PEMBINA NORTH COMMUNITY SCHOOL

Three Year Education Plan
2017-2018
July, 2017

TABLE OF CONTENTS

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 up keep, 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 Senior's 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)
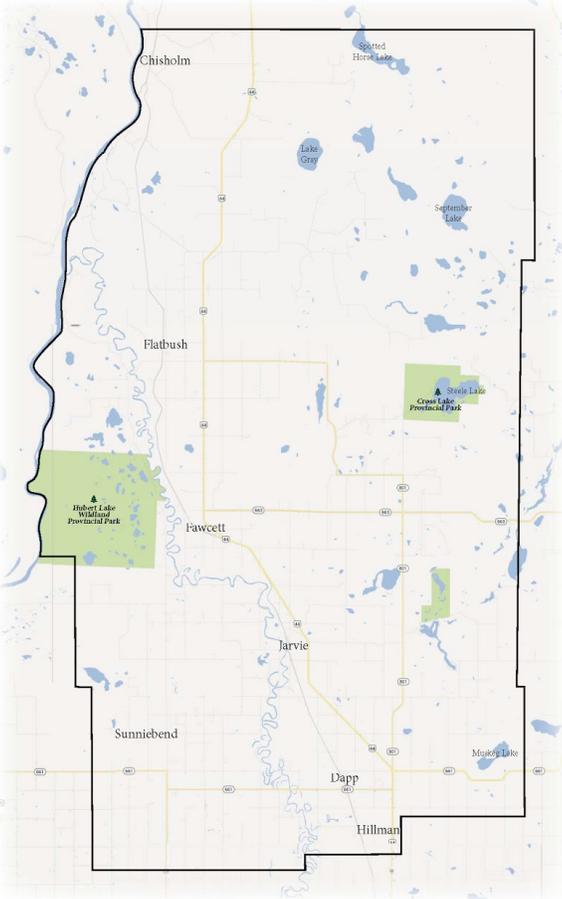
Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

2016-2017 (May, 2016 Update)

<u>OUTCOME ONE</u>: Alberta's Students are successful.

<u>OUTCOME TWO</u>: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

<u>OUTCOME THREE</u>: Alberta's education system is inclusive.

<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.

<u>OUTCOME FOUR</u>: Alberta has excellent teachers, school and school authority leaders.

<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.

<u>OUTCOME FIVE</u>: The education system is well governed and managed.

<u>Jurisdiction Outcome 5-A</u>: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Pembina North Community School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial and Jurisdiction Outcomes to School Priorities (2017-2018)

Specifically Related Provincial Outcomes	School Priority (2017-2018)
OUTCOME ONE: Alberta's students are successful **OUTCOME FOUR:** Alberta has excellent teachers, school and school authority leaders.	**Enhanced Learning Opportunities for Students**
OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated. **OUTCOME THREE:** Alberta's education system is inclusive	**Building a culture of learning to support diversity.**

Strategies to Impact School Priorities Include: Enhanced Learning Opportunities for Students
- Literacy Strategy
  - Elementary teachers will provide LLI instruction in classrooms
  - Data driven literacy interventions will be implemented for designated students.
  - Teachers will participate in the District Literacy Strategy
- Numeracy
  - Teachers will integrate small group instruction or intervention groups within their regular math block.
  - Teachers will utilize Kim Sutton strategies and resources to effectively teach basic facts and number concepts. Common math vocabulary will be reinforced through all math classrooms. Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
  - Teachers will participate in the District Numeracy Strategy.
- CTF Options
  - All students will have the opportunity to participate in up to 6 different options, including Band, during the year.
  - Community experts will be utilized to support options programs.
- On-site opportunities for students to engage in alternate learning
  - Guest speakers/presentations
  - Resident experts providing whole school or classroom instruction
  - Science in Motion
- Off-site opportunities for students to engage in learning
  - Access local venues such as Linaria Rink, curling rink, Camp Mac, local golf courses, Fawcett beach volleyball courts, Mosquito dome.
  - Each grade to participate in field trips with grades 4, 8/9 to have overnight excursions.

Measure	Recent Data			Target 2018
	2015	2016	2017	
Number of teachers leading LLI groups in classrooms				6
Number of teachers implementing Kim Sutton strategies				8

Strategies to Impact School Priorities Include: Building a culture of learning to support diversity.

- Student staff relationships
    - Targeted use of Kelso lessons and strategies for primary classrooms to create common language and behavior expectations.
    - Success Coach to support the implementation of "Healthy Relationships" through whole group, small group and individual sessions.
    - Teachers will access supports from Coordinator of Counselling Services to enhance their practice for building relationships with students.
- Diversity
    - Inclusive Ed Lead Teacher will facilitate IPP meetings and PD for staff
    - Teachers and support staff will participate in targeted PD sessions
- FNMI
    - Identified staff members will lead PD and PLC conversations
    - At least one whole school event will be planned
- Create a collaborative and cohesive K-9 learning environment
    - Weekly teacher meetings
    - Junior high students to provide leadership for whole school special activities.
    - Zones of Regulation visuals will be placed throughout the school. Classroom teachers will incorporate lessons and materials to support students with self-regulation.

Measure	Recent Data			Target 2018
	2015	2016	2017	
Teacher – principal dialogue regarding professional growth - Year end reflection sheet and conversation - Walk through observations			New measure	
Number of teachers implementing Zones of Regulation strategies				

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

1.2 **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

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

1.4 **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.

Strategies to Impact School Priorities Include:
Enhanced Learning Opportunities for Students

- Literacy Strategy
    - Elementary teachers will provide LLI instruction in classrooms
    - Data driven literacy interventions will be implemented for designated students.
    - Teachers will participate in the District Literacy Strategy
- Numeracy
    - Teachers will integrate small group instruction or intervention groups within their regular math block.
    - Teachers will utilize Kim Sutton strategies and resources to effectively teach basic facts and number concepts. Common math vocabulary will be reinforced through all math classrooms. Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
    - Teachers will participate in the District Numeracy Strategy.
- CTF Options
    - All students will have the opportunity to participate in up to 6 different options, including Band, during the year.
    - Community experts will be utilized to support options programs.
- On-site opportunities for students to engage in alternate learning
    - Guest speakers/presentations
    - Resident experts providing whole school or classroom instruction
    - Science in Motion
- Off-site opportunities for students to engage in learning
    - Access local venues such as Linaria Rink, curling rink, Camp Mac, local golf courses, Fawcett beach volleyball courts, Mosquito dome.
    - Each grade to participate in field trips with grades 4, 8/9 to have overnight excursions.

Additional School Level Strategies Include:
- Our school will participate in the District Literacy Strategy
    - 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 facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
    - 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
    - We will continue to use LLI to support Tier 3 students in junior high
    - 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. (Literacy Place non-fiction guided reading resources to be purchased)
    - Comprehension strategies for instruction will allow students to synthesize information and interpret characters responses in cartoons.
  - Numeracy
    - Teachers will access support from LT's to enhance numeracy instruction in all classrooms.
    - PLC focus will be on building teacher proficiency for teaching numeracy skills
    - 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
    - The Principal will facilitate access to Behavior Specialist and provide collaboration time for teachers/PA's to transfer the strategies from classroom to classroom (consistency of practice)
  - Professional Learning Community Dialogue topics:
    - Sharing of UDL strategies and behavior strategies learned through targeted PD sessions and consultation sessions with PHRD specialists
    - LLI inservice for teachers and support staff to ensure quality of instruction and consistency of practice for those leading LLI groups.
    - Teacher sharing of cross curricular integration of numeracy strategies
    - Access LT's to build teacher proficiency for teaching numeracy skills
    - Review grade 3 SLA
    - Develop common understanding of how to incorporate basic facts instruction into all grades (as specified by Alberta Learning)

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:
- **And the Literacy Strategy:**
  - Our school will participate in the Division's Literacy Strategy
  - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs

- ○ Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- ○ Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- ○ Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
  - ■ Measures: Reading Readiness Screening Tool
  - ■ Benchmark Reading Assessment is the other measure that should be reported.
- ○ Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- ● Our school will participate in the Division's Numeracy Strategy
  - ○ Our school may pilot programs and resources with coordination and support of the Numeracy Committee
  - ○ Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee
- ● Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:
Enhance learning opportunities for all students
- ● 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.
- ● We implemented additional literacy supports such as ERI, phonemic awareness groups, Reading Reflux and individualized programs as required for specific students. We did not have any students on the Fast ForWord program.
- ● A new structure for junior high options was implemented with students provided the opportunity to participate in up to 6 different options, including Band, during the year. At the end of each trimester, the students shared their new skills and learning during our CTF Showcase. This new format was very well received by both parents and 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 and our grade 8 social studies class enjoyed a presentation from a parent who fought in Afghanistan.
  - ○ Local veterans and members of the Legion made classroom presentations around Remembrance Day.
  - ○ Resident experts provided whole school or classroom instruction - this occurred mostly within our CTF program. We had community experts facilitate yoga, jazzercise, dance, photography and cosmetology,
  - ○ Mudd Safety program was held for grade 5 and 6 students.
  - ○ Ag Safety Day was held with the support of the local Ag. Society from Fawcett.

Students participated in twelve different hands on stations to learn about such things as bin safety, hearing loss, concussions, dugout safety, Fire House safety, dangers of pto(power take off) power, chemical safety and powerline safety.
- ○ 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.

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.

Numeracy
- All elementary teachers incorporated small group instruction or intervention groups within their regular math block.
- 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.
- All math teachers (elementary and junior high) participated in training sessions to implement strategies for "number concepts" using Kim Sutton's resources. We collaborated with other teachers from small schools as we began implementing these methods into classrooms. Teachers confirmed that this professional learning opportunity enhanced their understanding of how to effectively teach basic facts,resulting in compliance to directives from the Ministry
- A common resource area was created for all math resources and manipulatives. We also purchased classroom supplies for Div. 2 teachers.
- Additional teacher time was added to the grade 3 classroom during the math block to support students who required an adapted program. We used the Leaps and Bounds Resource as necessary to help students solidify their numeracy skills.
- The Associate Principal is a member of the district Numeracy committee and also serves on the math committee for Alberta Education. He is also a valued member of the Assessment Branch and marks grade 6 PAT's each year, sharing his insights with staff each fall.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Literacy Strategy:
- Our school participated in the Division's Literacy Strategy
  - ○ Elementary teachers valued the opportunity to work directly with the Literacy Coordinator as they enhanced their classroom literacy programs. We hosted our own PD session for all elementary teachers to be trained with the Benchmark Assessment System and how to record reading levels in Dossier.
  - ○ Our grade one teachers were trained to administer the Reading Readiness Screening tool and worked with the Literacy Coordinator to analyze the results and set up intervention programs.
  - ○ Both administrators participated in training workshops and school based PLC's to ensure the validity of our LLI programs and the Benchmark Assessment system. The Principal is a member of the Literacy Steering Committee which helped to ensure that our classroom practices and intervention programs aligned with the standards set out in the the District Literacy Strategy
  - ○ Elementary teachers assessed all students and reported reading progress in January

and the end of June. We added an additional progress report in February to ensure parents fully understood their child's reading abilities.
- A reading goal was included for students who required an IPP and reading progress was reported through the IPP three times through the year.
- Our kindergarten and grade one teachers were trained to administer the Reading Readiness Screening Tool. After the mid year administration of this assessment, targeted intervention programs were implemented to support at-risk students. Final year end assessments were shared with parents to celebrate student growth and develop plans for the following year.
  - Junior high teachers worked together to focus on vocabulary building and comprehension strategies across the core subject areas.

In alignment with PHPS's Student Mental Health Strategy:
- Mid way through the school year, a certificated staff member took on the role of School Lead Inclusive Education teacher for our Tier 2 and 3 students. She worked closely with the SLP, OT and Behavior Specialist to support teachers and program assistants who worked with specific students.
- We accessed the Program Assistant Mentors 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.
- We have three staff members who are trained to complete Woodcock Johnson, FAR and FAM assessments. This expertise ensures that we can provide timely assessments and create data driven interventions to support struggling students. This year, we accessed our District Psychologist for two complete Ed. Psych assessments.

In alignment with PHPS's Professional Development Strategy:
- Our probationary teacher accessed the supports from the Lead Teacher as well as seeking out mentorship opportunities with colleagues from other schools.
- Teachers welcomed the opportunity to work with the Literacy Specialist, the Coordinator of Counselling Services/Lead Teacher. Our junior high CTF teachers worked with the Lead Teacher to create a CTF rubric which was used for all courses.
- Teachers valued the opportunity to collaborate with colleagues from other schools, whether this was during our math PD days or on-site collaboration and classroom visits.
- Grade 5 and 6 teachers worked together to align reading and writing measures between the grades.

September 2017 Comment on PAT Results:
- *Grade six Provincial Achievement Test results:*
  - *Our participation rate continues to be very strong. The only students who do not write PAT's in our school are those are exempt.*
  - *We are pleased that our percentage of students achieving in the Acceptable range for all subjects, continues to be higher than the province. Our staff is now using the data to focus on strategies to improve our numeracy instruction throughout the elementary grades in hopes of increasing the number of students achieving in the Excellent range.*
  - *We are please that our students continue to exceed the Provincial level of students achieving Standard of Excellence.*

- *Grade nine Provincial Achievement Test results:*
  - *Our participation rates continue to exceed that of the province. The only students who do not write PAT's are those who are exempt.*
  - *We are extremely pleased with our grade 9 LA results as all students achieved at the acceptable level. Our grade 9 Math results met the Provincial level and demonstrates an improvement over the past two years. Although our Grade 9 Science marks are slightly below the Provincial Acceptable level, this has also been an area of improvement. The only subject that is below the Provincial level is Social however, this is also an improvement over the past two years.*
  - *After analyzing our date, teachers worked together to target strategies for the high complexity questions. Our hope is that this work will contribute to an increase in the number of students achieving Standard of Excellence.*

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

Accountability Pillar Measures:

2.1 PAT Acceptable and Excellence Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

2.2 PDE Acceptable and Excellence Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

2.3 High School Completion Rate High school completion rate of self-identified FNMI students within three years of entering Grade 10.

2.4 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.

Strategies to Impact School Priorities Include: Building a culture of learning to support diversity.

- Student staff relationships
  - Targeted use of Kelso lessons and strategies for primary classrooms to create common language and behavior expectations.
  - Success Coach to support the implementation of "Healthy Relationships" through whole group, small group and individual sessions.
  - Teachers will access supports from Coordinator of Counselling Services to enhance

their practice for building relationships with students.

- Diversity
  - Inclusive Ed Lead Teacher will facilitate IPP meetings and PD for staff
  - Teachers and support staff will participate in targeted PD sessions
- FNMI
  - Identified staff members will lead PD and PLC conversations
  - At least one whole school event will be planned
- Create a collaborative and cohesive K-9 learning environment
  - Weekly teacher meetings
  - Junior high students to provide leadership for whole school special activities.
  - Zones of Regulation visuals will be placed throughout the school. Classroom teachers will incorporate lessons and materials to support students with self-regulation.

Key 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.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:
- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives
  - Adapt to pedagogy associated with the shift to High School Redesign
  - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

In alignment with the jurisdiction strategy to support Student Diversity:
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017:

During the 2016-2017 School Year, our school focused on the following strategies:
- 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. Our desire is to access her expertise for general classroom supports next year.
- We have created PSMEs with the FNMI liaison's input for identified students with behavior needs.
- As a school, we recognize the need for us to learn more about the FNMI perspective and how to authentically imbed this into naturally occurring lessons. Two staff members have experience living/working on a First Nations reserves and will lead our school team in professional growth next year.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

18

- Both administrators participated in VTRA training and shared this information with staff and school council prior to the notification letter being sent home to parents.
- We reviewed the Student Code of Conduct AP with staff, students and the school council to better understand the expectations and procedures if challenging behaviors arise.
- Behavior expectations for junior high students were reviewed with all staff in an effort to ensure consistency as well as to maintain the high expectations from parents and community members.
- Our Success coach facilitated whole class and small group sessions focusing on Healthy Relationships and Friendship building skills.

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.

Strategies to Impact School Priorities Include: **Building a culture of learning to support diversity.**
- Student staff relationships
  - Targeted use of Kelso lessons and strategies for primary classrooms to create common language and behavior expectations.
  - Success Coach to support the implementation of "Healthy Relationships" through whole group, small group and individual sessions.
  - Teachers will access supports from Coordinator of Counselling Services to enhance their practice for building relationships with students.
- Diversity
  - Inclusive Ed Lead Teacher will facilitate IPP meetings and PD for staff
  - Teachers and support staff will participate in targeted PD sessions
- FNMI

- - ○ Identified staff members will lead PD and PLC conversations
    - ○ At least one whole school event will be planned
  - Create a collaborative and cohesive K-9 learning environment
    - ○ Weekly teacher meetings
    - ○ Junior high students to provide leadership for whole school special activities.
    - ○ Zones of Regulation visuals will be placed throughout the school. Classroom teachers will incorporate lessons and materials to support students with self-regulation.

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 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

Participation in District Strategies:
In alignment with the jurisdiction Professional Capital strategy:
- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
  - ○ Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - ○ Implement curriculum changes, particularly related to FNMI perspectives
  - ○ Adapt to pedagogy associated with the shift to High School Redesign
  - ○ Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

In alignment with the jurisdiction strategy to support Student Diversity:
- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:
Early Education Programming:
- We had 24 students registered in READY C this year, creating two classes (Monday/Wednesday morning and Monday/Wednesday afternoon)

- Several students were identified and coded either PUF or Mild Moderate. OT and SLP services were provided with a dedicated Speech/OT assistant as part of the team. Part way through the year, this assistant was reassigned from the school to spend more time in the READY C program as more students were identified by the SLP as requiring intervention.
- During the Open House in June, several new parents arrived to register their children for the 2017/18 year. Currently, we will maintain two classes with a waiting list for typical children to join our programs.

Inclusive Education:
- Mid way through the school year, a certificated staff member took on the role of School Lead Inclusive Education teacher for our Tier 2 and 3 students. She worked closely with the SLP, OT and Behavior Specialist to support teachers and program assistants who worked with specific students.
- We also accessed the Program Assistant Mentors 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.
- We have three staff members who are trained to complete Woodcock Johnson, FAR and FAM assessments. This expertise ensures that we can provide timely assessments and create data driven interventions to support struggling students. This year, we accessed our District Psychologist for two complete Ed. Psych assessments.

Social Emotional Wellness of students, staff, parents and community.
- We began the year with our Grand Opening, celebrating the end of the modernization project and the return to regular classrooms. As part of the celebration, we invited parents and community members to attend. Our goal was to draw as many people into our building as possible to showcase the physical changes and enhanced opportunities that students now have in our amalgamated building. School tours were also provided on Canada Day (2016 and 2017) as many locals celebrated in the town of Dapp.
- As part of the modernization project, many of the classrooms were equipped with new furniture. Students particularly enjoy the new desks and rocking chairs we have for junior high and grade 1 and 2 classrooms.
- The focus for our school year was to create a collaborative and cohesive K-9 learning environment which is the foundation of the emerging school culture.
  - Rather than designate one administrator to oversee junior high, both Principal and Associate Principal maintained connections with every classroom, teacher and support staff. This allowed us to respond more consistently with each situation.
  - Weekly lunch time meetings with teachers helped to provide clear communication and expectations for school activities. Support staff meet with administration the same afternoon for a briefing and meeting notes were distributed to all staff. This helped streamline decision making and ensured that all staff members were aware of the upcoming activities or changes to schedules. Many routines were discussed and established as a result of this dedicated time.
  - Parents were invited to attend our School Planning Day in the spring. Babysitting was provided and we had 5 parents join us for the 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 creating a more positive relationship between the School and school Council, improving communication between school and parents and creating a more defined junior high leadership plan.
2. Review of Ed Plan goals
- Teachers reflected upon current Ed Plan and made suggestions for the following year.
3. Reflection and suggestions for involvement of School Council
- Input from the parents attending our session was greatly appreciated. Areas to focus on included improving communication between school and parents, clarifying the various volunteer opportunities and creating authentic parent/community involvement opportunities through the year (not just coaching and field trips). We also discussed the decision making process at the school and the advisory role of school council.
4. Reflection on the Belief Statements created from parents and community input through the Transition Team (2013-2014)
- Review of the data collected during this process confirms that we have maintained the expectations set out by the previous school communities which was captured through the Transition Team documents and the Belief Statements.
- Moving forward, we will now focus on defining the beliefs, routines, structures and expectations for our new school to articulate the emerging culture.

- Further to the Spring Planning Day, all staff members and parents participated in three PD experiences in the afternoon.
  - 1. Movement break in the gym learning how to play new whole group games suitable for all grades. This was lead by one of our junior high Phys-Ed teachers.
  - 2. Overview of Zones of Regulation - all staff learned the language and basic strategies to support students as they learn to self-regulate. This session was led by our Lead Inclusion Teacher and our Success coach.
  - 3. Overview of Kelso's Choices program - all elementary teachers reviewed this resource and committed to implementing the lessons during health class. Our goal was to help all students learn strategies to manage "little problems" and "big problems" on the playground. This session was led by our grade one teacher.
- 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.
- We finalized our 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.
- 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.
- ○ Elementary classrooms participated in Kelso lessons and strategies for to create common language and behavior expectations.
- ○ Our Success Coach provided whole group, small group and individual sessions focusing on "Healthy Relationships" .
- ○ 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.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Student Mental Health Strategy:
- ● Our school worked with the School Link Team to support programming for Tier 2 and 3 students. In particular, we accessed the services of the Behavior Specialist who also provided support through the Literacy For All initiative. These strategies were crucial for the success for our Tier 3 students. We also had regular visits from the PA mentor as she helped all support staff members learn new strategies to address behavior concerns.
- ● Our Success Coach provided one-on-one supports as well as small group meetings to enhance student development of appropriate social skills as well as provide strategies for dealing with anxiety and anger.
- ● We accessed the services of the District Coordinator of Counselling Services. She worked directly with our Success coach and provided assistance when necessary. Our Success coach also piloted a new tracking and recording system at the request of the Coordinator. Other Counsellors and school based teams are being asked to implement a similar system.

In alignment with PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:
- ● Both administrators participated in VTRA training and shared this information with staff and school council prior to the notification letter being sent home to parents.
- ● We reviewed the Student Code of Conduct AP with staff, students and the school council to better understand the expectations and procedures if challenging behaviors arise.
- ● Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ
- ● Students participated in a variety of community service projects (Terry Fox, Operation Christmas Child, Skate-a-thon, planting trees at Cache Park, building bat houses for the conservatory, Christmas Market, recycle program)

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.

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.

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: <u>Clarity of Learning Goals</u>. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. <mark>NEW 2015-16</mark>

4-A.4 PHPS Satisfaction survey: <u>Response to diversity of student needs</u>. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. <mark>NEW 2015-16</mark>

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

Strategies to Impact School Priorities Include: Enhanced Learning Opportunities for Students
- <u>Literacy Strategy</u>
  - Elementary teachers will provide LLI instruction in classrooms
  - Data driven literacy interventions will be implemented for designated students.
  - Teachers will participate in the District Literacy Strategy
- <u>Numeracy</u>
  - Teachers will integrate small group instruction or intervention groups within their regular math block.
  - Teachers will utilize Kim Sutton strategies and resources to effectively teach basic facts and number concepts. Common math vocabulary will be reinforced through all math classrooms. Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
  - Teachers will participate in the District Numeracy Strategy.
- <u>CTF Options</u>
  - All students will have the opportunity to participate in up to 6 different options, including Band, during the year.
  - Community experts will be utilized to support options programs.
- <u>On-site opportunities for students to engage in alternate learning</u>
  - Guest speakers/presentations
  - Resident experts providing whole school or classroom instruction
  - Science in Motion
- <u>Off-site opportunities for students to engage in learning</u>
  - Access local venues such as Linaria Rink, curling rink, Camp Mac, local golf courses, Fawcett beach volleyball courts, Mosquito dome.
  - Each grade to participate in field trips with grades 4, 8/9 to have overnight excursions.

Additional School Level Strategies Include:
- Create a comprehensive technology use agreement for all students (in alignment with PHRD technology use agreement)
- Support the purchase of chromebooks for junior high students by subsidizing the purchase ($100.00/chromebook every 3 years)
- Create a comprehensive technology plan to provide direction for student use, staff access and monitoring of devices to ensure proper use and care of all school owned property.
- Access LT's and in-house expertise to enhance assessment practices, build units based on UDL practices.
- Access Behavior Specialist to enhance understanding of strategies to support a range of

learners.
- Professional Learning Community Dialogue topics:
  - Fall PLC meeting will focus on creating a common vision/understanding of acceptable use of personal devices as well as creating a school wide process for accessing school devices and demonstrating care and responsibility for all school technology.
  - PLC meetings will focus on teacher sharing of effective numeracy strategies and learnings gained from working with CLT's, district specialists and other classroom visits.
  - Principal will document examples of UDL / Inclusive Practices (in conjunction with district specialists) and share with staff
  - Each teacher will share or bring an example of how they used the principles of UDL or Differentiated Instruction during the February PLC.

Participation in District Strategies:
In alignment with the jurisdiction Professional Capital strategy:
- Our school administration team will participate fully in the Administrator's Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.
- Our school will identify **new** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify **experienced** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives
  - Adapt to pedagogy associated with the shift to High School Redesign
  - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:
Our school participated in the Division's Literacy Strategy
- Elementary teachers valued the opportunity to work directly with the Literacy Coordinator as they enhanced their classroom literacy programs. We hosted our own PD session for all elementary teachers to be trained with the Benchmark Assessment System and how to record reading levels in Dossier.
- Both administrators participated in training workshops and school based PLC's to ensure the validity of our LLI programs and the Benchmark Assessment system. The Principal is a member of the Literacy Steering Committee which helped to ensure that our classroom practices and intervention programs aligned with the standards set out in the the District Literacy Strategy
- Elementary teachers assessed all students and reported reading progress in January and the end of June. We added an additional progress report in February to ensure parents fully understood their child's reading abilities.

- A reading goal was included for students who required an IPP and reading progress was reported through the IPP three times through the year.
  - Our kindergarten and grade one teachers were trained to administer the Reading Readiness Screening Tool. After the mid year administration of this assessment, targeted intervention programs were implemented to support at-risk students. Final year end assessments were shared with parents to celebrate student growth and develop plans for the following year.
- Junior high teachers worked together to focus on vocabulary building and comprehension strategies across the core subject areas.
- 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.
- We implemented additional literacy supports such as ERI, phonemic awareness groups, Reading Reflux and individualized programs as required for specific students.

Numeracy

All elementary teachers incorporated small group instruction or intervention groups within their regular math block.

- Teachers participated in training sessions to implement strategies for "number concepts" using Kim Sutton's resources. We collaborated with other teachers from small schools as we began implementing these methods into classrooms. Teachers confirmed that this professional learning opportunity enhanced their understanding of how to effectively teach basic facts,resulting in compliance to directives from the Ministry
- All teachers implemented small group instruction and/or intervention groups within their regular math block.
- Additional teacher time was added to the grade 3 classroom during the math block to support students who required an adapted program. We used the Leaps and Bounds Resource as necessary to help students solidify their numeracy skills.
- A common resource area was created for all math resources and manipulatives. We also purchased classroom supplies for Div. 2 teachers.

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.

Activity related to technology strategies:

- Mid-way through the year, we redistributed our netbooks and chromebooks for the elementary classrooms. Teachers in grades 3-6 are making the shift to using Google Classroom and our grade 1 and 2 teachers are using the netbooks to help students learn keyboarding skills. This was identified as an area of need by our junior high teachers. Students in junior high use google classroom exclusively and correct keyboarding skills supports their success using chromebooks.
  - Teachers worked with the Lead Teacher to integrate technology as an instructional tool for all students as well as an assistive tool for students with targeted needs.

- Student to computer ratio is difficult to quantify due to the fact that all junior high students were allowed to bring their own personal device to access internet. Most of our junior high students access the Chromebook purchase option provided by the school.   Very few students needed to use school owned devices.
- 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 this year. 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.

Results of the Professional Leadership strategies:
- Teachers PGP's were directly aligned with school goals and year end reflection conversations confirm teacher growth in areas of assessment, implementation of UDL strategies and integration of technology to support student learning.
- All elementary teachers participated in professional development to support LLI instruction and Baseline Reading Assessments.
- Fall PLC meeting focused on enhancing numeracy instruction with teachers collaborating to create common vocabulary and methods of instruction for basic facts.
- PLC meetings focused on teacher sharing of effective numeracy strategies and learnings gained from working with LT's, district specialists and other classroom visits.
- Our teachers collaborated with Neerlandia and Clyde teachers through the math PD sessions. All three schools hosted a session which allowed us to visit each other's sites.
- Results from PHRD survey demonstrate confidence from students, parents and staff with regards to programming opportunities, quality of teachers and performance of administration.

Our school participated in Jurisdiction Strategies:
In alignment with PHPS's Professional Capital Strategy:
- February, 2017: The impact of PHPS's Professional Capital Strategy in our school:
   - We carried out our plan as suggested. Additional time was allocated to administration to meet with our probationary teacher outside of the classroom as well as provide increased supervision during instructional time.
   - We saw tremendous value in having the opportunity for in-depth professional conversations to ensure that our probationary teacher's practice and personal pedagogy was in alignment with our school vision and Ed Plan.   The teacher was provided additional time to meet with administration.

In alignment with PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments
- Both administrators participated in VTRA training and shared this information with staff and school council prior to the notification letter being sent home to parents.
- We reviewed the Student Code of Conduct AP with staff, students and the school council to better understand the expectations and procedures if challenging behaviors arise.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

In alignment with PHPS's Professional Development Strategy:
- Our probationary teacher accessed the supports from the Lead Teacher as well as seeking out mentorship opportunities with colleagues from other schools.

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.

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)

Key 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
  - Create connections with Neerlandia and Eleanor Hall for teachers and students,
  - Maintain weekly teacher meetings to ensure common vision and understanding within a K-9 environment

Participation in District Strategies:
None from this set of strategies

Commentary (July 2017):

During the 2016-2017 School Year, our school achieved progress related to the strategies of this Outcome:
- School Council Engagement:
  - The reflection activity during our Spring Planning Day confirmed that we continue to embody the belief statements in our actions.
  - The newly elected School Council Executive has already taken measures to actively participate in the Open House and recruit volunteers to supervise stations. They also surprised staff on the last day with a wonderful lunch and provided supervision so all staff members could have time together.
- Internal Communications:
  - Weekly lunch time meetings with teachers helped to provide clear communication and expectations for school activities. Support staff met with administration the same afternoon for a briefing and meeting notes were distributed to all staff. This helped streamline decision making and ensured that all staff members were aware of the upcoming activities or changes to schedules. Many routines were discussed and established as a result of this dedicated time.
- Extra-Curricular Planning and Supports:
  - We completed our Sports Handbook for elementary and junior high sports.
  - 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.
- Parent and community volunteer coaches were utilized in order to ensure that all junior high students who wish to play a sport have the opportunity to do so.
- Elementary extra-curricular sports were available to all grade 6 students as well as most grade 5's. Pembina North Community School hosted the annual elementary basketball tournament
- 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 on-line 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.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Strategy to promote Communications:
- 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 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 email out to parents. Feedback from our parents confirms that this is their prefered method of communication from the school.
- The school Facebook page is updated on a regular basis with pictures and videos to capture special events and day to day interactions at 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.
- The school Administrative Assistant is a member of the district Communications Committee which has been charged to seek out a new website provider for the district.

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)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	33	84.1	18.2	35	87.5	32.0

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)						
	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).

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).

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).

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).

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).

Percentage							

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					91.3	85.5	87.8
Parents					95.6	*	94.1
Students					78.2	71.1	69.2
Teachers					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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					77.1	100	100
Parents					66.7	*	*
Teachers					87.5	100	100

Jurisdiction Measures:

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage at Acceptable					68.8%	73.1%	56%
Percentage at Excellence					12.5%	15.4%	1%

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent					0.5	0.25	.05

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					33	35	29
Percent					52	49	45

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

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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				96.8	96.7	94.4
Students	No Survey				88.1	68.3	69.4
Staff	No Survey				100	100	93.8

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					5	8	10

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					227	240	201
Percent					100	100	92

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					1	1	1
Percent					1	1	1

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year					0	0	0

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					63	68	62
Percent					100	100	96.9

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					5	3	8

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.

Number							
Percent							

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

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					94.8	91.8	91.0
Parents					97.8	*	94.1
Students					86.6	83.5	80.9
Teachers					100	100	98.0

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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents					96.7	98.4	95.8
Students					97.7	91.6	89.4
Staff					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."

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents					94.8	92.9	94.1
Students					92.2	61.5	62.2
Staff					99.0	100	98.9

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					85.6	90.2	88.4
Parents					92.6	*	94.4
Students					80.7	80.4	74.0
Teachers					83.3	100	96.7

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).

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					73.9	64.6	77.7
Parents					80.3	*	78.8
Students					63.4	48.8	70.9
Teachers					78.1	80.4	83.3

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers					79.2	90.5	89.7

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				93.5	80.3	91.5

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	No Survey						

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				98.4	91.8	97.2
Students	No Survey				97.6	92.7	90.6
Staff	No Survey				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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				98.4	91.8	95.8
Students	No Survey				95.1	78.4	89.9

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				88.9	90.2	84.5
Students	No Survey				90.4	84.6	78.7
Staff	No Survey				100	100	93.8

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				96.8	95.1	98.6
Students	No Survey				96.4	93.6	86.1
Staff	No Survey				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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PN					109	71	12

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

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PN	3.85	1.96	1.87	1.0	1.65	1.25	0.64

4.11   Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.3	1.99	2.09

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	-	85.2	87.1
Students	-	-	-	-	-	85.6	89.1
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students						76.0	72.6
Teachers						100	90.9

4-A.3 **PHPS Satisfaction survey:** <u>Clarity of Learning Goals</u>. 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

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

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

<u>Students:</u> Which of the following describes you best? (Collate the '<u>always or usually</u>' 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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	89.5	87.3

4-A.4 **PHPS Satisfaction survey**: <u>Response to diversity of student needs</u>. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. NEW 2015-16

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	81.6	80.7
Teachers	-	-	-	-	New 2015	100	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	86.9	88.7

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					75.8	100	82.4
Parents					64.4	*	75.0
Teachers					87.2	100	89.8

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					77.7	77.5	89.2
Parents					88.9	*	85.7
Students					81.6	69.2	81.9
Teachers					62.5	85.7	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					94.3	93.2	94.1
Parents					98.1	*	95.0
Student					91.3	86.4	88.9
Teachers					93.6	100	98.3

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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall					77.6	83.2	79.6
Parents					79.4	*	77.3
Students					80.4	76.0	77.6
Teachers					72.9	90.5	83.9

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				91.9	91.8	95.8
Students	No Survey				96.3	87.6	89.1
Staff	No Survey				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 …

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				100	96.7	98.6
Students	No Survey				97.6	98.4	97.3
Staff	No Survey				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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				91.9	88.5	80.3
Staff	No Survey				93.3	83.3	75.0

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				83.4	78.7	84.3
Students	No Survey				86.7	61.3	65.7
Staff	No Survey				87.5	100	93.3

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				85.5	95.1	97.2
Students	No Survey				95.0	88.8	97.3
Staff	No Survey				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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	93.2	88.7
Students	-	-	-	-	Introduced in 2015	NA	NA
Staff	-	-	-	-	Introduced in 2015	100	93.3

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. 4-6: I can choose to participate in intramural activities.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey				82.3	81.8	93.9
Students	No Survey				92.3	96.7	98.3

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey				85.4	76.8	78.0
Staff	No Survey				93.8	100	93.3

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars					$26,775	$6,068	$5,500

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					17	7	8

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.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number					68	76	79

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)

Number							