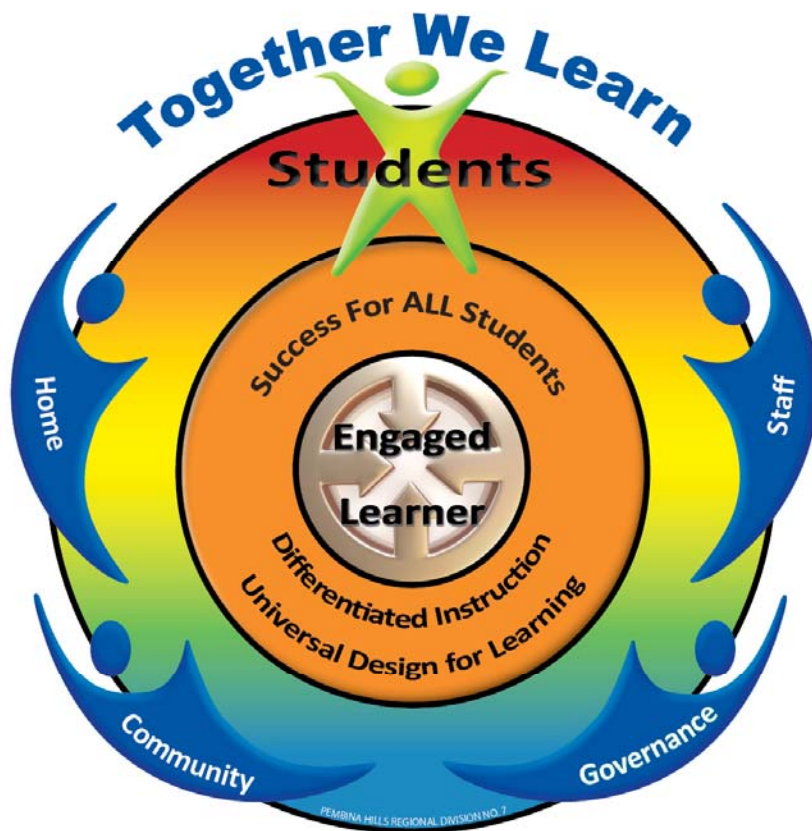


Fort Assiniboine School

Three Year Education Plan

2015-2018

08/15/2015



(Version Date: 2015-11-06)

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

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting. At this meeting, held this year in January, stakeholders have input into the identification of priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These are then provided to the schools.

Education Plan Distribution

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

The Education Plan will be updated in the fall of **2011** after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHRD 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 good citizens who contribute to society.

Motto

"Together We Learn"

School Foundation Statements

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

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

Vision:

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

Mission:

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

Motto:

"Committed to excellence in learning"

Historical Background

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

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

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

In 2010 we became a K-9 school and our high school students are now bussed to Barrhead Composite High School (BCHS) for grades 10-12. Our Forestry and Energy programs also followed them and are now operated out of BCHS.

As a result of declining enrollment we continue to come up with dynamic programming options for our jr high school students. We currently offer Math 8 and Math 9 via Video Conferencing with two teachers, Mr. Jack Shields and Mrs. Tara Salmon in partnership with the Prairie Rose district in Southern Alberta. We have also recently modified our Career and Technology Foundations Program to incorporate a greater exposure to a variety of activities and experiences by rotating through 2 different courses every 5-6 weeks which are often taught through the diverse expertise of community members.

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

Principals

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

Demographics

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

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

Fort Assiniboine School consists of approximately 5 Certificated 1.0 F.T.E teaching staff, 1, 0.5 FTE teacher and 1 principal who teaches 0.5 FTE. Our support staff include 6 support staff in various capacities (office, librarian, and program assistants) throughout the school. Our classes are broken down as follows:

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

The chart below provides a breakdown of our student population as of May 2015. These numbers fluctuate, as there has been a trend in the mobility of families moving in and moving out.

<u>Grades</u>	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
						PROJECTED				
Early Entry ECS	8	9	3	5	1	2	3	0	0	0
Regular ECS	11	11	13	6	18	10	7	10	10	10
Total ECS	19	20	16	11	19	12	10	10	10	10
GR. 1	10	13	15	12	3	16	6	10	10	10
GR. 2	8	9	12	15	13	3	16	6	10	10
GR. 3	8	9	10	11	14	10	3	16	6	10
GR. 4	10	9	10	10	11	12	10	3	16	6
GR. 5	8	9	8	10	9	9	13	10	3	16
GR. 6	10	8	7	6	9	8	6	13	10	3
Total 1-6	54	57	62	64	59	58	57	63	53	59
GR. 7	12	8	10	7	5	6	8	6	13	10
GR. 8	3	11	6	11	6	5	4	7	6	13
GR. 9	9	4	8	2	9	5	3	4	7	6
Total 7-9	24	23	24	20	20	16	15	17	26	29

Section 2: Provincial, Jurisdictional and School Goals, Outcomes, Measures, and Strategies

Outline of Goals and Outcomes for 2015-2016

Bold, black text usually represents Goals and Outcomes defined by Alberta Education.

Blue text represents Outcomes, Measures, Priorities and Strategies defined by the Jurisdiction

Goal 1: An Excellent Start to Learning

Engaged Learners

Success for ALL Students

- Outcome 1.1** Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Goal 2: Success for Every Student

Engaged Learners

Success for ALL Students

- Outcome 2.1** Students achieve student learning outcomes.
- Outcome 2.2** Students demonstrate proficiency in literacy and numeracy.
- Outcome 2.3** Students demonstrate citizenship and entrepreneurship.
- Outcome 2.4** The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Goal 3: Quality Teaching and School Leadership

Engaged Learners

Success for ALL Students

- Outcome 3.1** Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.
- Outcome 3.2** PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Goal 4: Engaged and Effective Governance

Engaged Learners

Success for ALL Students

- Outcome 4.1** The education system demonstrates collaboration and engagement.
- Outcome 4.2** Students and Communities have access to safe and healthy learning environments.
- Outcome 4.3** The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Goal 1: An Excellent Start to Learning

Goal 1: An Excellent Start to Learning

Outcome 1.1 Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Commentary on Results (June, 2015)

In collaboration with Fort Assiniboine Preschool which is currently housed in our school, we have coordinated to offer a blended preschool/kindergarten program option for high needs students. Preschool will now be on Monday, Wednesday and/or Friday and Kindergarten remains on Tuesdays and Thursdays. We also work collaboratively with the early ed team by attending preschool to kindergarten IPP and transition meetings and with regular communication between teachers. Preschool has also been visiting the Kindergarten room in order to support the transition of the preschool parents.

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee 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
 - Administration will ensure availability and access to multiple levels of LLI program resources

Goal 2: Success for Every Student

Goal 2: Success for Every Student

Outcome 2.1 Students achieve student learning outcomes.

Accountability Pillar Measures: PDE Acceptable and Excellence

2.1a 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).

Accountability Pillar Measures

2.1b High school completion rate of students within three years of entering Grade 10.

Accountability Pillar Measures: Drop Out rate

2.1c Annual dropout rate of students aged 14 to 18.

Accountability Pillar Measures: Transition Rate (6 yr)

2.1d High school to post-secondary transition rate of students within six years of entering Grade 10.

Accountability Pillar Measures: Rutherford Scholarship Rate (Revised)

2.1e Percentage of Grade 12 students eligible for a Rutherford Scholarship.

Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams)

2.1f Percentage of students writing four or more diploma exams within three years of entering Grade 10.

Jurisdiction Measures (View Measurement data in Section 3)

2.1h Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

2.1j Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

2.1l Percentage of students with Individual Program Plans (I.P.P).

Commentary on Results (June 2015)

Visual exemplars and rubrics displayed throughout every classroom. Word walls for numeracy and literacy in every classroom. Monthly newsletters in the elementary and progress reports outlining topics studied and outcomes achieved are sent home as units wrap up rather than by an arbitrary school wide deadline. DW has taken on the role as career counsellor and has attended career and education fairs with the Jr High.

AH and LL(FCSS Liaison) had a successful year supporting students in the school counsellor roles. CA supported AH and LL with monthly counsellor meetings here and collaboration regarding district meetings so we are not all out of the building to attend. The school staff has reviewed and updated our comprehensive counselling plan which outlines the wide range of supports offered to students in our school. FCSS also offered a successful afterschool program that included cooking, gym night and crafts. More parent volunteers are needed to ensure the most kids are provided the opportunity to participate.

The cLass project was particularly successful for PP and DB in 5/6 but support was also extended to staff and students throughout the school and helped to encourage staff on how best to work with students with behaviour challenges. The early education team was exceptionally supportive in our K and ½ classes and spent a lot of time working with teachers and PA's to brainstorm strategies to support a diverse array of student needs. The FAS staff is exceptionally receptive to collaboration with outside services. FAS staff also benefited from visiting other staff members in similar roles within the school to learn from others with a diverse range of expertise. This has helped us to become more respectful of the people we work with and to learn how we can best lean on one another. We are very thankful to have received Speech and Language support this year and have worked hard to learn the new referral and RTI system to request and receive support from RCSD and PHRD student support services.

Our students participated in many curricular and extra-curricular athletic activities such as skiing lessons in Jasper, swimming lessons in Swan Hills, soccer with Dunstable, Badminton and cross-country running in Westlock, Volleyball in Neerlandia, and Basketball in Swan Hills. Other fieldtrips included Schumann lake pond study, A Christmas Carol at the Citadel The Edmonton Zoo, Fort Edmonton, Telus World of Science, Shrek the Musical in Westlock, Holocaust survivor at BCHS, Ryan Laird at Dunstable, and Rob Nash in Swan Hills and more.

The grade 9's attended an orientation and tour of BCHS in April.

Monthly Staff meetings are used to talk about kids and to positively and collaboratively problem solve. We also use this time to plan school/community events.

Approximately 38% of our students are on IPP's and are receiving additional support. We collaborate with outside services and each other to create and implement goals and strategies to support the individual needs of our students. IPP's are working documents that are reviewed often and extra release time is provided for teachers to meet with students and parents at the beginning and end of the year.

This year we implemented a junior high information night to inform parents and students of what our junior high program has to offer and ways the community can support our school to ensure sustainability especially for 7-9.

School Strategies Include:

Fort Assiniboine School will;

- Actively participate in a Professional Learning Community dialogue focused on student and community engagement
- Investigate UDL strategies to provide engaging and meaningful activities for all students

- Collaborate to organize classroom visitations/observations to promote professional growth.
- Develop more student directed learning including PBL and cross curricular and/or grade instruction.
- Encourage students to self and peer assess according to specific criteria to encourage objectivity.
- Promote professional development in technology for the staff (PLC planning).
- Maintain and/or expand on Character Education initiatives, Green and Gold awards, Roots of Empathy, Peer Mentoring, Go Girls (FCSS).
- Become more comfortable in collaborating with and requesting appropriate support services both in within our school, district and RCSD to meet the needs in their classroom

In alignment with PHRD's Mental Health Strategy:

- Our School will identify teachers and program assistants whose assignments require them to support Tier 2 and 3 students with challenging behaviors associated with mental and emotional conditions and/or issues to work collaboratively with the PHRD Student Support Specialist. The purpose will be to increase the professional capacity of our staff teams.
- Staff (teachers and program assistants) will be released (with expenses subsidized by the district Mental Health Strategy), to participate in collaborative professional learning onsite, and in specialty workshops facilitated by PHRD or others.
- Our school will collaborate with PHRD Student Services staff to collectively prioritize students who may require psycho-educational assessments

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee 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
 - Administration will ensure availability and access to multiple levels of LLI program resources

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 2: Success for Every Student

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy.

Accountability Pillar Measures: PAT Acceptable and Excellence

2.2 a Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Jurisdiction Measures (View Measurement data in Section 3)

2.2b Grade 9 cohort results at the acceptable standard in Mathematics.

Commentary on Results (June 2015)

During the 2015/16 School year the staff of the school met to discuss the PAT results and to revisit our strategies for Outcome 1.1. Numeracy and Literacy continue to be areas in need of focus. Mathletics continues to be valuable programs supporting student learning in the areas of numeracy and successmaker may or may not be used for literacy K-9. Daily 5 and Project Based learning are taking hold in several classrooms and evidence of UDL strategies are proudly displayed in classrooms and on our twitter feed. LC had extra release time to support students in early math intervention grade ½. DB had extra release time to support successful transition for teachers to use LLI resources with small groups within their classrooms grades 1-4 to support literacy for all students but focused on those who had the most need. DB also had ERI time to provide one on one support for three students this year. Kindergarten had a very successful mystery reader program to invite community members to read in the classroom. The elementary also had success this year with reading buddies.

UDL strategies are being implemented and explored by staff. Professional development in this area has and will continue to occur during PLC's and divisional PD days.

Our grade 3's participated in the SLA pilot in the fall.

School Strategies Include:

- FAS staff will focus students on increasing their reading abilities. We will continue the following programs:
 - Daily guided/buddy reading built into the timetable for elementary—Daily 5 reading
 - LLI implementation grades 1-4-Deb has release time to support teachers with implementing these new resources
 - ERI-Deb Breitreitz has release time for this.
 - Reading Programs and UDL tools such as Daily 5, PBL, Tumblebooks, blogs, twitter, discovery education and collaboration with other schools within the district and other digital tools.
 - Audio books/text to speech applications to support literacy in classrooms.
- FAS staff will focus resources and supports on improving numeracy skills for All students. We will;
 - Continue collaboration with teachers to further develop the use of differentiated learning activities within the mathematics curriculum
 - Make a word wall in each classroom that focuses on math vocabulary.
 - Maintain reading programs and individualized tools to help students in this school improve their reading skill to better understand math word problems.
 - Continue to implement Mathletics K-9 to reinforce skill development K-9
 - Utilize a variety of iPad math apps to reinforce skills in math
 - Start Daily 3 for Math in several classrooms in Sept 2015.
 - Display word walls in each classroom that focus on math vocabulary.
 - Continue Early Math Intervention with LC expanding outside of her classroom beginning with ¾ students in September 2015 and 5/6 in January 2016.

- Collaborate to organize classroom visitations/observations to promote professional growth.
- Collaborate with other schools/teachers to develop common assessment tools. (PD days, PLC's, inter-school visits)

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee 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
 - Administration will ensure availability and access to multiple levels of LLI program resources

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 2: Success for Every Student

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

Accountability Pillar Measures: Citizenship

2.3a Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Accountability Pillar Measures: Work Preparation

2.3b Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Jurisdiction Measures (View Measurement data in Section 3)

2.3c PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school.

2.3d Number of service projects/groups facilitated by the school in which students participated.

2.3e Number and Percentage of students involved with or who participated in service projects.

2.3f Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).

2.3g Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

2.3j Number and Percentage of grade 7-12 students participating in sessions for students on career decision-

making.

2.3k Number of parents participating in sessions for students on career decision-making.

Commentary on Results (June 2015)

The Fort Assiniboine School Staff pride themselves in promoting community service and citizenship. Our new PLC focus is community and everyone is working hard to come up with ideas and to share our fabulous community with greater Fort Assiniboine and beyond.

Our school has monthly recognition assemblies where we recognize 5 students monthly at school wide assemblies by giving them a Green and Gold Award. This award is given to students who show caring and respect throughout the month. We also honor each student through a thoughtful and personal reflection based on monthly character traits such as gratitude and courage. Students often create presentations to share with the school during these assemblies. We also recognize birthdays and share important awards and achievements such as magazine sales and poster contest winners.

Zones of regulation was successfully implemented with OT support in ¾ classroom as a pilot for RCSD. KK shared the success of the program with staff and everyone supports whole school implementation next year.

7/8/9 VC/blogs and google hangout cross school collaboration for small group novel study with Swan Hills was very successful LA January-March 2015.

Jr high also took ADLC workplace 3000 course and several received certificates for completion.

Our grade 8's and 9's receive Math via videoconferencing through a partnership with Prairie Rose School division so students can receive single grade instruction with same grade peers in a small class setting led by teachers with math expertise. Math via vc is supported in house by DW and BO during homework blocks and extra support math blocks. DW also supported math instruction for grade 5's by team teaching with DB so they could also receive grade specific instruction and support.

School Level Maintenance Strategies:

Fort Assiniboine School will:

- Integrate the use of digital tools such as e-mails twitter, blogs to continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth. Traditional tools such as classroom and school newsletters, phone calls and agenda communication are also important and will continue.
- Continue to implement ever-greening plans to maintain computers and technology to an effective level.
- Promote professional development in technology for the staff (PLC planning).
- Continue to provide a safe and caring learning environment.
- Continue to focus character education programs on virtues that prepare students for successful employment.
- Continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with the school community.
- Provide fieldtrip opportunities to other schools in the district as well as outside of the district
- Encourage student led assemblies in 2015/2016 and invite parents more consistently to attend.

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning

Goal 2: Success for Every Student

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other students is eliminated.

Commentary on Results (June 2015)

We are working with FNMI liaison to obtain new resources for integration of FNMI outcomes throughout our curriculum subjects and grades. We had a breakfast club volunteer who served bannock every Tuesday morning. We were looking at learning opportunities facilitated by the Liaison worker. This was not achieved in 2014/2015 so will remain an area of focus for 2015/2016

School Level Maintenance Strategies:

Fort Assiniboine School will

- Work closely with PHRD's FNMI and FSL workers to track and support at-risk students.
- Find ways to bring in our FNMI community members to share their stories, gifts and culture in order to celebrate and embrace FNMI culture.
- Celebrate via presentations/authors visits etc.

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee 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
 - Administration will ensure availability and access to multiple levels of LLI program resources

Goal 3: Quality Teaching and School Leadership

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Accountability Pillar Measures: Program of Studies

- 3.1a 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.**
- 3.1b (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.**
- 3.1c PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.**
- 3.1d PHRD Satisfaction survey: Percentage of students satisfied with opportunities to choose high school courses and programs.**
- 3.1e PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.**
- 3.1f PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.**
- 3.1g PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.**
- 3.1h PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.**
- 3.1i Number and percentage of certificated staff acting in a leadership role.**
- 3.1j Professional Growth, supervision and evaluation measures: Principal's summary of the professional growth plan discussions and reviews describing process and effect on teacher practice and student achievement. (Amended in May 2012)**
- 3.1k The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)**
- 3.1l Annual student to computer ratio overall, and by jurisdiction, of computers within each school.**
- 3.1m Average age of computers in schools.**

Commentary on Results (June 2015)

Staff have been working in collaborative groups throughout the district and PD to develop their skills in areas of interest and then share the learning they are engaged in with our staff during PLC time.

Every teacher on our team was in a leadership role this year: DW-PE and 5-9 Math, DB-Literacy, AH-Counselling, KK Music, LC K-4 Math and was given 30 minutes a day release time.

PA's are matched to create effective classroom teams rather than being assigned and responsible for one student.

All staff are encouraged to take on leadership roles within the school from the successful implementation of our daily breakfast club for our FCSS Liason to coordinating outside rentals for our caretaking staff.

Teachers and PA's benefited from the vast expertise of WrAP coach Vernice Aitken on several school and classroom visits as well as a whole staff learning this past April.

PA's took the initiative to increase supervision assignment to two lunch supervisions a week to better support students with double the supervision on the playground.

We are also technology leaders using Smartboards, Ipads and laptops on a daily basis in every classroom. AH presented on google classroom and several teachers are using google classroom with their students.

Most classes K-9 have begun creating edublogs as digital portfolios and several teachers incorporated these portfolios during our celebration of learning in March. This was the first year that all students K-9 led their celebration of learning in lieu of the old teacher directed student/parent/teacher conferences in March.

School Level Maintenance Strategies:

Fort Assiniboine School will;

- Grow diversity of skills in PA's through effective collaboration in house and through PLC and district PD opportunities. PA's are matched to create effective classroom teams rather than being assigned and responsible for one student.
- Continue to communicate effectively using multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email, remind 101, twitter) as well as traditional methods; phone calls, agenda notes and newsletters.
- Work with students using Adaptive Technology (eg. Read and Write Gold/ Success Maker/iPad apps).
- Hold regular assemblies to introduce and celebrate demonstrations of virtues by students and staff.
- Collaborate more effectively with RCMP Resource officer to plan for specific classroom instruction encourage him as a strong male mentor and overall presence in the school as often as possible.
- Work with SU students to promote student leadership
- Work with students to create student led and planned playground activities

In alignment with PHRD's strategy to support develop professional capacity and implement innovative teaching and learning:

- Our School will engage in opportunities to collaborate with district Collaboration Lead Teachers, and or other teachers for
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or project based learning
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign

Goal 3: Quality Teaching and School Leadership

Outcome 3.2 PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures (View Measurement data in Section 3) (Measures 3.2c, d and e, are new in 2015)

- 3.2a PHRD 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.**
- 3.2b PHRD 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.**
- 3.2c PHRD Satisfaction survey – Clarity of Learning Goals: The prevalence at which teachers clarify lesson goals in awareness of the variance of students' skills, knowledge and previous understanding. Teacher and student survey.**
- 3.2d PHRD Satisfaction survey – Responsive to Diversity: 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 experiences that range in difficulty and complexity.**
- 3.2e PHRD Satisfaction survey – Meeting Learning Needs: Percentage of parents agreeing that their children appear confident about what they are learning at school.**

Commentary on Results (June 2015)

Most classes K-9 have begun creating edublogs as digital portfolios and several teachers incorporated these portfolios during our celebration of learning in March. This was the first year that all students K-9 led their celebration of learning in lieu of the old teacher directed student/parent/teacher conferences in March.

Teachers used Fountas and Pinnell assessments, student inventories and goal setting to create meaningful year plans. Many teachers used their collaborative group plan to develop assessments and unit plans align with the program of studies and focus on formative assessment. Teachers collaborate with each other and program assistants assigned to their classrooms to create effective dayplans that reflect formative assessment that has been made in the classroom to create meaningful lessons and activities for their students each day.

School Level Maintenance Strategies:

Fort Assiniboine School will

- Continue to use Fountas/Pinnell for assessment to guide learning and instruction K-9 in literacy
- Utilize Edmonton public math assessment resources to assess to guide learning and instruction K-9 in Math (new for 2015/2016)
- Focus on Goal setting with all students in October, provide extra check ins and assessments with at-risk students throughout the year and during Celebration of Learning in March.
- Ensure all core-subject Long-range plans, Unit plans and Daily plans at Fort Assiniboine School are closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
- Continue to use Administration Walk-Throughs, Tweets, as well as regular written and verbal feedback to support teacher growth.
- Supply internal coverage within the school for staff to go and observe promising teaching, collaboration, and assessment practices within and outside the school as needed.
- Collaborate with other schools/teachers to develop common lesson and assessment tools. (PD days, inter-school visits)
- Use assessment for learning practices daily (rubrics, checklists, peer/self-assessments, journals, blogs, think/pair/share and exit slips).
- Teachers at Fort Assiniboine School will use targets, proofs, and exemplars with students.

In alignment with PHRD's Literacy Strategy:

- Our school will participate in the District Literacy Strategy
 - Our school will identify a lead literacy teacher to oversee and support the implementation of the school's LLI program in alignment with the District Literacy Strategy
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee 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
 - Administration will ensure availability and access to multiple levels of LLI program resources

Goal 4: Engaged and Effective Governance

Goal 4: Engaged and Effective Governance	
Outcome 4.1 The education system demonstrates collaboration and engagement.	
<u>Accountability Pillar Measures: Parental Involvement</u>	
4.1a	Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
<u>Accountability Pillar Measures: Education Quality</u>	
4.1b	Overall teacher, parent and student satisfaction with the overall quality of basic education.
<u>Jurisdiction Measures (View Measurement data in Section 3)</u>	
4.1c	(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.
4.1d	PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
4.1e	PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable” (Revised 2012). A, B or C...
4.1f	PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
4.1g	PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students).
4.1h	PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
4.1i	PHRD Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
4.1j	Amount of money acquired from third parties in support of community schools. (revised July,2013) for projects like Forestry and Alberta Student Health Initiative Partnership.
4.1k	Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
4.1l	Number of school activities/events taking place in the community. (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...)
<u>Commentary on Results (June 2015)</u>	
<p>We have an open door policy in our school and our classrooms and actively encourage the community to come into our school. Communication and Transfer Protocols were communicated with staff, students and parents on our website, during school council meetings and in newsletters. Several parents have been utilizing both protocols but this is still a work in progress. Volunteers were recruited for fieldtrips, reading volunteers, breakfast club, classroom helpers, BBQ chefs, CTF instruction and more. We have a very strong volunteer base here at Fort Assiniboine. Our school council meets bi-monthly and have moved their meetings to evenings at 7pm to encourage more parents to attend. This has shown some success. Our trustee also attends these meetings and is a monthly breakfast club volunteer and reader in our classrooms.</p> <p>Our new CTF Program aligns well with new Alberta Education initiatives. We are currently alternating two courses every 5 weeks throughout the year using local expertise. Outdoor Education, Foods, Woodworking, Wool Spinning, Music, Art, Welding, Recreation, Drama, Tech, etc. in line with the new CTF programs through Alberta Education. SU volunteers serve breakfast each Thursday Morning and make and serve a hot lunch once a month.</p> <p>Other community events included; SU is also held a whole school Christmas Dinner for December 18th; a whole school community clean-up on May 22; the legion remembrance day and our volunteer appreciation tea in May. Our music program, festival participation and bi-annual concerts are highlights of the community and are well-attended. Our awards night and grade 9 celebration were also important community events that focused on the achievement of our students and was well attended.</p>	

All staff met as a group to discuss Ed plan and growth plan alignment and debriefed growth plans with the administrator in September and May. Lorraine Lovelock was recognized for exemplary contract services and Maureen Fleming was recognized for exemplary support services in front of staff, students and community at our Christmas assembly.

School Level Strategies Include:

Fort Assinboine School will;

- Continue to 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.
- Continue to communicate the importance of following the newly revised communication and transfer protocols through multiple means such as website, newsletter, school council and open discussions with students, parents and teachers.
- Create and implement a work-plan for teachers to help them to plan and meet school deadlines throughout the year.
- Submit applications for PHRD Awards as appropriate.
- Support students, teachers and parents in this school to work together to set goals during October Goal-Setting, March Celebration of Learning and May Transition Planning.
- Support whole staff growth plan discussion and one on one debriefing with administrator in September and May.
- Continue with our current fundraising projects.
- Create and implement more community based projects to collaborate effectively with the seniors at the Friendship centre and the general community according to our Motto and Vision statements.

Goal 4: Engaged and Effective Governance

Outcome 4.2 Students and communities have access to safe and healthy learning environments.

Accountability Pillar Measures: Safe and Caring

4.2a Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Accountability Pillar Measures: Continuous Improvement

4.2b 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 (View Measurement data in Section 3)

- 4.2c PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.**
- 4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.**
- 4.2e PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.**
- 4.2f PHRD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.**

Commentary on Results (June 2015)

We participated in several fundraising events; Jump Rope for Heart, FCC food drive, Operation Christmas Child, Foster Child, Magazine Sales, Hats on for Mental Health to foster a sense of empathy in our students. We also hosted a Christmas sale where students could purchase gifts for the important adults in their lives to encourage giving and generosity in our students. We attended several presentations to inspire students to not be bullies including Rob Nash and Ryan Laing. Upper elementary students presented to younger elementary students on the negative effects of intimidation and bullying. Grade 5/6 students also participated in DARE. We tried to implement a peacekeepers program on the playground but this had little success this year.

Constable Hynes was very effective discussing important, current issues with students in whole class, small group and as individuals on such topics as physical assault, swearing, bullying, and vandalism. Dausen Kluin was an excellent male mentor for a ¾ student.

Focused School Strategies:

- **Visiting fellow staff in their work areas to share diverse areas of expertise such as tech programs, organizational strategies, UDL, support strategies, etc. during PLC time.**
- **Visit another school in the district to share with others who have similar grade level/job assignments on an alternate Friday and take early dismissal time in lieu.**
- **Bring in Presenters to share their expertise from other Schools in the District, CLT's, SRO, Student Services, RCSD, Wrap, Community Partners etc.**
- **Combine planned and open ended structures to our PLC time to allow for some individualized PLC time.**

School Level Strategies Include:

Fort Assiniboine School will;

- Expand the use of the zones of regulation program to improve social skills, self-control and conflict management skills
- Submit applications for PHRD awards.
- Continue to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling.
- Maintain and/or expand on Character Education initiatives, Green and Gold awards, Roots of Empathy, Peer Mentoring, Strong Girls(ATV safety) and Go Girls (FCSS).
- Continue to hold regular assemblies to introduce and celebrate demonstrations of virtues by students and staff.
- Utilize the RCMP Resource officer, Fort Assiniboine School will provide workshops on anti-bullying for parents and for students.
- Encourage more in house and community mentorship for our students. Especially male mentors.
- Extend our friendship luncheon buddies to school buddies to work together year long.
- Investigate collaborative problem solving and try strategies within our school to build positive relationships.
- Revise and modify the behaviour plan(s) to ensure the success of all students
- Continue to use google docs to record behavior notes
- Access student services support on a more consistent and regular basis

Goal 4: Engaged and Effective Governance

Outcome 4.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Commentary on Results (June 2015)

Excellent support was provided by district managers to teach administration how to read and interpret the budget. The administrator attended extra meetings to learn how funds are distributed and regular communication and support allowed for successful implementation of our budget for 2014/2015.

School Level Maintenance Strategies:

Fort Assiniboine School will:

- Have a budget that is balanced while maintaining quality programs for students and honoring all district commitments in 2013-14
- Continue to be fiscally responsible in the management of school funds.
- Continue to support Parent Society's fundraising activities.
- Continue to partner with industry to acquire guest speakers and other 'extras' that generally fall out of the usual budget.

Appendix 1: Measurement Data (Tables and Graphs)

Goal 1: An Excellent Start to Learning

Outcome 1.1 Children in PHRD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Goal 2: Success for Every Student

Outcome 2.1 Students achieve student learning outcomes.

Accountability Pillar Measures: Drop Out rate							
2.1c Annual dropout rate of students aged 14 to 18.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Drop Out Rate	0	0	0	0	0	0	0
2.1h Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students on honour roll	23	18	16	7	5	5	25
2.1j Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.							
Total counselling FTE in our school, 2009-2010: 0.3 Full Time Equivalent Total counselling FTE in our school, 2010-2011: 0.3 Full Time Equivalent Total counselling FTE in our school, 2011-2012: 0.3 Full Time Equivalent Total counselling FTE in our school, 2012-2013: 1.1 Full Time Equivalent Total counselling FTE in our school, 2013-2014: 0.2 Full Time Equivalent Total counselling FTE in our school, 2014-2015: 0.1 Full Time Equivalent							
2.1i Percentage of students with Individual Program Plans (I.P.P).							
	Recent results						
	2008-09	2009-10	2010-2011	2011-12	2012-13	2013-14	2014-15
Percentage of students with IPP's	25.9	25.4	27.7	28	29	35	38

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy

Accountability Pillar Measures: PAT Acceptable and Excellence

2.2 a Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Fort Assiniboine School											
Achievement Test Cohort Results											
Subject	Standard	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/2012	2012/2013	2013/14	2014/15
ELA 3	Acceptable	91.7%	83.3%	87.5%	70.0%	85.7%	88.9%	90.0%	83.3%	64.3%	
	Excellence	0.0%	0.0%	12.5%	20.0%	0.0%	22.2%	10.0%	0.0%	14.3%	
	Participation	100.0%	100.0%	87.5%	80.0%	85.7%	100.0%	90.0%	83.3%	92.9%	
	# of Writers			7	8	6	9	9	10	13	
Math 3 (All)	Acceptable	91.7%	41.7%	75.0%	60.0%		77.8%	80.0%	58.3%	50.0%	
	Excellence	25.0%	0.0%	25.0%	0.0%		11.1%	20.0%	0.0%	7.1%	
	Participation	100.0%	100.0%	87.5%	80.0%		100.0%	80.0%	83.3%	92.9%	
	# of Writers			7	6		9	8	10	13	
ELA 6	Acceptable	50.0%	80.0%	100.0%	100.0%	88.9%	75.0%	100.0%	100.0%	100.0%	100.0%
	Excellence	0.0%	0.0%	0.0%	7.7%	0.0%	12.5%	14.3%	0.0%	22.2%	0.0%
	Participation	100.0%	100.0%	100.0%	100.0%	100.0%	87.5%	100.0%	100.0%	100.0%	100.0%
	# of Writers			4	13	9	8	7	5	9	7
Math 6 (All)	Acceptable	50.0%	50.0%	50.0%	84.6%		62.5%	100.0%	80.0%	100.0%	85.7%
	Excellence	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	11.1%	14.3%
	Participation	100.0%	100.0%	100.0%	100.0%		87.5%	100.0%	100.0%	100.0%	100.0%
	# of Writers			4	13		8	7	5	9	7
Science 6 (All)	Acceptable	62.5%	80.0%	50.0%	84.6%	77.8%	75.0%	100.0%	100.0%	88.9%	85.7%
	Excellence	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	28.6%	20.0%	22.2%	14.3%
	Participation	100.0%	100.0%	100.0%	100.0%	100.0%	87.5%	100.0%	100.0%	100.0%	100.0%
	# of Writers			4	13	9	8	7	5	9	7
Social Stu 6 (All)	Acceptable	62.5%	40.0%	100.0%	form 2	66.7%	62.5%	71.4%	100.0%	77.8%	100.0%
	Excellence	0.0%	0.0%	0.0%		11.1%	0.0%	0.0%	0.0%	0.0%	0.0%
	Participation	100.0%	100.0%	100.0%		100.0%	87.5%	100.0%	100.0%	100.0%	100.0%
	# of Writers			4		9	8	7	5	9	7
ELA 9	Acceptable	77.8%	58.3%	69.2%	44.4%	45.5%	33.3%		100.0%	66.6%	100.0%
	Excellence	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%
	Participation	100.0%	83.3%	92.3%	100.0%	81.8%	100.0%		100.0%	100.0%	100.0%
	# of Writers			24	9	9	3		2	9	5
Math 9 (All)	Acceptable	55.6%	16.7%	34.6%	12.5%		0.0%		100.0%	66.6%	100.0%
	Excellence	0.0%	0.0%	3.8%	0.0%		0.0%		50.0%	0.0%	20.0%
	Participation	100.0%	83.3%	96.2%	100.0%		100.0%		100.0%	100.0%	100.0%
	# of Writers			25	8		3		2	9	5
Science 9 (All)	Acceptable	33.0%	25.0%	38.5%	55.6%	45.5%	33.3%		100.0%	66.6%	80.0%
	Excellence	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		50.0%	0.0%	20.0%
	Participation	100.0%	83.3%	96.2%	100.0%	100.0%	100.0%		100.0%	100.0%	100.0%
	# of Writers			25	9	11	3		2	9	5
Social Stu 9 (All)	Acceptable	66.7%	58.3%	69.2%	66.7%	45.5%	33.3%		100.0%	33.3%	100.0%
	Excellence	11.1%	0.0%	15.4%	11.1%	0.0%	0.0%		50.0%	0.0%	0.0%
	Participation	100.0%	83.3%	96.2%	100.0%	90.9%	66.7%		100.0%	100.0%	100.0%
	# of Writers			25	9	10	3		2	9	5
Aggregate	Cohort pop:										
	Acceptable	64.2%	53.3%	67.4%	64.3%	65.1%	54.2%	90.2%	92.2%	71.4%	93.9%
	Excellence	3.6%	0.0%	6.4%	4.3%	3.2%	4.6%	12.2%	17.0%	7.7%	8.6%

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

<u>Accountability Pillar Measures: Citizenship</u>							
2.3a Overall teacher, parent and student agreement that students model the characteristics of active citizenship.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	<6n	82.1	81.9	88.6	80.0	85.0	*
Teachers	79.5	100.0	94.0	95.0	97.1	100	96.7
Students 4, 7 & 10	74.9	86.7	77.7	81.3	77.0	76.5	72.9
Aggregate	77.2	89.6	84.5	88.3	84.7	87.2	84.8
<u>Accountability Pillar Measures: Work Preparation</u>							
2.3b Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	<6n	48.1	57.1	*	40.0	*	*
Teachers	75.0	100.0	80.0	75.0	83.0	100	100
Aggregate	75.0	74.1	68.6	75.0	61.7	100	100
2.3c PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school. (I am satisfied with the behavior expectations at my child(ren)'s school... My school is effective in its approach to student discipline... I think the rules in my school as fair (reworded for students in 2008-09))							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	85.0	76.7	No Survey this year	90.0	100	87.1	96.0
Staff	92.8	83.3		57.1	90.0	100	100
Students 4-6	85.2	97.5		85.0	76.3	90.2	88.9
Students 7-12							
2.3d Number of ongoing service projects/groups facilitated by the school in which students participated.							
2.3e Number and Percentage of students involved with or who participated in service projects.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Service Projects	13	21	15	10	8	8	9
Number of students involved in service projects	143	140	126	95	86	96	87
Percentage of students involved in service projects	100	100	100	100	100	100	100

2.3f Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of PHRD students receiving citizenship awards	3	14	16	16	5	5	18
Percentage of students receiving citizenship awards	4	21	24	17	6	5	19
2.3g Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12). NEW in 2012 (Percentage of active School-to-Work transition binders developed by students (grades 7-12).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Active School to Work transition binders	50	0	0	0	20	20	100
2.3j Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students taking part in career decision sessions	100	100	100	100	20	20	100
2.3k Number of parents participating in sessions for students on career decision-making.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of parents involved in career decision making sessions	11	20	23	23	2	10	2

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other Students is eliminated

Students are taught in an inclusive setting and we do not collect achievement data based on FNMI status.

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Accountability Pillar Measures: Program of Studies							
3.1a 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.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	64.4	58.1	63.9	69.6	77.7	73.4	*
Teachers	63.9	84.5	72.5	80.6	76.8	87.2	85.1
Students 4, 7 & 10	65.0	73.1	73.6	79.6	77.8	56.6	47.6
Aggregate	64.5	71.9	70.0	76.6	77.4	72.4	66.4
3.1b (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.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers	79.2	93.9	72.4	100	81.0	83.3	83.3
Aggregate	79.2	93.9	72.4	100	81.0	83.3	83.3
3.1c PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs or classes offered at the school.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	87.8	53.7	No Survey this year	83.3	79.3	83.9	87.5
3.1e PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	85.0	92.5	No Survey this year	96.8	100	96.8	100
Staff	100	100		100	100	100	100
Students 4-6	91.9	96.4		97.5	94.6	100	94.4
Students 7-12							
3.1f PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	80.9	82.9	No Survey this year	96.8	96.6	96.8	100
Students 4-6	85.0	88.0		85.4	86.8	82.1	83.3
Students 7-12							

3.1g PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	87.5	90.7	No Survey this year	96.8	100	93.5	100
Staff	92.8	77.8		100	100	100	100
Students 4-6	87.2	93.5		95.1	89.5	85.4	100
Students 7-12							
3.1h PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.							
(My child (ren) is/are using computers in his/her/their learning... I infuse technology into my instruction... I am satisfied with opportunities to use computers for learning.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	95.1	87.8	No Survey this year	100	96.6	100	100
Staff	71.4	100		100	100	84.6	100
Students 4-6	93.1	96.5		95.1	94.7	92.7	94.4
Students 7-12							
3.1i Number and percentage of certificated staff acting in a leadership role.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of certificated staff acting as lead teachers	45%	45%	27%	25%	29%	30%	100%
3.1j Professional Growth, supervision and evaluation measures: The percentage of teachers having personal professional growth plans that are aligned to their school's improvement plan. (Amended in 2010-2011)							
All full time classroom teachers' personal professional growth plans aligned with their schools' improvement plans.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
% of cert. staff with aligned PPGPs	100	100	100	100	100	100	100

3.1k The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)								
Fort Assiniboine School	Recent Results							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
	66	85	131	146	71	39	50	
3.1l Annual student to computer ratio overall, and by jurisdiction, of computers within each school.								
Fort Assiniboine School	Recent Results							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
	3	4.93	4.07	1.13	0.63	0.60	0.79	
3.1m Average age of computers in schools.								
Fort Assiniboine School	Primary User Group	Recent Results						
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	Students	1	2	2.43	1.89	0.96	1.51	2.6
	Staff	2	3	4	.05	1.25	1.88	2
	School	1.29	2.29	2.78	1.63	.99	1.55	2.53

Outcome 3.2 PHRD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

<p>3.2a PHRD Satisfaction survey: <u>Assessment and Feedback</u>. 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.</p> <p><i>Parents: "I am satisfied with the communication I get about my children's achievement at school."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. <p><i>Students: My teacher tells me how I am doing in my classes."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. <p><i>Teachers: "I design and/or use assessments to generate evidence of what students have and have not yet learned."</i></p> <ul style="list-style-type: none"> • Combined responses 'Most' and 'Some' of the time; not including 'Rarely'. <p><i>Teachers: "I provide students with meaningful feedback and provide necessary scaffolding to help them to improve."</i></p> <ul style="list-style-type: none"> • Combined responses 'Most' and 'Some' of the time; not including 'Rarely'. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents				100	93.1	96.8	95.8
Students 4-12				92.7	97.4	95.2	94.4
Teachers – Evidentiary Assessments							Introduced
Teachers – Feedback to Scaffold...							In Feb 2015
<p>3.2b PHRD Satisfaction survey: <u>Active Professional Learning Community</u>. 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.</p> <p><i>Teachers: "My principal or vice principal regularly observes student learning in my classroom."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. <p><i>Students: "My principal knows what is happening in my classes."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers				57.1	88.9	84.6	57.1
Students 4-6, 7-12				88.1	89.5	87.7	82.4

<p>3.2c PHRD Satisfaction Survey: <u>Clarity of Learning Goals</u>. The prevalence at which teachers clarify lesson goals in awareness of the variance of students' skills, knowledge and previous understanding.</p> <p><i>Teachers: "I make sure that students know how each day's lessons or activities connect to the learning goals."</i></p> <ul style="list-style-type: none"> • Combined responses 'Most' and 'Some' of the time; not including 'Rarely' <p><i>Teachers: "I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge."</i></p> <ul style="list-style-type: none"> • Combined responses 'Most' and 'Some' of the time; not including 'Rarely'. <p><i>Students: "Which of the following describes you best?"</i></p> <ul style="list-style-type: none"> ○ I ALWAYS know what I am supposed to learn in my classes. ○ I USUALLY know what I am supposed to learn in my classes. ○ I'm OFTEN CONFUSED about what I'm supposed to learn." <ul style="list-style-type: none"> • Combined responses 'Always' and 'Usually' of the time; not including 'Often Confused'. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers – Connect to learning goals							Introduced
Teachers – Multiple means of representation.							in
Students 4-12							Feb 2015
<p>3.2d PHRD Satisfaction survey: <u>Responsive to Diversity</u>. 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 experiences that range in difficulty and complexity.</p> <p><i>Students: "My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. <p><i>Teachers: "I give students work that ranges in difficulty and complexity."</i></p> <ul style="list-style-type: none"> • Combined responses 'Most' and 'Some' of the time; not including 'Rarely'. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Students 4-12							Introduced
Teachers							In Feb 2015
<p>3.2e PHRD Satisfaction survey: <u>Meeting Learning Needs</u>. Percentage of parents agreeing that their children appear confident about what they are learning at school.</p> <p><i>Parents: "Rather than confused or frustrated, my children appear confident about what they are learning at school."</i></p> <ul style="list-style-type: none"> • Combined responses 'Strongly Agree' and 'Agree'. 							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents							New Feb 2015

Goal 4: Engaged and Effective Governance

Outcome 4.1 The education system demonstrates collaboration and engagement.

Accountability Pillar Measures: Parental Involvement							
4.1a Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	<6n	75.2	63.8	91.2	71.2	80.0	*
Teachers	70.0	94.5	92.0	82.5	91.4	93.3	100
Aggregate	70.0	84.9	77.9	86.8	81.3	86.7	100
Accountability Pillar Measures: Education Quality							
4.1b Overall teacher, parent and student satisfaction with the overall quality of basic education.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	n/a	61.7	65.9	85.7	81.7	83.3	*
Teachers	83.3	100.0	90.0	95.8	100	100	97.2
Students 4, 7 & 10	96.2	88.1	82.7	91.8	90.3	89.7	85.8
Aggregate	89.8	83.3	79.5	91.1	90.7	91.0	91.5
4.1c (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.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	<6n	59.3	58.8	48.1	39.6	75.0	*
Teachers	68.8	90.6	78.3	69.6	73.8	80.6	97.2
Students 4, 7 & 10	91.9	84.5	90.5	91.3	85.9	79.9	75.4
Aggregate	80.3	78.1	75.9	69.7	66.4	78.5	86.3
4.1d PHRD Satisfaction survey: Percentage of parents, staff and students satisfied with the overall quality of education the school provides.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	92.8	75.0	No Survey this year	90.3	93.1	90.3	96.0
Staff	85.7	94.4		100	100	100	100
Students 4-6	X	88.0		95.1	89.2	95.1	72.2
Students 7-12							
4.1e PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable” (Revised 2012). A, B or C ...							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	79.0	95.1	No Survey this year	96.8	89.7	93.5	96.0
Staff	71.4	94.4		100	100	100	100
Students 4-6	X	97.6		95.1	68.4	95.1	100
Students 7-12							

4.1f PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role. (The School Council at my.. child(ren)'s... school has a meaningful role...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Parents	82.9	96.7	No Survey this year	90.3	100	92.3	96.0
Staff	92.8	100		100	100	100	100
4.1g PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students). (I am satisfied with the opportunities for involvement in decisions... affecting education at my child(ren)'s school... affecting my school... affecting students.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-014	2014-15
Staff	85.7	88.9	No Survey this year	85.7	100	100	100
Students 4-6	88.8	88.6		92.5	73.7	79.5	61.1
Students 7-12							
4.1h PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community. “My children’s (our) (my) school is making a positive contribution (is important) to the community.”							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	97.5	90.2	No Survey this year	96.8	100	96.7	100
Staff	100	94.4		85.7	100	100	100
Students 4-6	93.1	97.6		97.4	97.4	97.6	94.4
Students 7-12							
4.1i PHRD Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning. (New question in 2015-2016) “I am satisfied with my (how my community is involved) community’s involvement in student (in my) learning.”							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents							Introduced
Staff							in
Students 7-12							2015-16
4.1j Amount of money acquired from third parties in support of community schools.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total money received from third parties for projects	124,000	52,000	34,000	40,000	0	0	55,000
4.1k Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of volunteers in schools	45	65	40	65	40	20	25

4.11 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...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of school activities/events in the community	50	41	20	20	25	25	25

Outcome 4.2 Students and Communities have access to safe and healthy learning environments.

<u>Accountability Pillar Measures: Safe and Caring</u>							
4.2a Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	<6n	85.2	93.2	94.3	85.0	82.5	*
Teachers	92.3	96.4	92.0	95.0	97.1	100	96.7
Students 4, 7 & 10	89.2	87.3	88.4	92.0	89.1	86.2	75.1
Aggregate	90.7	89.6	91.2	93.8	90.4	89.6	85.9
<u>Accountability Pillar Measures: Continuous Improvement</u>							
4.2b 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.							
(May 2015)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	<6n	59.3	45.0	100	66.7	75.0	*
Teachers	62.5	81.8	55.6	75.0	66.7	100	*
Students 4, 7 & 10	93.2	88.9	91.4	80.2	87.1	77.3	56.4
Aggregate	77.8	76.7	64.0	85.1	73.5	84.1	56.4
4.2c PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.							
(I am satisfied with the extra-curricular opportunities that the school provides for my child(ren). 7-12: I have opportunities to participate in extra-curricular activities. 4-6: I can choose to participate in intra-mural activities.)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	84.6	68.3	No Survey this year	86.2	82.8	67.7	72.0
Students 4-6	96.2	96.7		91.3	87.5	78.9	88.2
Students 7-12	82.5	96.7					

4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	90.2	97.6	No Survey this year	96.8	100	100	100
Staff	100	88.9		100	100	100	100
Students 4-6	93.1	98.8		97.6	94.9	95.3	94.4
Students 7-12							
4.2e PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.							
Aggregated Character Education Questions (new in 2006)	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	94.5	92.1	No Survey this year	96.8	100	97.8	96.0
Staff	87.9	87.6		91.4	96.7	98.7	100
Students 4-6	83.4	88.7		84.7	84.2	89.6	90.6
Students 7-12							
4.2f PHRD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments. (Students: I get recognition for the good things I do. Staff: I get recognition for my contributions to student learning...)							
	Recent results						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Staff	92.8	83.3	No Survey this year	71.4	100	91.7	100
Students 4-6	76.7	88.1		92.3	81.6	85.7	66.7
Students 7-12							

PHRD Priorities: Engaged Learners and Success for ALL Students

2015-2016: Professional Learning Community Focus

<p><u>Targeted Area of Concern</u> Building a connected and engaged community</p>	<p><u>Education Plan Goal(s) and Outcome(s) Impacted</u> <i>Goal 4: Staff at Fort Assiniboine School will learn from and appreciate the expertise within our school, district and greater community to enhance the engagement of our students.</i></p> <ul style="list-style-type: none"> • All students will remain at their designated school here at Fort Assiniboine and none will request transfers to attend Barrhead. • Some students who have transferred will choose to return to their designated school here at Fort Assiniboine. 	
<p><u>Focused School Strategies Include:</u></p> <ul style="list-style-type: none"> • Visiting fellow staff in their work areas to share diverse areas of expertise such as tech programs, organizational strategies, UDL, support strategies, etc. during PLC time. • Visit another school in the district to share with others who have similar grade level/job assignments on an alternate Friday and take early dismissal time in lieu. • Bring in Presenters to share their expertise from other Schools in the District, CLT's, SRO, Student Services, RCSD, Wrap, Community Partners etc. • Combine planned and open ended structures to our PLC time to allow for some individualized PLC time. 		
<p><u>Measures</u></p>		
<p>Supporting data</p>	<p>Most recent Data Spring 2015</p>	<p>Target for Spring 2016</p>
<p>Student Transfers</p>	<p>8</p>	<p>0</p>
<p>Student Returns</p>	<p>0</p>	<p>1</p>