

PEMBINA NORTH COMMUNITY SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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Pembina North Community School PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

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

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, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, the School Council meets on a monthly basis to review information from the school, help provide feedback and to advise the administration for upcoming decisions. As a new school, we have been formalizing our procedures and school routines. These draft documents are shared at School Council meetings in order to garner parent input before the final versions are shared with the entire school community. All parents are invited to attend our School Planning day in April when we review the school priorities, set goals and strategies for the following year and celebrate our successes for the year. Our School Council actively recruits volunteers to help out with various school activities such as concessions, skate-a-thon, Christmas Dinner and our hot lunch program. Most importantly, our School Council members are a valuable communication source for the greater parent population.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

Purpose:

“United we achieve excellence”

At this school we believe:

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

Historical Background

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

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

WR Frose School, Fawcett, Alberta

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

In 1948, Fawcett became part of the new Westlock School Division. During the mid-fifties the high school classes were bussed to Jarvie for two years. In 1954, four additional classrooms were added; these classrooms burned down the next year but were replaced immediately by the Westlock School Division. This new school was called "Golden Jubilee School". In 1959, an additional two rooms were added. The six rooms were joined to the original three rooms (1948) plus a gym, which was added in 1961-62. In 1965-66 four more rooms were added. In 1968 all the high school students in the Westlock School Division were centralized in Westlock. The Flatbush students were centralized to Fawcett in 1974. For the next fifteen years the student population varied between 200 and 275 students. During this time the average junior high class had around 35 students making it difficult to even move around in the classroom. No further changes were made until 1985-86 when a major renovation of the school was undertaken. The old 1949 section was demolished and a new section consisting of 2 classrooms, a library, staff room and office space were added. In addition all the older rooms were completely renovated at a cost of 1.4 million dollars. During the renovation, classes were held in converted ATCO trailers that were moved onto the site.

In 1990, the school was renamed W. R. Frose School, after a long time teacher and principal who spent all of his teaching career (1955-1990) in Fawcett School. At the same time, the library became the M. Alice Frose library.

School population declined over the next twenty years and in 2010 the grade nine students were given the choice of attending either Westlock or Jarvie schools. The W. R. Frose School is located 50 km north of Westlock and presently serves 77 students from Early Entry to Grade 8.

Jarvie School

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

In 1953, with the absorption of Cedar Creek School and increased number of pupils, demand for a gymnasium was strong. With no response forthcoming from the school division, the community itself raised \$15,000 to build a gymnasium and auditorium on Community grounds. While the hall was only 40' x 90' with a 16' ceiling it served for basketball, gymnastics and musical festivals until the school could build a gymnasium. Its acoustics were equal to any of the other nearby facilities and better than most, and it now serves as a Community Hall.

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

transfer points that students had to make to connect with the busses running to Westlock. Bussing of these students has varied over the years, but the general direction of the bussing was to keep moving south.

June of 1984 signaled the end of Linaria School's junior high program and although the school division wanted those students to head south to Westlock, many parents requested that they be allowed to send their children to the smaller, more rural school in Jarvie. Those parents were allowed the choice, and bussing was accommodated according to numbers. The following year, 1985, was the last year for Linaria School. Besides regular upkeep, and modernization with respect to computers and internet, the Jarvie School building has not changed significantly in recent years. Current enrollment is only about 35 students total, with numbers projected to increase by about a dozen next year. The current enrollment in Jarvie is 35 students.

Dapp School

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

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

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

In 1990 the school was modernized and had a large addition built. The community at the time had a very active group of locals who approached the school board to convince them to build the gymnasium larger than originally planned. There were many community clubs (volleyball, badminton, basketball) making use of the current school's gymnasium and they felt a strong need for it to be built with a higher ceiling and more room than what was proposed in the plans. The community was prepared to raise significant funds to turn this to reality however at a meeting, school board voted and agreed to share the cost of the gym expansion as per the group's request. It ended up being a cost-shared project with the school board only footing half the bill for the gymnasium; the rest of the money was raised by the community, about 30 to 40 thousand dollars. The new addition had four classrooms, a special education room, administration areas, library, and the large gymnasium with a stage. It remains a beautiful school, with

much community pride built in. Updates were lastly made in 2003-04 to the Dapp Outdoor Skating Rink. With funds raised from the school's annual open house, the skate-a-thon, and money from the local social club, the Dapp 3D Club and Community Council, they were able to replace the old rink (replaced rotting boards, added wire fencing at both ends to keep pucks in, replaced old lights) and built the new heated skating shack and storage room for both school and community use. The current enrollment in Dapp is 109 students.

Demographics

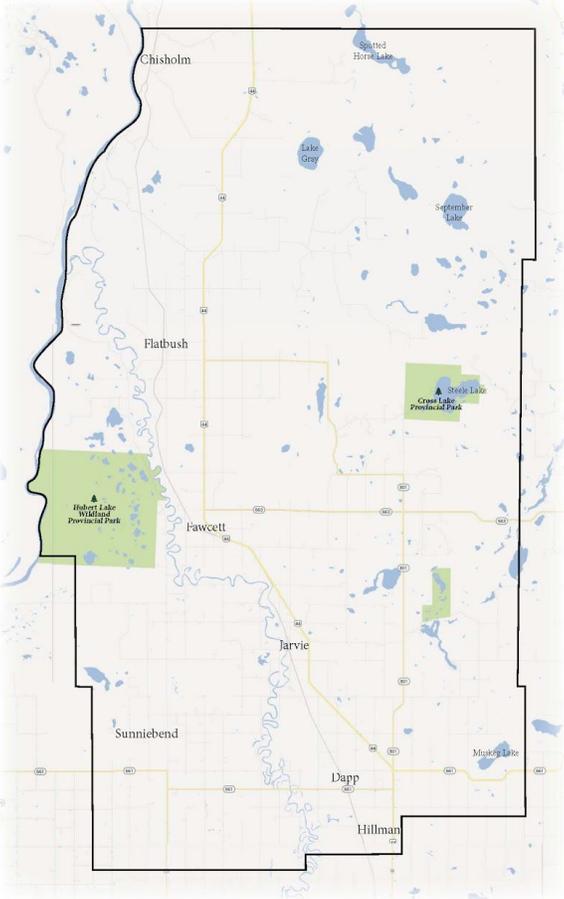
The (new school) is located in the hamlet of Dapp which is approximately 15 minutes north of the town of Westlock, turning off Hwy 44 North onto Hwy 661 West. The territory of (new school) draws students from the vast area north of Sunny Bend Road on Hwy 44 all the way up to just past TWP RD 680 in the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

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

Each hamlet has its own active Community Council or Ag Society and the involved community members each host several events throughout the year for various gatherings and sports activities. There are several active 4H Clubs in the area as well as many other community associations. The Linaria region has kept active because of the generous volunteers in the Ag Society, drop in centre, curling rink and indoor ice arena. Dapp Community has a well maintained outdoor skating rink next to the school property and the nearby ball diamond is one of the best ones around. The Dapp Community Hall has a busy rental calendar and on the turn off to the lake, the Dapp Corner Store is a very hectic little spot especially during the summer. Neighbouring Jarvie has an active Senior Drop In Centre, Community Hall, a community library, curling rink, and the most charming General Store with a little lunch counter. Down the road is Fawcett which also has an active Seniors Club and community library. It has an exceptional indoor ice arena, community building, sports grounds, golf course with top notch licensed facilities and serviced camping area, and a Husky gas station and restaurant along the highway. There is excellent

hiking and birding opportunities in the Fawcett / Flatbush area provided by the nearby Hurbert Lake Wildland Provincial Park and parts of the Trans Canada and Klondike Trails. Flatbush, located in the MD of Lesser Slave River, also has a very active community including the Flatbush Legion, The Quilters and Crafters Club, a public library, and a recreation facility along the highway that is not only one of the largest complexes around with ball diamonds, playground and camping spots, it shows a spectacular view of the whole surrounding area. Anyone is sure to be impressed with all we have to offer.

Westlock North Attendance Area
(Attendance boundaries are approximate)



Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

2018-2019
<p><u>OUTCOME ONE:</u> Alberta’s Students are successful.</p> <p><u>OUTCOME TWO:</u> Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p> <p><u>OUTCOME THREE:</u> Alberta’s education system respects diversity and promotes inclusion.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p><u>OUTCOME FOUR:</u> Alberta has excellent teachers, school and school authority leaders.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.</p> <p><u>OUTCOME FIVE:</u> The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Pembina North Community School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies

<p>Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this strategy 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this strategy 	
<ul style="list-style-type: none"> ● <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> ● <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this strategy 	
<ul style="list-style-type: none"> ● Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Ensure teachers and program assistants have opportunities to participate in professional development to meet the needs of ALL students in an inclusive environment. ● Provide opportunities for our staff to learn and work together to meet the needs of ALL students (PLCs, inter classroom observations, team meetings, celebrations, etc.) ● Educate staff at weekly staff meetings about their own mental wellness and resources/supports available. 	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data		Target 2019
	2017	2018	
Teacher – principal dialogue regarding professional growth Year end reflection sheet and conversation Walk through observations		13	

Student-Teacher Relationships <i>Student-Teacher Relationships are everyone’s responsibility.</i> <i>Strategies will be focused in grades 7-12.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	3
In our school we will (repeated from Diversity above): <ul style="list-style-type: none"> Implement this strategy 	
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 	3
In our school we will: <ul style="list-style-type: none"> Implement this strategy 	
<ul style="list-style-type: none"> The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> Provide training and Professional Development for Principals Support implementation of the Mental Health Literacy Project Support implementation of Moving Forward With High School Redesign 	4
In our school we will: <ul style="list-style-type: none"> Implement this strategy 	
<ul style="list-style-type: none"> Additional school strategies focused on Student - Teacher Relationships 	
In our school we will: <ul style="list-style-type: none"> Continue to foster a K-9 school environment through whole school meetings, PLCs, and other discussions Year end transition meetings for all grade levels Staff vs. Student Intramural games CTF program development - passion projects 	

Measures - Impact of strategies focused on Student Teacher Relationships	Recent Data			Target 2019
	2016	2017	2018	
Survey data & Conversations with students who report they have a connection with one or more staff member(s) in our school				

<p><i>Numeracy</i> <i>Everyone is a teacher of Numeracy.</i> <i>Strategies will be focused in grades 4-6.</i></p>	<p><i>Alberta Education Outcome(s) impacted</i></p>
<ul style="list-style-type: none"> ● <i>All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September</i> <ul style="list-style-type: none"> ○ <i>After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</i> 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement the strategy 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of grade 4-6 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Support a Community of Practice of grades 7-9 Math teachers</i> ○ <i>Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</i> 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement the strategy 	
<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> ○ <i>Facilitating collaboration between the coordinator and classroom teachers</i> 	<p>4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement the strategy 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Numeracy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Focus on common vocabulary across all grades 	

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
Number of teachers implementing Kim Sutton strategies			7	8
Number of teachers implementing Daily Math/Spiralling curriculum				3
Number of teachers implementing daily basic facts review			7	8

<p><u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> All elementary schools will administer the RRSST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets. 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> Implement the strategy 	
<ul style="list-style-type: none"> All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard. 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> Implement this strategy 	
<ul style="list-style-type: none"> Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to: <ul style="list-style-type: none"> Work elbow to elbow with teachers Guide the analysis of assessment data Guide selection of instructional strategies Serve as a site based Literacy 'point person' 	
<p>In our school we will:</p> <ul style="list-style-type: none"> Implement this strategy 	
<ul style="list-style-type: none"> Financial support will be designated to maintain the Junior High Reading Project (\$10,000) 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> Implement this strategy 	

<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRSST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this strategy 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this strategy 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Encourage teachers to attend professional development opportunities to build skills and capacity. We aim to have a literacy expert in every classroom K-6. (School based, PHPS, ERLC opportunities). ● Evergreen our resources for independent reading, guided reading, and shared reading. 	

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
Number of teachers leading LLI groups in classrooms			5	6
Number of teachers attending specialized literacy training opportunities				3

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

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 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 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

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

- 1.20 Number of parents participating in sessions for students on career decision-making.
- 1.21 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.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.**

Additional School Level Strategies Include:

Literacy

- We will continue to maintain our consistent emphasis on Balanced Literacy practices in elementary classrooms.
- 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
- The Principal will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator 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
- Provide small group reading instruction for grades 1-6 using LLI, guided reading, or FlyLeaf resources
- We will continue to use LLI to support Tier 3 students in junior high in addition to the use of Text to Speech & Audiobooks.
- Teachers at all grade levels will provide more opportunities to analyze informational material for key details.
- Teachers at all elementary grades will provide more opportunities and direct instruction using non-fiction reading material.
- Comprehension strategies for instruction will allow students to synthesize information and interpret characters responses in cartoons.

Numeracy

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

We will enhance our implementation of UDL strategies in all classrooms

- Our teachers will continue to incorporate Block One strategies in all classrooms

Commentary (July 2018):

Enhance learning opportunities for all students

- We focused on opportunities for students to engage in alternate learning on-site
 - Guest speakers in classrooms - our grade one class hosted a visit from local seniors. Local veterans and members of the Legion made classroom presentations around Remembrance Day.
 - CTF Showcases and outdoor activity day organized by our junior high students.
 - Science Expo at the school for grades K-9. Students also had the opportunity to participate in the district science fair. Four students represented our school at the Regional Science Fair in Edmonton.
 - The grade 1's hosted three different visits with seniors from Westlock.

Enhance opportunities for students to engage in learning off-site

- Each grade participated in a field trip which corresponded to outcomes within the social studies, science or phys-ed curriculums. Our grade 4, 8 and 9 classes had overnight excursions.
- Our grade 2 and 4 classes had the opportunity to take swimming lessons during the year.
- The junior high Fitness classes went to an outdoor "bootcamp" facility near Barrhead.
- Grade 4-9 students had the opportunity to participate in one ski day at Tawatinaw.
- Our grade 5 students enjoyed a day with the Flatbush Seniors having lunch and learning to floor curl.

CTF Programming

- Teachers created 9 different courses for CTF. Students had the opportunity to choose 6 different options throughout the year (5 if the student was in Band)
- Teachers created an assessment rubric for CTF as well as a reporting tool which focused on descriptors rather than percentages.

Citizenship

- Students participated in a variety of service projects: Terry Fox Run, Skate-a-thon (which raised over \$5000.00).
- Monthly school assemblies were highlighted with a slideshow of the school and classroom activities in all grades. This allowed students to see what other classes were doing and to create a sense of unity. Our school anthem, "My Pembina" was played and sung at each assembly.
- Perfect attendance was recognized monthly with donated coupons from McDonald's.

September 2018 Comment on PAT Results:

In the 2017-2018 school year, Pembina North continued to have successful scores on the Provincial Achievement tests. Numbers at the acceptable standard and standard of excellence remained high with a slight dip on the grade 9 Social Studies exam. On our PAT analysis day, all teachers identified areas for growth and found areas to implement new teaching strategies.

Report on Key Strategies from 2017-2018 Education Plan

Enhanced Learning Opportunities for Students (Literacy, Numeracy, CTF Options, On-site opportunities for students to engage in alternate learning, Off-site opportunities for students to engage in learning)

June 2018:

Literacy:

- Each elementary teacher provided LLI instruction during the regular classroom literacy block. Program Assistants were assigned to classrooms at this time to monitor the rest of the class as they read independently or worked on literacy centers. Additional LLI groups were facilitated by trained program assistants and certificated staff.
- Elementary teachers assessed all students and reported reading progress in January and the end of June. We spent considerable time reviewing our reporting practices to ensure that parents were receiving clear, concise and consistent messages about their child's progress. We revised our progress report to reflect these enhancements.
- As a result of the district Professional Learning Series, teacher requested new resources for professional and classroom use. These resources were purchased at the end of the year for utilization next year. Junior high teachers worked together to focus on vocabulary building and comprehension strategies across the core subject areas.
- Our junior high LA teacher participated in the district junior high reading project.
- In consultation with Literacy Coordinator we have created a variety of small group interventions in response to RRST, FAR and Ed Psych assessments. These include LLI, Narrative, Phonemic Awareness, LiPS, FlyLeaf and Language development groups.
- Literacy Coordinator has supported Lead Inclusion Teacher with new resources, training and consultation for interventions.
- Grade 1 and 2 teachers created a visual display for parents with examples of student writing and reading passages for beginning, mid and end year expectations.
- All elementary teachers have fully participated in the Professional Learning Series.
- As a result of Professional Learning Series, teachers have requested new resources for professional and classroom use. They have also requested extra supports from Literacy Coordinator.
- Administration monitored the implementation and fidelity of the school's literacy programming.
- All elementary teachers conducted BAS assessments and RRST assessments as required. The data was analysed, at-risk students identified and steps for intervention were planned in consultation with our school inclusion teacher, administration and Literacy Coordinator.
- We also spent considerable time reviewing our reporting practices to ensure that parents were receiving clear, concise and consistent messages about their child's progress.
- We revised our progress report to reflect these enhancements.

Numeracy

- Since we had started with Kim Sutton's work last year, we have made a conscious commitment to continuing with these practices to enhance student's number sense.
- All elementary teachers incorporated small group instruction or intervention groups within their regular math block.
- All math teachers committed time to daily math fact practice.
- During PLC time, we introduced the MiPi. Teachers requested to pilot this assessment during the current year.
- We met in division groups to review scope and vocabulary within grade level curriculum.
- Teachers in grades 5 and 6 have developed daily review sheets to spiral through key concepts. This daily review is a short homework assignment that helps students firm up their knowledge and also helps parents see their child's successes and areas of struggle.

- Lead Teacher of Inclusion “team teaches” in classrooms to support students who are struggling with number sense.
- A common resource area was created for all math resources and manipulatives. We also purchased classroom supplies for Div. 2 teachers.
- The junior high math teacher provided one-on-one math support during the afternoon Literacy block for students who asked for additional help. He also provided small group instruction during math classes to support struggling learners.
- Revisions have been made to our progress reports to accurately show parents the adapted outcomes that their child may be working towards.
- We changed our progress reports to include “basic facts” acquisition.
- Administration led PD session for grade 6 and junior high teachers to align practice and vocabulary. This group has requested an additional day to continue work.
- In response to FAM and other level A assessments, we have created small group interventions to help at-risk students develop a solid understanding of number.
- Grade 3 teacher is part of SLA Numeracy Working group and lead conversations for primary teachers to be aware of expectations and enhance numeracy instruction to help students achieve.
- Grade 2 teacher piloted the Numeracy SLA assessments.

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

[View Measurement data in Section 3.](#)

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 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 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.

See the strategies described under the section [Bridging from Provincial Outcomes and District](#)

Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

- Continue to access the services and support from district FNMI liaison.
- Continue to implement multiple intelligences centers and project based learning strategies to allow for the success of all students.

Report on Key Strategies from 2017-2018 Education Plan

Building a culture of learning to support diversity (Student staff relationships, Diversity, FNMI, Create a collaborative and cohesive K-9 learning environment)

July 2018:

- Classroom teachers and our Success coach work closely with our FNMI liaison to support identified students. Our FNMI liaison continues to provide tremendous support and guidance for identified students and families.
- We have created PSMEs with the FNMI liaison's input for identified students with behavior needs.
- Two staff members agreed to provide leadership in this area for our staff.
 - Coordinated the whole school participation in Orange Shirt Day
 - Created a staff resource area in the staff room. Various picture books available to use in classrooms to stimulate discussions with students.
 - Arranged for the FNMI liaison to facilitate the Blanket Exercise for our entire staff for November PLC
- During Jan PD, all staff worked through three facilitated presentations of the Learning Pebbles.
- One staff member is a member of the committee to create AP for Elder Protocols for PHPS. She has also been selected to be trained to facilitate/lead the Walking Together resources for the district.

OUTCOME THREE: Alberta's education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** 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.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).

3.6 Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-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 [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

Additional School Level Strategies Include:

- Our school will continue to support the Success coach position to support students emotional wellness and provide targeted instruction for students under the direction of PHRD Behavior Specialists.

Early Learning

- We are pleased to have our READY C program to support early learners. This year, our READY C program had two classes running on Monday and Wednesday mornings and afternoons.
- All elementary classrooms are providing LLI instruction for at-risk readers
- ERI continues for individual students in grade one and two.
- Our school SLP Assistant is supporting at-risk readers in grade one with phonemic awareness skill building lessons daily

Report on Key Strategies from 2017-2018 Education Plan

Building a culture of learning to support diversity (Student staff relationships, Diversity, FNMI, Create a collaborative and cohesive K-9 learning environment)

July 2018:

K-9 Culture.

- Continued with weekly lunch-time meetings with teachers but also included the Admin Assistant who took minutes of the meetings to be distributed to all staff. This provided clear, timely communication for everyone. The lunch meetings were moved to Thursday's after school as a result of the new Labour laws taking effect in January.
- To support students with course completion, we implemented a lunch time Homework Room which was supervised by the admin team. This dedicated space and time allowed students to receive the support they needed to complete assignments as well as highlighting the importance of completing all assignments in a timely manner.
- Parents were invited to attend our School Planning Day in the spring. Babysitting was provided and we had 45 parents join us for the morning entire day as well as the local trustee. The morning was spent with group reflection and input on 4 topics:
 1. Review of School Survey Data and comments
 - Survey results were very positive. Comments for suggestions centered around more opportunities for parent volunteers and communication.
 2. Review of Ed Plan goals
 - Staff and parents reflected upon current Ed Plan, recognising areas of strength as well as making suggestions for the following year.
 - During the afternoon, all staff members joined together for a bus tour of our

attendance area to gain a greater appreciation for where are students live and how far they travel to come to school.

Support Diversity - inclusive ed

- At the beginning of the year, our Lead Teacher of Inclusion consulted with our School Link Team coordinator however, this person has been unavailable since November. We have been able to move forward with our requests utilizing our assigned Behavior Specialist, OT, SLP, FSCD contractors and the expertise of teachers within our building.
- We accessed CIF funds to create a Lead Teacher of Inclusion for our school (Kendra Seatter). This has proven to be extremely beneficial as Kendra has the necessary skills and training, combined with a passion for working with students who present with significant learning challenges.
 - Lead Teacher of Inclusion – Tier 3 students.
 - Coordinates services and supports for Tier 3 students with the School Link Team
 - Coordinates the services of specialized supports from FSCD
 - provides hands-on support for teachers and support staff
 - Creation of IPPs
 - Communication with parents and off-site team members
 - Helps facilitate daily planning for each student (students on significantly modified programs)
 - Coordinates the schedules for all staff involved with these students
 - Coordinates the PD required for staff members who work with these students.
 - Communicates directly with Director of Student Services
 - Attends Inclusion meetings
 - Although this position was initially intended to provide FTE to support Tier 3 students, we were able to add additional FTE to this position by restructuring the teaching load of both administrators. This restructuring of FTE has proven to be a huge benefit for students and staff throughout the school.
 - Lead Teacher of Inclusion – Tier 2 students
 - Collaborates with School Administration to identify and update RTI levels for students in our building
 - Attends Inclusion meetings and keeps teachers/admin abreast of updates.
 - Coordinates the services and supports for Tier 2 students with necessary specialists and consultants.
 - Hands-on support for teachers and support staff
 - Administers Level B assessments – creates reports and debriefs with parents. (FAR, FAM, Woodcock Johnston)
 - Creates and facilitates targeted intervention plan based on assessments (both pull out and in classroom interventions)
 - Works closely with elementary classroom teachers to ensure that the needs

of all struggling students are being addressed.

- Makes recommendations for teachers to support students in classrooms
 - Acts as the bridge from Student Services to the school for all consultants and specialists.
- We also had regular visits from the PA mentor as she helped all support staff members learn new strategies to address behavior concerns and created PSME's for targeted students.
 - At the end of the year, teachers completed reflection sheets which highlighted successful and unsuccessful UDL strategies that the receiving teachers needed to be aware of. The transition meetings were facilitated by the Lead Inclusive Ed teacher who also ensured that all IPP's and documents were completed. All teachers appreciate the expertise of our school Lead Inclusive Ed teacher and value the support from the Behavior Specialist, SLP and OT. We are pleased with the range of services that this team can provide.

Early Education Programming:

- The READY C program continues to be a valuable option for parents in the community. This year, there were two classes (morning and afternoon) held on Monday's/Wednesday's)

Support Diversity - Student Mental Health

- The Coordinator of Counselling Services has been a tremendous support for our school. She works directly with our Success-coach and the Principal.
 - Reviews caseload with Success-coach – supports and responds to questions.
 - Responds to questions from classroom teachers as they attempt to support students in classes.
 - Helps model “relationship building” strategies for teachers so they can create a better connection with students.
 - Is very responsive to questions and supports from teachers, Success-coach and administration.
 - Helps guide “next steps” for some of the school cases.
 - Has taken on three students as part of her roster. These students have needs beyond the scope of practice of our Success-coach. Together, these ladies have been able to support the students involved to ensure safety and skill building.
 - Our Success-coach participates in all Counsellor meetings and reports that these meetings are extremely well run and beneficial. She is learning new skills and affirming her practice is consistent with the district expectations.
 - Our Success-coach has supported the Coordinator of Counselling Services by piloting a data collection method to help identify areas of focus for district PD. This data collection tool was then shared with the counsellors from all schools.
 - Our Success-coach was trained in the first session of Mental Health Literacy and will be a facilitator at the district PD. She will also be providing training for our staff later in the year.

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

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 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.

Jurisdiction Measures:

- 4.2 (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.
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** 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)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. [previously 3.2](#)

Jurisdiction Measures:

- 4-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.
- 4-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.

4-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. **NEW 2015-16**

4-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. **NEW 2015-16**

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

Professional Development

- Teachers and program assistants will have opportunities to participate in professional development (school based, PHPS, ERLC and other events). Staff will be encouraged to attend in pairs or small groups to increase collaboration and dialogue. The administration team will engage with staff and act as learning leaders in the school.
- The principal will act as the Inclusive Education lead with involvement with ALL students in the school (IPPs, team meetings, PD, liaison with external staff and professionals, coaching, etc.)

Report on Key Strategies from 2017-2018 Education Plan

Enhanced Learning Opportunities for Students (Literacy, Numeracy, CTF Options, On-site opportunities for students to engage in alternate learning, Off-site opportunities for students to engage in learning)

June 2018:

Results from PHRD survey demonstrate confidence from students, parents and staff with regards to programming opportunities, quality of teachers and performance of administration.

Technology

- We are phasing out the old Netbooks and replacing with Chromebooks for use in our elementary classrooms.
- Junior high students have the opportunity to purchase their own chromebook at a discounted price. Each junior high classroom also has 5 assigned Chromebooks for student use.
- All junior high classes used Google Classroom and students shared their assignments with each teacher through Google Docs.
- We modified our "open access on personal devices" for junior high students. Students were only allowed to use a Chromebook or personal computer for their classroom work. Cell phones and iPods were not permitted during instructional time. Teachers reported that this practice helped students stay focused on instruction and individual work. Students were permitted to use their personal devices during class breaks and lunch time.

UDL and Inclusive Education

- All teachers participated in Transition Meetings at the end of the year, facilitated by the Lead

Inclusion Teacher. Prior to meeting, teachers were asked to complete a reflection sheet which captured successful and unsuccessful UDL practices that were used in the classroom during the year. The purpose of this reflective exercise and subsequent conversation was to ensure that successful strategies and learnings from specialists would be carried forward to the next teacher.

Collaborative Learning

- Lead Teacher worked directly with our new teacher to support her transition to PHPS
- Lead Teacher supported CTF teachers with creation of new assessment rubric and reporting practice
- Lead Teacher supports junior high teachers with UDL based practices, specifically to help them enhance their teaching strategies to meet the needs of a large range of students.

Professional Development

- In addition to district PD days, we have utilized our School Based PD Days and PLC times to focus on Ed Plan priorities.
 - Sept. PLC – staff reviewed PSME’s for high behavior students, reviewed SIVA protocols
 - PLC – staff participated in Blanket Exercise
 - Nov PLC – PA’s to focus on strategies for Tier 3 students, teachers focused on MiPi
 - October 6 School PD – analyzed results, worked through strategies for enhancing math instruction, adding basic facts to progress reports and building better assessments for grade 9’s by integrating PAT sample questions.
 - January 31 School PD – joined with Busby, Dunstable and Neerlandia
 - Teachers spent morning in division groups to focus on numeracy
 - Support staff met together to share and learn new strategies for supporting students with high needs.
 - Afternoon was spent working through 3 stations from Learning Pebbles series to enhance FNMI knowledge.
 - Day culminated in Blanket Exercise.
- Three teachers participated in three days of training with Shelley Moore through ERLC.
- Inclusive Ed teacher was trained (3 days) in LiPS.

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

5.2 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.

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (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.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS 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).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** 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.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

- Continue to embody the belief statements in our actions.
- Work with School Council to enhance parent volunteer opportunities
- Work with School Council Sports representative to ensure that we have qualified staff and community coaches for all teams.
- Create a Sports Handbook for PNCS to provide specific information and details for parents and athletes.
- Continue to provide co-curricular and extracurricular sports opportunities for junior high and

grade 6 students.

- Continue to create a K-9 school culture
 - Visit other K-9 schools
 - Maintain weekly teacher meetings to ensure common vision and understanding within a K-9 environment

Report on Key Strategies from 2017-2018 Education Plan

June 2018:

Community Engagement

- Our Open House each spring continues to be the best avenue for us to invite parents and community members into our building. This year, our event on May 30 included student published book displays in the gym, a petting zoo and student activity stations outside and a free concession managed by our grade 9 class as part of their fundraising efforts for their Farewell on June 9. The evening ended with a junior high orientation meeting for parents and students. This was an opportunity for grade 6 students/parents to hear about the junior high programming and opportunities available in the coming year.
- Our junior high students were given a variety of leadership opportunities through their CTF Showcases, special events such as Christmas Dinner, Ag Safety Day, elementary Fun Day and Open House. Individual students also provided supports for elementary classrooms as part of their CTF Passion Projects.

School Council Engagement:

- Once again, parents were invited to attend the The reflection activity during our Spring Planning Day where survey results were shared and discussed. Those in attendance confirmed that we continue to embody the belief statements in our actions.
- The newly elected School Council Executive continues to take measures to actively participate in the Open House and recruit volunteers to supervise stations.
- Our School Council executive are strong advocates of our school and continue to share the message of the quality opportunities available for students in this building.

Extra-Curricular Planning and Supports:

- Extra Curricular Sports continues to be an important aspect of our school. A parent information night was held in early September to review our finalized Sports Handbook to outline procedures and expectations for parents, coaches and athletes. This has proved to be valuable for both our junior high and elementary coaches.
- The budget planning sheets for extra-curricular sports and field trips has been valuable to ensure that we target the right amount of fundraising. It has also been helpful to share with parents and School Council so they can see how the school pays for these special events.
- Junior High students had the opportunity to participate in Co-Curricular and Extracurricular sports throughout the year. Students also participated in junior high soccer, curling, and badminton. Pembina North Community School hosted the annual junior high soccer tournament. We even hosted the Girls Volleyball Zone Tournament in November.
- Parent and community volunteer coaches were utilized in order to ensure that all junior high students who wished to play a sport had the opportunity to do so.
- Elementary extracurricular sports were available to all grade 6 students.

Budgets and School Generated Funds:

- We made gains this year on having more predictable expenses for school supplies and programming expenses.
- An on-going challenge will be to maintain adequate resources for our enhanced CTF program.
- We created a budget planning sheet for all of our extra-curricular sports teams to help determine player costs. This helped our parents understand the expenses and enabled our Fundraising Society to establish targeted fundraising efforts to support our sports programs.
- We also created a budget planning sheet for all field trips in order to determine necessary fundraising or participant fees. Next year, we will revisit our classroom field trip plans and expenses due to rising costs for transportation.
- Our school utilizes the online payment system for hot lunches, sports fees, field trips, etc. Parents appreciate the email reminder for payment deadlines as well as the ease of paying for student activities in this way.

Communications:

- We created a small handbook for students and parents as they transition to junior high. A parent information meeting was held to review the handbook and articulate the changes that students and parents may experience as students move out of elementary.
- The School Administrative Assistant has done an amazing job of creating a variety of communication systems to help parents and community stay informed as to the school's activities. Parents and community members particularly appreciate all of the pictures shared on our Facebook page which captures the many special events that occur within our building.
- Parents are encouraged to provide their email address. All newsletters are emailed to parents with only a very few requesting a paper copy.
- All bus drivers are provided a paper copy of the monthly newsletter
- Important messages and updates are emailed out to parents. Feedback from our parents confirms that this is their preferred method of communication from the school.
- The school website has the monthly calendar on the opening page. Many parents have commented on how much they appreciate this feature. All special events are listed on the date with a direct link to supporting documents like permission forms. Parents can access these forms from home, printing off their own copy.

Section 3: Performance Measure Results and other Quantitative Data

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).

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	44	83.5	30.1	43	84.0	24.0

2016-2017 School Multi-Year PAT Reports: All Subjects

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).

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year							
4 Year							
5 Year							

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall							

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year							
6 Year							

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage							

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage							

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				91.3	85.5	87.8	80.0
Parents				95.6	*	94.1	74.3
Students				78.2	71.1	69.2	65.8
Teachers				100	100	100	100

1.9 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				77.1	100	100	83.3
Parents				66.7	*	*	66.7
Teachers				87.5	100	100	100

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable				68.8	73.1	56.0	72.2
Percentage at Excellence				12.5	15.4%	1.0	16.7

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent				0.5	0.25	0.05	.05

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				33	35	29	23
Percent				52	49	45	37

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				96.8	96.7	94.4	97.3
Students				88.1	68.3	69.4	74.5
Staff				100	100	93.8	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				5	8	10	9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				227	240	201	203
Percent				100	100	92	97

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				1	1	1	1
Percent				1	1	1	1

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year				0	0	0	0

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				63	68	62	63
Percent				100	100	96.9	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				5	3	8	7

1.21 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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

3.1 Safe and Caring: 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				94.8	91.8	91.0	87.5
Parents				97.8	*	94.1	85.7
Students				86.6	83.5	80.9	76.7
Teachers				100	100	98.0	100

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				96.7	98.4	95.8	97.3
Students				97.7	91.6	89.4	97.3
Staff				100	100	100	100

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

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”

“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				94.8	92.9	94.1	94.7
Students				92.2	61.5	62.2	89.6
Staff				99.0	100	98.9	99.1

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				85.6	90.2	88.4	85.8
Parents				92.6	*	94.4	76.2
Students				80.7	80.4	74.0	84.3
Teachers				83.3	100	96.7	97.0

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.5	0.0	0.4	0.9	1.3
Level 5			3.2	2.4	2.2	1.4	2.2
Level 4			2.7	5.7	5.2	5.5	10.5
Level 3			5.9	9.6	9.1	8.2	7.5
Level 2			6.4	7.2	7.4	8.7	5.3
Level 1			81.3	75.1	75.7	75.3	73.2

3.6 Number of coded students who graduate (code 41 to 46).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							

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

Accountability Pillar Measures:

4.1 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				73.9	64.6	77.7	77.2
Parents				80.3	*	78.8	83.7
Students				63.4	48.8	70.9	61.5
Teachers				78.1	80.4	83.3	86.4

Jurisdiction Measures:

4.2 (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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers				79.2	90.5	89.7	84.8

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				93.5	80.3	91.5	94.5

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students							

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				98.4	91.8	97.2	93.1
Students				97.6	92.7	90.6	95.4
Staff				100	100	100	100

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children’s) teachers.

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				98.4	91.8	95.8	91.8
Students				95.1	78.4	89.9	85.5

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school's principals.

Staff: I am satisfied with the administration at my school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				88.9	90.2	84.5	No Data*
Students				90.4	84.6	78.7	77.8
Staff				100	100	93.8	94.1

*2017-2018 Question was altered and results are not available.

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

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				96.8	95.1	98.6	98.6
Students				96.4	93.6	86.1	97.2
Staff				100	100	100	100

4.9 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)

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PN				109	71	12	107

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PN	1.96	1.87	1.0	1.65	1.25	0.64	0.80

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.3	1.99	2.09	2.33

Jurisdiction Outcome 4-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:

4-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.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				-	85.2	87.1	94.5
Students				-	85.6	89.1	90.8
Teachers (1)				New 2015	100	100	100
Teachers (2)				New 2015	100	100	100

4-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.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students					76.0	72.6	80.0
Teachers					100	90.9	72.7

4-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. **NEW 2015-16**

Teachers (1): I make sure that students know how each day's lessons or activities connect to the learning goals. ('Most' or 'Some' of the time, do not count 'Rarely').

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge. ('Most' or 'Some' of the time, do not count 'Rarely').

Students: Which of the following describes you best? (Collate the 'always or usually' responses).

- 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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)				New 2015	100	100	100
Teachers (2)				New 2015	100	100	100
Students				New 2015	89.5	87.3	94.5

4-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. **NEW 2015-16**

Students: My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. ('Most' or 'Some' of the time, do not count 'Rarely').

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students				New 2015	81.6	80.7	89.1
Teachers				New 2015	100	100	100

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				New 2015	86.9	88.7	87.7

OUTCOME FIVE: The education system is well governed and managed.

Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				75.8	100	82.4	83.9
Parents				64.4	*	75.0	71.4
Teachers				87.2	100	89.8	96.4

5.2 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				77.7	77.5	89.2	86.8
Parents				88.9	*	85.7	100
Students				81.6	69.2	81.9	69.4
Teachers				62.5	85.7	100	90.9

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				94.3	93.2	94.1	95.0
Parents				98.1	*	95.0	97.6
Student				91.3	86.4	88.9	87.4
Teachers				93.6	100	98.3	100

Jurisdiction Measures:

5.4 (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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall				77.6	83.2	79.6	81.0
Parents				79.4	*	77.3	70.4
Students				80.4	76.0	77.6	77.4
Teachers				72.9	90.5	83.9	95.3

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

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				91.9	91.8	95.8	90.4
Students				96.3	87.6	89.1	90.9
Staff				100	100	100	100

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

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				100	96.7	98.6	95.9
Students				97.6	98.4	97.3	97.2
Staff				100	100	100	100

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				91.9	88.5	80.3	74.0
Staff				93.3	83.3	75.0	100

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				83.4	78.7	84.3	82.2
Students				86.7	61.3	65.7	62.7
Staff				87.5	100	93.3	100

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children’s school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				85.5	95.1	97.2	95.9
Students				95.0	88.8	97.3	90.0
Staff				100	100	100	100

5.10 PHPS 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).

Parents: I am satisfied with my community’s involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community’s involvement in student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				New 2015	93.2	88.7	88.9
Students				New 2015	N/A	N/A	N/A
Staff				New 2015	100	93.3	100

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				82.3	81.8	93.9	88.9
Students				92.3	96.7	98.3	96.2

5.12 PHPS 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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student				85.4	76.8	78.0	100
Staff				93.8	100	93.3	81.5

5.13 Amount of money acquired from third parties in support of community schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars				\$26,775	\$6,068	\$5,500	\$5500

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				17	7	8	6

5.15 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.)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number				68	76	79	77

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							