

SWAN HILLS 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 Parent Advisory Council participates in our yearly planning by attending a regularly scheduled PAC meeting where we present our school plans from the school planning day and have them give input and suggestions for change. Throughout the school year, we present updates on how we are progressing with our plan. Currently, SHS and its PAC are considering ways to increase attendance to allow for greater parent voice to assist the school in planning.

Education Plan Distribution

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

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

School Vision

“To promote confident, caring, responsible and productive global citizens that are lifelong learners.”

Further, we would like to see:

- staff work more collaboratively to improve learning and achievement.
- students engage in school and take more responsibility for their learning and performance.
- parents and the community becoming more involved with the school, and supporting staff and students in their endeavours.
- Staff, students, parents, and community members collaboratively supporting an environment that is welcoming, caring, respectful, safe, and that has at its base an appreciation for learning and responsibility.

Mission Statement

Together, in cooperation, we will provide a diverse education which challenges individuals to achieve exemplary academics, character and citizenship.

Motto

Together we can; Together we will

Teachers

We believe that we must risk new methods of teaching and explore new ways of learning to meet the needs of the children that attend our school.

Learning

We believe learning is unique to each individual and that all children can learn. With the appropriate support and a combination of intrinsic and extrinsic motivation, students can grow, learn, and succeed.

Education

We believe that education is a lifelong endeavour. It is empowering.

School Profile

Swan Hills School offers the best academic, physical, social and emotional development for students. Currently housing Preschool through to Grade 12, Swan Hills School serves the needs of this vibrant community with an attached swimming pool, preschool, PAWS programming and two gymnasiums.

The school's motto, "Together We Can; Together We Will" speaks to the program model that is in place at the school. We have committed ourselves to work as a team of staff, students and parents to provide the best opportunities for our students and children. We ensure a high standard of personalized instruction for all children.

Historical Background

Swan Hills School serves the town of Swan Hills. The area essentially serves the oil and gas industry. Born in the legends of the native Indians and developed through the discovery of oil, in many ways the story of Swan Hills is an echo of the story of Alberta.

The name Swan Hills was first given to the area by the Indigenous People of the area, who believed that giant swans nested on the estuary of the Assiniboine River. During the summer prairie thunderstorms it was said the thundering wing beats of these great birds filled the air as they fled for shelter. The settlement of the Swan Hills Area by European homesteaders seemed almost accidental. Originally bound for the rich farmland in the province's northern Peace River region, early settlers set off from Edmonton by way of the Swan Hills in order to make use of the shortest route around the muskeg so prevalent in the area. But the route was difficult, and many were forced to either turn back or stake a claim in a place that was not their destination.

The government of Alberta virtually ignored the entire area until pressure from these waves of settlers forced it to open a wagon trail through the Swan Hills Area in 1911. However, after this achievement, the area once again fell into oblivion, and remained so for the first half of the 20th century, as settlers cleared and homesteaded, and tried to build a new life for themselves. Eventually they succeeded, and once again began to pressure the government to create a transportation link with the rest of the province that would allow them to take their grain and livestock to market. But it wasn't until the mid-1950s that the government of Alberta agreed to construct a major highway through the area.

This road construction was to change the fate of The Swan Hills Area forever. In September, 1956, a foreman with Home Oil named Fred Willock set out along the new road to prospect for oil in the area; only one of many oil prospectors who converged on the area, sending down their well shafts in the hope of striking it rich. Willock did. In the spring, he helped drill the well that brought in the Swan Hills field; which became the third largest oil discovery in Canada (containing an estimated four billion barrels of oil), and helped to propel Alberta into the decades of oil prosperity that it has enjoyed ever since.

In 1959, the oil company Amoco Canada, together with British American (Gulf) helped make history by striking the first well of the South Swan Hills Unit. By the time the field's boundaries were defined in 1963, the South Swan Hills Unit encompassed 100 square miles, had a capacity of producing 831 million barrels of oil and had 193 working wells.

There's nothing like an oil boom to help build a town, and like so many other Alberta communities that owe their existence and prosperity to oil, Swan Hills is no different. During the years of the oil boom, the base camp that had been set up for the workers quickly exploded into a town site as homes, schools and recreational facilities were put in for the oil companies' employees.

In 1967, Swan Hills again took a place in history by becoming the first township incorporated during Canada's centennial year. The town is young, and because of that its residents enjoy a wonderful lifestyle incorporating new schools, new technology, new facilities and a young and vibrant population. It's a young town full of the opportunity that has always characterized the west. Part of this opportunity culminated in the development of the Alberta Special Waste Treatment Facility . Built in 1987, this world-class facility helps to diversify Swan Hills' economy.

In 2009, the Town of Swan Hills celebrated its 50th Anniversary. Swan Hills School saw over 275 alumni return to Swan Hills to enjoy the festivities and fun of the week long celebration. At the start of the 2010-11 school year thirty students and their families left the Town of Swan Hills and this was of great concern to us. We have implemented better measures as a school to ensure that population swings would not affect staffing or resources to the school.

Swan Hills' first school consisted of 2 portables placed on site in 1960. Two classrooms were added in 1962 and by 1964 the community had grown to the point where some permanent facilities were needed. An addition consisting of 6 classrooms, a science room, an ancillary room (large classroom), a library and the present large gym were added. This complex served the community until 1972 when 2 more portable classrooms were added. These were removed in 1985. In 1974 the school board with its own funds added space for gym storage and a mechanical room. In 1975, 6 classrooms were added to the building. At the same time the Town of Swan Hills funded an indoor heated swimming pool. In 1979, 2 classrooms, 2 ancillary rooms (present stage), a primary gym and a new library were added. Aside from regular upgrading, the facility remained the same until 1995 when a new administrative suite, staff workroom, a no barrier washroom, wheelchair access, counsellor's office, staff washrooms, computer lab, conference room and a renovated staff room were added.

Past Principals of Swan Hills School

1960/61	Mr. Arkenstal	1997/00	Mr. Cam Oulton
1961/65	Ms. R.W. MacGregor	2004/06	Mr. Robert Gallagher
1965/68	Mr. C.C. Moore	2006/09	Mrs. Pauletta Renkema
1968/70	Mr. Ed McGill	2009/11	Mr. Bryan Richardson
1970/75	Mr. Larry Lambert	2012/2017	Mrs. Sheila Gardiner
1975/94	Mr. Doug Seebach	2017/present	Mr. Slade Sekulich
1995/97	Mr. Ron Kenworthy		

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 <i>(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)</i>
<p>OUTCOME ONE: Alberta Students are successful.</p> <p>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.</p> <p>OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.</p> <p>OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.</p> <p>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.</p> <p>OUTCOME FOUR: Alberta’s K-12 education system is well governed and managed.</p> <p>Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework. They align with the current Alberta Education Outcomes as follows:

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”* **OUTCOME ONE**
2. Successful Transitions *“Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”* **OUTCOME ONE**
3. Collaborative Partnerships *“Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities.”* **OUTCOME FOUR**
4. Positive Connection *“Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta’s High School Completion Framework.”* **OUTCOME FOUR**
5. Tracking Progress *“Identify barriers and success factors related to high school completion.”* **OUTCOME ONE**

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>

In our school we will:

- Assign grades 9-12 students to 1 of 3 academic support teachers responsible for helping ensure students understand their choices and that plans are set and followed through to successful completion of post-secondary schooling.
- Expand use of MyBlueprint for all 9-12 students.
- Expand the guest speaker program and include virtual presentations.
- All certificated staff will complete Go-To Educator training by June 2020; support staff will receive training during the 2020-2021 school year.
- Revise “yellow slip” program in Division 2 to focus more on “caught being good” referrals and positive reinforcement
- Review staff consistency in addressing student behaviours, as per the SHS Discipline Cycle.
- Continue character education program in Division 1 & 2, and enhance and expand this in Division 2 & 3 through establishing more all-encompassing Health classes.
- In cooperation with PAWS, use Red Cross Beyond the Hurt programming materials for internal sessions aimed at preventing bullying and harassment (Direct Red Cross program and training no longer available).
- Establish an advisory program consisting of staff and School Council members to advise on various student matters including motivation, citizenship, behaviour, bullying, etc.
- Create collaborative Transition Plans for high-needs students progressing to the next grade level to help new teacher(s) establish supportive classroom structures.

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy. 	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <ul style="list-style-type: none"> ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy) 	<p>1, 3</p>
<p>The principals will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels 	<p>1, 3</p>

<ul style="list-style-type: none"> Supporting teacher release time to participate in Communities of Practice and or grade level training Being a participant in professional learning 	
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> Administer MIPI assessments to Grades 1-10 math students in September for teachers to recognize concepts where extra support may be needed throughout the upcoming semester <ul style="list-style-type: none"> Provide time for administration and analysis of assessments, in addition to collaborative time Continue cross-grade collaboration in noting patterns of concern and addressing such Create a “Numeracy Block” in Division 2 to provide focussed support and instruction addressing areas of concern noted in MIPI results and in classroom observations. <ul style="list-style-type: none"> Multiplication strategies Non-calculator work/friendly numbers More subtraction (regrouping) and division facts (fact families) - include in Division 1 Consider greater effectiveness if cycling curriculum in all Div. 2 classrooms Analyze results to learn change, especially as it informs Division 3 transitions and supports Provide resources to deliver appropriate programming (Number Talks book, F&P resources (shared or guided resource, LLI box), as able Implement training for PA support staff to ensure understanding of math language and strategies <ul style="list-style-type: none"> PA’s now trained in LLI to provide support in Div 1 & 2 classrooms - small group and individual “on-the-fly” pull outs/pull-aways in class Provide updates and further training as needed for PA’s newer to LLI Provide intervention earlier for students who score markedly low on the RST Continue literacy and numeracy strategies, as able, with one-on-one support (PA) for students identified with concerns Ensure 2 cycles of LLI support for Division 2 Open invitations to Math PD for all staff - or could be provided in-house by those who attended live Identify struggling students in Gr. 9 and make accommodations until streamlined programming can occur in Gr. 10. Create strategies using technology to support learning at home (Div 1 especially) Establish a family night reading celebration to promote literacy (reading under the stars, guest readers, flashlight reading, etc.) 	

<p><u>Support for Staff</u> <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) 	<p>2, 4</p>

<ul style="list-style-type: none"> ○ Schools will collaborate to align and distribute the services of PA Mentors 	
<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 	1, 2, 3, 4
<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 	1, 2, 3, 4
<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. 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. 	1, 2, 3, 4

<p>The principal will:</p> <ul style="list-style-type: none"> ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning 	1, 2, 3, 4
<p>The division will continue to plan and implement a comprehensive professional development plan in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● <i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i> 	3
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Admin will ensure appropriate and relevant resources and training are available to teachers to meet student needs ● Maintain .4 FTE for Spec. Ed./Inclusive Ed. teacher to support classroom teachers in individual programming ● The Inclusive Ed. teacher and Admin will assess needs and coordinate the provision of services with district resources ● Support the training and skill development of Program Assistants <ul style="list-style-type: none"> ○ Implement collaboration time for PAs to collaborate with each other and PAs to collaborate with Special Ed Facilitator ○ Schedule time for teaching staff and PAs to work with PA mentor - continue and expand ○ Plan for and provide PA (and teacher, as needed) training consistent with their roles working with students ● Incorporate FNMI Liaisons' knowledge into classroom programs in meaningful and relevant ways ● Div. Meetings and teacher-directed days may be used for identifying and strategizing for at-risk students ● Teachers will attend sessions to facilitate the success of at-risk students ● Schedule sessions with experts to provide in-house staff with training and support - Trauma, etc. ● Seek training to address and support unstructured/multi-graded class environments - this is becoming a norm in many schools; contact out-of-district schools as well for idea sharing ● Advocate for video-conferencing/Google Hangouts PD sessions 	

- Recommend a PD Fund Plan that would allow teachers to “pool” money for 1-3 years so that Specialist Council PD Sessions are affordable. These councils provide detailed sessions that are very meaningful; currently, they are inaccessible.
- Staff will collaborate with subject partners in our own building more frequently, using teacher-directed days
- Consider staff “wellness retreat” with combined Division meetings- group activities to enhance team perspective & collaboration

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

- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
- Continue to provide a foundational classroom literacy program
- Continue extended Language block in Division 1
- Teachers provide practice PAT and Diploma Exams to ensure success/ unit exams model the exam questions
- Elementary teachers will be focused on building literacy instruction skills
- Teachers will complete assessments contained in the assessment folder at regular intervals (Fountas and Pinnell).
- Use of the MIPI to identify areas of concern, followed by cross-grade collaboration in addressing said areas. Create a Division 2 Numeracy Block to focus on key identified areas.

Numeracy Strategies

- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
- Continue extended Math block in Division 1
- Students in Grades 4 to Grade 6 will practice math facts daily.
- Continue to provide visuals to promote mathematical understanding (Eg. Power of 10 resources, Geri Lorway PD, Coming to Know Number)
- All teachers will focus on Numeracy language and methods for emphasis in all courses.
- Use of the MIPI to identify areas of concern, followed by cross-grade collaboration in addressing said areas. Create a Division 2 Numeracy Block to focus on key identified areas.

General

- Students at all levels will participate in district events ie. Science Fair, Music Festival,
- We will have grade to grade transition meetings for grade 3, 6 & 9 students as they move from one Division to another.

Citizenship Strategies

- We will facilitate student involvement in community programs that set the stage for social justice projects or to become more aware of social issues as lifelong learners. (music, computer, community service projects, refereeing, shared reading, mentoring of students, and recycling projects).
- Reinvent Health program in Divisions 2 and 3 to include focus on Citizenship projects and connections to community, as well as further incorporation of PAWS programming

Early Learning Programming

- Our students in Preschool and Kindergarten are assessed by our Early Learning Team in collaboration with the classroom teacher.
 - Once identified with speech, language, behavior or academic needs, the team provides an aide if necessary and the proper interventions for those children.
 - Regular visits and meetings with the Early Learning Team ensure success for students.
 - Preschool, beginning in the 2019-2020 year, will run under PHPS' Early Learning team.
- We will continue to ensure PUF supports follow through to Kindergarten as able

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

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

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

Key School Level Strategies Include:

- We will host an FNMI event yearly that creates awareness of First Nations, Metis and Inuit traditions and cultural understandings.
- We will work closely with PHPS's FNMI staff to track and support at-risk students.

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 PHS 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

- High school staff will continue commitment to the '**Moving Forward with High School Redesign**' project and develop further plans for transforming our high school into a flexible learning environment for all students.
 - Establish new programming to provide experiential learning possibilities for students
 - Collaborate with district schools to provide joint programs to benefits of all partners and stakeholders
 - Inreach program for those students who struggle with the traditional learning environment and who have reason to choose a blended in-school and at-home program.
 - Continue Flex Room programming to provide opportunities in a wide range of subjects
 - A will teacher oversee our 'Flex Room' and ADLC program.
 - This will provide opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.
 - Create required CTS bundles to help ensure all students receive well-rounded programming in work readiness and personal finance
 - High school liaison/Academic Counselors will create/coordinate credit recovery and retroactive credit opportunities for students (arrange agreements for teachers-students-administration)
- The junior/senior high teachers will focus on flexible learning environments that include concept-based learning and UDL.
- We will continue to partner with ADLC to use distributed learning programs and teacher supports.
 - We will continue to sustain Work Experience and RAP programs.
 - Administration, counsellors and teachers will continue to encourage our students to get involved in Work Experience, RAP and other CTS programming.
- Efforts will be made in the upcoming year to provide more opportunities for all Gr. 7-12 students to listen to and participate in career presentations, as a scheduled aspect of programming
- We will ensure that we are staffing efficiently to meet student program needs while maximizing teacher utilization.
- We will continue to provide Quality Daily Physical Education and Music to grades 1 through 6, with the availability to grade 7-12 as interested
- We continue to combine our junior/senior high options classes to provide high school

opportunities to take more of a variety of CTS courses in a classroom.

- These include Robotics, Cosmetology, Rec Studies, Art, and Music along with exploring different career options in the CTF program.
- Additional elective and CTS programming, including Psychology, Fitness & Weight Training, Com-Tech studies, etc. with additions as interests/needs are noted.
- CTS “mini-courses” offered throughout the year;
 - students complete single-credit courses in each 2-3 week course, providing initial steps into various areas of study.
- New CTS programs established in the current year will be continued and expanded
 - Music, Drama, etc., some through shorter, multi-week courses offered during CTS and Flex blocks.
- Teachers routinely discuss how their subjects transfer to careers; include specific aspects, as appropriate, into lessons

Extracurricular

- We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic.
- We will seek more community coaches and leaders with expertise in various areas to work with students
- We will continue our Leadership Group that allows students more input into decision making that affects them
- Where possible, and given staff involvement we will plan to be involved in at least one extra-curricular event next year for boys and girls at the high school and junior high school levels.
- Student Union events and activities will be supported by our school staff and all students will be encouraged to participate in at least one event during the school year.
- The school will focus on providing increased opportunities for our students at the school, both afterschool and on weekends in collaboration with the PAWS Project.
- We will seek information from the student body as to what additional extracurricular programming is desired and feasible. New clubs/teams can be established as a result of student interest

Professional Development

- Strategies associated with a Professional Learning Community:
 - Administrators will continue to provide opportunities for teacher leadership to their staff.
 - Teachers will collaborate in division/subject groups and with other schools/teachers to develop common UDL/DI and assessment tools
 - Encourage teachers to use teacher-directed days for collaboration on specific topics, as requested
 - Teachers will collaborate with district colleagues through opportunities available during teacher-directed PD days.
 - Directed PD will include Concept-Based Instruction, Go-To Educator, and related programming
 - Teachers will be encouraged to visit and observe other teachers in action, either

- in-person, or via video-conference/Google Hangouts.
 - Teachers will model teaching strategies for each other.
- Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
 - Personal professional growth plans will continue to direct the nature of school based professional development activities.
 - Professional Development requests will be approved and/or directed according to PGP's and relevance to assignments and areas of school need.
- Administration will continue to provide opportunities for teachers to attend ERLC workshops and events.
- We will continue to provide mentoring of new teachers relative to the community and culture of the school.
- With a goal to enhance teacher capacity to provide instruction within a UDL framework, each teacher will commit to:
 - select at least one new unit in one subject area as a special focus for developing formative assessment strategies, including the effective use of assessment rubrics;
 - attend related divisional workshops;
 - participate in collaborative sharing;
 - access available in-class coaching from peers and Lead Teacher.
 - Set long-range plans into Google Classroom, with initial units and lessons added prior to the new school year and successive lessons added as the year progresses.

Strategies to support formative and summative assessments

- All core-subject long-range plans will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
- In addition to tests, quizzes or other forms of summative evaluation teachers will use formative assessment tools such as:
 - use of criteria/rubrics,
 - performance assessment tasks,
 - sharing of learning outcomes with students and parents,
 - examples of work which has changed and been revised over time based on feedback from teacher and/or peer self-evaluation,
 - The use of diagnostic tasks to inform planning,
- Teachers will use assessment for learning practices daily.
- Teachers will use targets, proofs, and exemplars with students.
- Elementary teachers will prepare and share with students and parents I Can/target statements for each core subject unit.
- Teachers will implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.

Communication regarding Student Progress and Classroom Activities

- Staff will work to achieve 90% attendance at parent teacher interviews.
- Staff will meet with all parents of at-risk students twice a year to set and monitor goals.
- We will continue to increase parent involvement by requiring parents' signatures on high

school registration forms.

- Division 1 will continue providing demonstrations of student learning during student-parent-teacher meetings
- Establish a Parent Night (or possibly during School Council meetings) during which staff can make parents more aware of curricular outcomes, instructional methods, and innovative ways of meeting learning needs

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

- We will continue with the monthly character traits program (Div. 1 & 2)
- We will revise Behaviour tracking program and office referrals (“yellow slips”) to focus more on positive reinforcement
- We will enhance opportunities for district schools (Fort Assiniboine) to collaborate with SHS students in curricular and extracurricular activities

Inclusive Practices / Support for At-Risk Students

- We support inclusion of all students, working toward students routinely participating in curricular and extracurricular activities and, as much as possible, remaining in the classroom with/without the support of a PA.
 - We will work on goal setting with at-risk students and their parents.
 - Students in K-12 will achieve their individual goals as identified in the October reporting period.
- Support regulations strategy and training for staff, and ensure all IPP strategies and goals are relevant and meaningful
- We will identify at risk students and use individualized approaches to engage learners.
 - We will base programming on specific student needs and requirements
- Special needs students will be able to demonstrate literacy skills in accordance with English Language Learner Outcomes at each grade level or as determined in IPP’s.
- We will provide support for students who have not been tested, based on the teacher’s professional judgements
 - Provide support for students with low academics and not just a high RTI level
- We will create and adapt alternative assignments for students placed in classes based on previous year’s academic performance
- We will provide support to put individualized programs in place.
 - That is, time and resources to help with both creating individual programs and delivery of these programs by teachers or PAs.
- We will provide speech and language support for students before age 8
- We will expand life skills/pathways programming (PA) for students identified with cognitive and behavioural specialties
- We will continue working towards a systemic model that utilizes the **Promoting Activity, Wellness and Success (PAWS)** mental health strategies.
 - We will collaborate with PAWS to encourage students to participate in school activities or after school programs offered by PAWS.
 - SHS and PAWS staff will engage guest speakers to discuss career opportunities where and when possible.
 - Teachers to take a more active role in PAWS programming, coordinating content from PAWS with Health classes

- To support students' educational, mental and social well being;
 - Administration and staff will provide support to students to build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
 - We will maintain a comprehensive counselling plan that supports personal, academic and career decision making for all students.
 - We will continue to work closely with PHSD's FNMI worker to track and support at-risk students.
 - 3 staff members are assigned to work with high school completion, with all students, including Tier 2, divided between them, based on student needs and rapport developed with individual students. Information is shared between the liaisons should cross-coverage ever be required.
 - MyBlueprint had not been used to any extent until last year, but it was incorporated into programming for all grade 9 and 10 students, with the plan to introduce new grade 9 students this year, and to extend use for each grade as they advance.
 - We will continue to keep running records of student major and minor misbehaviours.
- Regarding Attendance:
 - Administrators will closely monitor attendance patterns; recognize and award excellent attendance.
Parents and students will be informed of the attendance policy and it will be followed.
 - Swan Hills School will send attendance letters home to the parents and guardians of students not attending school regularly.
 - Students will be referred to the Attendance Board when a child has a profile that will demonstrate over 20% days missed over the course of the year.

Engaging and communicating with the community

- We will sustain participation in the **School Council**:
 - We will solicit parents to attend meetings
 - offering incentives,
 - communicating the importance of having parent representatives,
 - and establishing and communicating clear guidelines regarding the attending parents to avoid apprehension regarding commitment.
- We will connect with the community:
 - Through our collaboration with community clubs and organizations such as the fire department, police department and local businesses.
 - With work experience partnerships with local businesses
 - On service projects.
 - Through curricular and extracurricular activities and volunteer work, connecting and engaging with partners through local competitions, student learning games (Amazing Race, etc.)
 - Through increased involvement in events such as community clean-up , "helping hands" program, and others.
 - Expand Health program to encompass Citizenship, and expand into community connections
- Students will have programming that promotes interaction with the community;
 - We will encourage and support student participation in Career Fairs and similar

- events.
- Our high school students will be involved in Career Development opportunities and planning by attending a Career Fair in Whitecourt, using my Blueprint and having presentations by various organizations including Careers Next Generation.
- Expand Health program to encompass Citizenship, and expand into community connections
- Grade 9 students will have opportunities to explore connections between high school and careers:
 - Attend the Career Fair (Whitecourt)
 - Career Investigation Survey,
 - Discussion with teachers about high school diploma and certificate requirements etc. (as use of the additional time allotted for LA)
 - The school will participate in partnerships with Career Next Generation
- We will host and facilitate events to draw parents to the school:
 - We will increase the number of ‘social’ events to bring parents and partners into the school. For example:
 - Grandparents’ tea, School open houses, Volunteer Appreciation events, Meet your Teacher on first-staff day.
 - We will host an Open House in collaboration with the PAC for parents of K to Grade 6 students each year.
 - We will be intentional in inviting parents and community members to specific assemblies.
 - We will monitor and record when parents are involved with school activities. For example:
 - extra curricular activities, community nights, movie nights, school council attendance, monthly call-outs, volunteering, parent teacher interviews, etc.)
- To Encourage volunteerism:
 - We will develop a list of jobs and responsibilities known as “parent volunteer” jobs.
 - Eg: in classrooms, on a specific class project, in the office, in the library, in school programs and on field trips.

Strategies associated with the use of learning technologies

- Administration will promote professional development in technology for the staff.
 - We will continue to develop teacher skills in the use of the Interactive whiteboards as a tool to enhance learning.
 - Staff will attain greater understanding of Google Read & Write, especially for, but not limited to, inclusive ed. students with specific needs.
 - Staff will continue to use Google Classroom to house long range planning tool with lessons developed and delivered through the platform as well as through face-to-face
- We will implement ever-greening plans to maintain computers and technology to an effective level.
 - We will be monitoring Chromebook and laptop availability with the intent of ensuring a one-to-one device to student ratio.
- Teachers will provide students with instruction in digital citizenship and new technologies intended to increase support, strategies and structures designed to improve their learning.
- Teachers will integrate technology into student assignments and projects and increase the use of web based applications to support academic achievement.

- Teachers will use SMART technologies to enhance English language arts instruction.
- Teachers will encourage students to share examples of their technology use with parents.
- Use of technologies to support parents and students with reading (and learning) at home

Communications Strategies

- We will continue to make Improvements to school Websites
- We continue our effective use of Newsletters:
 - We will distribute memos or provide information in the school newsletter on a monthly basis recognizing the work of parents, staff, and students within the school.
 - We will use a section of the monthly newsletters to explain various aspects of the school's budget and/or description of educational and school policy and curriculum Eg. HS Redesign.
 - We will celebrate student and staff accomplishments at the school or within the community on a monthly basis.

Budgets and School Generated Funds

- Swan Hills School will:
 - Create a budget that is balanced while maintaining quality programs for students and moving towards increasing course offerings for students through the implementation and support of Distributed Learning.
 - Continue to support School Councils' fundraising activities.
 - Continue to partner with industry to acquire guest speakers and other 'extras' that generally fall out of the usual budget