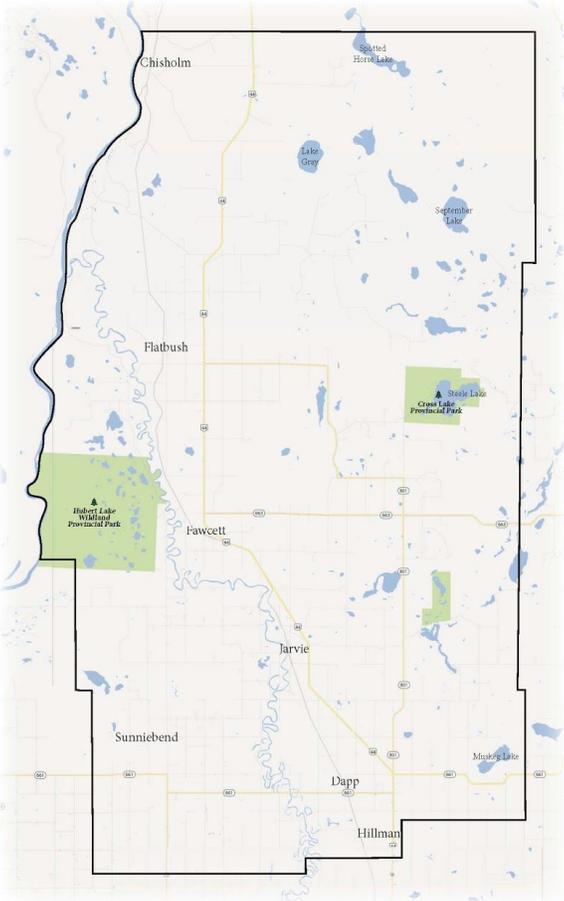
Geography / Demographics

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

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

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

Westlock North Attendance Area
(Attendance boundaries are approximate)



Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

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

2020-2021

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

OUTCOME ONE: Alberta Students are successful.

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

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

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

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

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

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

Summary of Key Division Priorities and Strategies 2020-2021

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

<ul style="list-style-type: none"> ● Plan activities and interactions that promote mental health and well being in classrooms, hallways, outdoor spaces and school wide events. ● Promote strength based discussions in transition meetings, IPP meetings, and collaborations with PHSD supports and external agencies. ● Continue to staff a Success Coach at our school to assist with the social emotional needs of our students. ● Participate in school based, District, ERLC and other professional development opportunities. 	
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<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy. 	1, 3
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	1, 3
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <ul style="list-style-type: none"> ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy) 	1, 3
<p>The principals will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning 	1, 3
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Continue involvement on Literacy and Numeracy Steering Committees and Leadership Meetings. ● Ongoing use of RRST, BAS, MIPI and other Level A and/or B assessments. ● Participate in school, District, and ERLC Professional Development opportunities as necessary (ongoing Supervision by Principal). 	

<p>Support for Staff</p> <p><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> ● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ 2.0 FTE certificated coordinators ○ 2.0 FTE First Nations, Metis and Inuit Liaisons ○ 2.25 FTE Speech - Language Pathologists ○ 1.4 FTE Occupational Therapist ○ 1.0 FTE Psychologist ● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> ○ Site based Inclusive Education Lead Teachers (minimum FTE per site) ○ Schools will collaborate to align and distribute the services of PA Mentors 	<p>2, 4</p>
<p>Division administration will assign the following responsibilities to certificated coordinators:</p> <ul style="list-style-type: none"> ● Train, guide and monitor schools' Inclusive Education Lead Teachers ● Collaborate with schools' Inclusive Education Lead Teachers and principals to <ul style="list-style-type: none"> ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students ○ Support staff with students who have complex communication needs ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion ● Coordinate and monitor district counselling supports ● Guide and support the Mental Health Literacy project ● Orient and develop capacity of new teachers to PHSD 	<p>1, 2, 3, 4</p>
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an Inclusive Education Lead Teacher. <i>“With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction.”</i> Key responsibilities defined in the job description include:</p> <ul style="list-style-type: none"> ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice 	<p>1, 2, 3, 4</p>
<p>While all of the elements on the following list are part of the Inclusive Education Strategy schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> 1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. 3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher. 4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 	<p>1, 2, 3, 4</p>

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

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

- We will continue to maintain our consistent emphasis on comprehensive literacy practices in elementary and junior high classrooms.
- The Principal will monitor the implementation of the school's literacy program to ensure the program aligns to standards of the District Literacy Strategy
- Participating teachers will measure student growth along the literacy continuum

semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement

- Teachers at all grade levels will provide more opportunities to analyze informational material for key details.
- Teachers at all elementary grades will provide more opportunities and direct instruction using non-fiction reading material.
- Comprehension strategies for instruction will allow students to synthesize information and interpret characters' responses in cartoons.
- See Outcome 4 for Literacy intervention strategies

Numeracy Strategies

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

Citizenship Strategies

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

Early Learning Programming

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

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:

- Continue to access the services and support from district FNMI liaison.
- Continue to identify concepts and plan for the diverse ranges of learners in our classrooms.

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

- Career Technology Foundations (CTF) Programming
 - Continue to develop courses relevant to the interests/passions of students and staff. Coding, Advanced Textile Arts, Financial Literacy and Outdoor Games are courses that are being introduced in the 2020-2021 school year.
 - One teacher will continue to participate in CTF cohort through ERLC and promote leadership within PHPS.
- Welcome guest speakers and residents to enhance programming in curricular programs.

Extra-Curricular Planning and Supports

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

grade 6 students.

Professional Development

- Teachers and support staff will engage in continued and on-going Professional Development, critical dialogue, and personal reflection on the social and academic inclusion of all students.
- Continue to identify concepts; plan and assess for a diverse range of learners. This is work that continues from the “Three Moore Days” at PNCS when Shelley Moore worked with our school teams in the Fall of 2019.
- Teachers and program assistants will continue to be offered opportunities to participate in professional development (school based, PHPS, ERLC and other events).
 - Staff will continue to be encouraged to attend in pairs or small groups to increase collaboration and dialogue.
- The principal will continue to engage with staff as the learning leader in the school.
- The principal will continue to serve as the Inclusive Education lead with involvement with ALL students in the school
 - IPPs, team meetings, PD, liaison with external staff and professionals, coaching, etc.

Strategies to support formative and summative assessments

- Identify concepts in curricula; develop activities for a diverse range of learners; triangulation of data. Students need to find/show as many different ways of their learning (conversations, products and observations).

Communication regarding Student Progress and Classroom Activities

- Teachers at PNCS will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written, electronic and oral communications, to discuss student progress.
- The principal at PNCS will read report cards prior to distribution to parents.
- Teachers at PNCS will continue to increase their use of PowerSchool and the website. Other means of communication (FreshGrade, Google Classroom, parent phone calls, etc.) will be utilized.
- PNCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.

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

Accountability Pillar Measures:

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

4.5 School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Jurisdiction Measures:

4.6 Inclusion / Safe and Caring - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7 Inclusion / Safe and Caring - Ratio of students in Response to Intervention levels.

4.8 Safe and Caring - PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9 Safe and Caring - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

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

4.11 Character: Number of service projects/groups facilitated by the school in which students participated.

4.12 Character: Number and Percentage of students involved with or who participated in service projects.

4.13 Education Quality - PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14 Education Quality - PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

4.15 Work Preparation - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

4.16 Work Preparation - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17 Work Preparation - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18 Parent / Community Involvement - PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.19 Parent / Community Involvement - PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.20 Parent / Community Involvement - PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.21 Parent / Community Involvement -- PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning.

4.22 Parent / Community Involvement - Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).

4.23 Parent / Community Involvement - Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This

includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24 Parent / Community Involvement - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

4.25 Technology / Management - PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.26 Technology / Management - The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.27 Technology / Management - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.28 Technology / Management - Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

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

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

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

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments

- Continue to create a K-9 school culture
 - Maintain weekly teacher meetings to ensure common vision and understanding within a K-9 environment
- Promote movement and wellness breaks and discussions to improve overall health of students and staff.

Inclusive Practices / Supports for At Risk Students

- Our school will continue to support the Success coach position to support students' emotional wellness and provide targeted instruction for students under the supervision of the principal and Coordinator of School Counselling and/or Director of Student Services
- Literacy Intervention strategies:
 - Administration will ensure availability and access to multiple levels of literacy intervention resources
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's literacy intervention programs in alignment with the District Literacy Strategy
 - Provide small group reading instruction for grades 1-6 using LLI, guided reading, Early Reading Intervention or FlyLeaf resources All elementary classrooms will continue providing literacy interventions for at-risk readers

- We will continue to use LLI to support Tier 3 students in junior high in addition to the use of Text to Speech & Audiobooks.
- ERI continues for individual students in grades one and two.
- Our teachers will continue to incorporate Block One strategies in all classrooms as well as planning pyramids and class profiles to identify goals and interests of the students.

Engaging and communicating with the community

- Work collaboratively with our Fundraising Association to provide quality experiences off site for all students.
- Maintain relationships with community partners and organizations throughout our school boundaries.
- Continue to embody the belief statements in our actions.
- Work with School Council to enhance parent volunteer opportunities

Strategies associated with the use of learning technologies

- Students in grade 7 have the opportunity to purchase a Chromebook at a reduced rate (cost shared with school).
- Teachers are current with practices and tools from the Google Apps for Education (Classroom, Drive, Screencastify, Meet, etc). Our teachers share their learning with others and help one another out with technology.

Communications Strategies

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

Budgets and School Generated Funds

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