

PEMBINA NORTH COMMUNITY SCHOOL

Three Year Education Plan

2016-2017

November 30, 2016

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SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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OUTCOME ONE: Alberta Students are successful.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

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

Education Plan Distribution

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

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

Purpose:

“United we achieve excellence”

At this school we believe:

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

Historical Background

To best illustrate the history of (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.

(Note: for our purposes, the following histories are written in “today’s” terms, meaning 2013, before the new school was formed. Updates will need to be done for 2014, or a new section added. Also – if you are familiar with the existing Ed Plans that are for these schools already, the highlighted in green part is what I came up with during my research to add to the story. In years to come, maybe it won’t be necessary to include all of this.)

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.

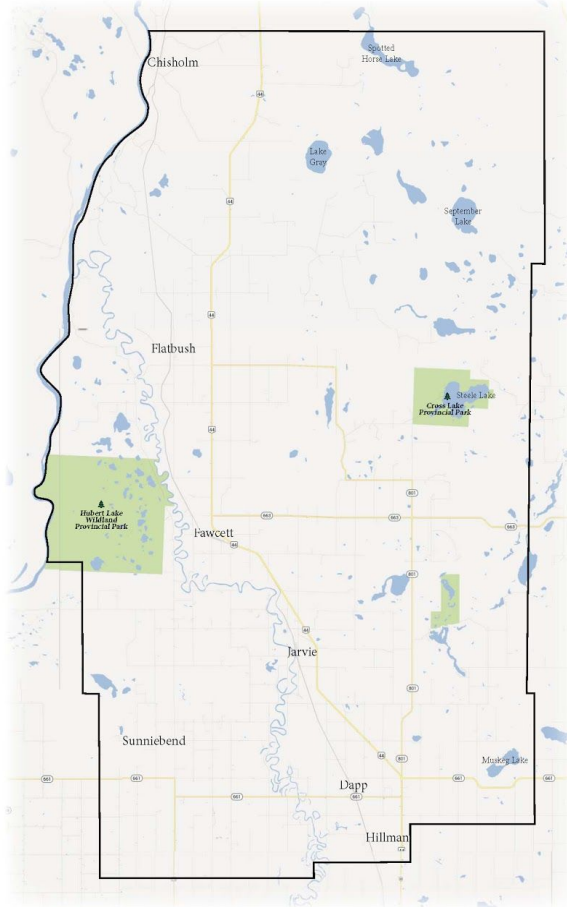
Demographics

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

2016-2017 (Planning)	2016-2017 (May, 2016 Update)
<p>DESIRED OUTCOME 1: Every student is successful.</p> <p>Outcome 1.1 Students achieve student learning outcomes.</p> <p>Outcome 1.2 Students demonstrate a strong foundation in literacy and numeracy.</p> <p>Outcome 1.3 Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p>-----</p> <p>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</p> <p>Outcome 2.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p>Outcome 2.2 PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <p>-----</p> <p>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</p> <p>Outcome 3.1 The education system demonstrates collaboration and engagement.</p> <p>Outcome 3.2 Students and Communities have access to safe and healthy learning environments.</p> <p>Outcome 3.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <p>-----</p> <p>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</p> <p>Outcome 4.1 The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p>OUTCOME ONE: Alberta’s Students are successful.</p> <p>Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <p>-----</p> <p>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</p> <p>Aligns with the Measurement elements of Previous Outcome 4.1.</p> <p>-----</p> <p>OUTCOME THREE: Alberta’s education system is inclusive.</p> <p>Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p>-----</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</p> <p>Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <p>-----</p> <p>OUTCOME FIVE: The education system is well governed and managed.</p> <p>Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>

the needs of the community.

SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
OUTCOME ONE: Alberta's students are successful	Enhance learning opportunities for all students.
OUTCOME ONE: Alberta's students are successful OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders	Numeracy
OUTCOME THREE: Alberta's education system is inclusive	Social Emotional Wellness of students, staff, parents and community.

Priority: Numeracy

Strategies to Impact School Priorities Include: Numeracy

By June, all classrooms will show evidence of Differentiated Instruction strategies and UDL practices for numeracy. Teachers will also embed basic facts review on a daily basis.

- Teachers will team with a school based partner for on-going PD utilizing the webinars from the elementary math initiative (through ERLC)
- Teacher partner groups will collaborate with CLT's to enhance their understanding of effective numeracy instructional practices.
- Teachers will integrate small group instruction or intervention groups within their regular math block.
- Teachers will develop an understanding of how to effectively teach basic facts to adhere to directives from the Ministry
- Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
- A common resource area will be created for all math resources and manipulatives

Measure	Recent Data			Target
	2014	2015	2016	2017
By June, 2017 all teacher partner groups will reflect upon their year's learning and share with colleagues, their new understanding of effective numeracy instructional practises or their attempts at connecting numeracy across the curriculum	Some			ALL
By June, 2017, all teachers will participate in at least three school based PD sessions with their math partner.	PLC meeting notes			ALL

Walk-through observations by administration	Most	ALL
Teacher – principal dialogue regarding professional growth	Growth Plan reflection	ALL

Priority: Enhance learning opportunities for all students.

Strategies to Impact School Priorities Include: Enhance learning opportunities for all students.

- Each elementary teacher will provide LLI instruction during the regular classroom literacy block.
- Utilize additional literacy supports such as ERI, phonemic awareness groups, Fast For Word, and individualized programs as required.
- Implement a new structure for junior high options. All students will have the opportunity to participate in up to 6 different options, including Band, during the year.
- Enhance opportunities for students to engage in alternate learning on-site
 - Guest speakers
 - Resident experts providing whole school or classroom instruction
 - Mudd Safety program
 - Science in Motion
 - Ag Fair
- Enhance opportunities for students to engage in learning off-site
 - 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 grade 4 and junior high grades to have overnight excursions.
- Develop outdoor classroom space
 - Area for building construction option class

Measure	Recent Data			Target
	2014	2015	2016	2017
Number of students participating in LLI - use BAS testing for tracking progress.				
Data from Fountas and Pinnel (See associated documents)				
Number of students accessing alternate literacy supports				
List of on-site and off-site expanded learning opportunities and number of students involved.				

Priority: Social Emotional Wellness of students, staff, parents and community.
 (Although our survey results are high in this area, staff have targeted this as an area of concern to ensure that we create a common understanding for expected and acceptable behaviors to ensure

that we fulfill our motto of “United We Achieve Excellence”.)

Strategies to Impact School Priorities Include: Social Emotional Wellness of students, staff, parents and community.

- Incorporate a “Healthy Relationships” component into the daily schedule for all grades
 - Implement a Virtues/Character education model to create common language and expectations
 - Create school committee to lead our Virtues program (choose virtue of the month, highlight at assemblies, create bulletin boards, provided focused conversation outlines for classrooms or family groups, create “blurbs” for announcements)
 - Whole school focus on targeted virtues each month, highlight and celebrate at monthly assemblies
 - Each elementary classroom will be responsible for leading one assembly and highlighting the virtue of the month.
 - Each elementary classroom will be responsible for a display of the virtue in the front foyer.
 - Incorporate virtues education into weekly health classes
 - Utilize family groupings for activities, provide leadership opportunities for junior high students and create common language and understanding of virtues across the grades
 - 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.
- Create a collaborative and cohesive K-9 learning environment
 - Three school-wide events will be planned. Students will participate in these events with their family group and the leadership for the events will be done by the junior high students.
 - Weekly teacher meetings at lunch to ensure accurate communication between all divisions.
 - Re-define the administrative roles and responsibilities to ensure that both Principal and Associate Principal have duties to align with all classrooms.
 - Create staff handbook to outline procedures and expectations for student, staff, parents and volunteers
 - Utilize staff meetings to review sections of the staff handbook to ensure common vision and understanding of procedures and expectations
 - Create Sports Handbook to outline procedures and expectations for parents, coaches and athletes
 - Encourage classroom visitations within our school and/or provide opportunities for teachers to collaborate with teachers in different grades.

Measure	Recent Data			Target
	2014	2015	2016	2017
Satisfaction survey results				

Student feedback during Block One activities				
Number of students accessing/receiving support from Success Coach				
On-going observations/teacher sharing during PLC to guide direction of virtues program	Experiences and reflections surrounding student learning of virtues program will be discussed			

OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

View Measurement data in Section 3.

Accountability Pillar Measures:

- 1.1 **PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 **PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 **High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 **Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 **Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 **Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 **Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 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.

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

- 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:

Enhance learning opportunities for all students.

- Each elementary teacher will provide LLI instruction during the regular classroom literacy block.
- Utilize additional literacy supports such as ERI, phonemic awareness groups, Fast For Word, and individualized programs as required.
- Implement a new structure for junior high options. All students will have the opportunity to participate in up to 6 different options, including Band, during the year.
- Enhance opportunities for students to engage in alternate learning on-site
 - Guest speakers
 - Resident experts providing whole school or classroom instruction
 - Mudd Safety program
 - Science in Motion
 - Ag Fair
- Enhance opportunities for students to engage in learning off-site
 - 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 grade 4 and junior high grades to have overnight excursions.
- Develop outdoor classroom space
 - Area for building construction option class

Numeracy

By June, all classrooms will show evidence of Differentiated Instruction strategies and UDL practices for numeracy. Teachers will also embed basic facts review on a daily basis.

- Teachers will team with a school based partner for on-going PD utilizing the webinars from the elementary math initiative (through ERLC)
- Teacher partner groups will collaborate with CLT's to enhance their understanding of effective numeracy instructional practices.

- Teachers will integrate small group instruction or intervention groups within their regular math block.
- Teachers will develop an understanding of how to effectively teach basic facts to adhere to directives from the Ministry
- Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
- A common resource area will be created for all math resources and manipulatives

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
 - Administration will facilitate the growth of teacher capacity to become skilled ERI and LLI instructors
 - Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Committee to ensure the program aligns to standards of the District Literacy Strategy
 - Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Administration will ensure availability and access to multiple levels of LLI program resources
 - 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
 - All grades will provide more opportunities to analyze informational material for key details.
 - 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
 - Enhance mathematical understandings in cross curricular projects
 - Review SLA focus on basic facts
 - All grades will focus instruction on orders of operations, basic facts and using common mathematical language (independent variables, manipulated variables)
 - All grades will provide more experience in representing x in a table of values.
 - All grades 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

- access Sharon Lyons – collaboration time for teachers/PA's to transfer the strategies from classroom to classroom (consistency of practice)
- Professional Learning Community Dialogue topics:
 - teacher 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 PHPS's 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 continue to implement the ERI and LLI programs
 - 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
 - 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
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS's Student Mental Health Strategy:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PHPS's Professional Development Strategy:

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

Commentary (November 2016):

- Consistent implementation of Block One strategies in all classrooms.
- Hired Success coach to support the social/emotional wellness of students.
- Based on IE funding, our teachers have maximized collaboration time as well as school visits
- All teachers worked with the CLT coaches. Teachers focused this time on building units based on Daily 5 philosophy for either math or music.
- All students with IPP's were able to demonstrate success in their individual programs utilizing UDL tools and additional supports.
- Junior high students all had access to Read/Write Google This tool was also available for division two students in elementary.
- All elementary classrooms provided LLI group instruction to support struggling readers.
- Elementary teachers have incorporated Math Daily 5 or math centers
- Additional Literacy and Numeracy time was embedded in junior high schedule
- All junior high students have access to IXL math (on-line levelled math program)
- Consistent assessment practices with a focus on Benchmark Reading Assessments to help determine placement of students in LLI groups.
- Teachers continued to explore the use of technology to support UDL and Differentiated Instruction.
- Google classroom used for all core subjects in junior high, starting to move into elementary
- Balanced Literacy practices were consistently implemented in elementary classrooms.
- Levelled Literacy Intervention groups were created in all elementary grades to support at-risk readers as well as Tier 3 students in junior high.
- Variety of school wide showcases for student learning: Ag Expo, Art Show, Music Showcase, published books, Science Expo
- CTF program provided students with authentic ways to showcase their learning to the public (Ag Expo, Art Show, Music Showcase, published books, Science Expo)

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

(Reporting) Outcome 2.4

Aligns with the Measurement elements of Previous Outcome 4.1.

View Measurement data in Section 3.

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.

- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

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

- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

Commentary (November 2016):

- We don't have a significant identified FNMI population
- Our FNMI liaison provided tremendous support and guidance for identified students and families.
- Incorporating PBL and UDL strategies has supported all students.
- Consistent implementation of Block One strategies

OUTCOME THREE: Alberta's education system is inclusive.

Aligns with some of the Measurement elements of Previous Outcomes [3.2 \(a\)](#) and PHPS's [1.3](#).

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). (previously part of Outcome 1)

3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

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. Previously Goal 1, An Excellent Start to Learning, Outcome 1.1

Strategies to Impact School Priorities Include:

Social Emotional Wellness of students, staff, parents and community.

- Incorporate a “Healthy Relationships” component into the daily schedule for all grades
 - Implement a Virtues/Character education model to create common language and expectations
 - Create school committee to lead our Virtues program (choose virtue of the month, highlight at assemblies, create bulletin boards, provided focused conversation outlines for classrooms or family groups, create “blurbs” for announcements)
 - Whole school focus on targeted virtues each month, highlight and celebrate at monthly assemblies
 - Each elementary classroom will be responsible for leading one assembly and highlighting the virtue of the month.
 - Each elementary classroom will be responsible for a display of the virtue in the front foyer.
 - Incorporate virtues education into weekly health classes
 - Utilize family groupings for activities, provide leadership opportunities for junior high students and create common language and understanding of virtues across the grades
 - 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.
- Create a collaborative and cohesive K-9 learning environment
 - Three school-wide events will be planned. Students will participate in these events with their family group and the leadership for the events will be done by the junior high students.
 - Weekly teacher meetings at lunch to ensure accurate communication between all divisions.
 - Re-define the administrative roles and responsibilities to ensure that both Principal and Associate Principal have duties to align with all classrooms.
 - Create staff handbook to outline procedures and expectations for student, staff, parents and volunteers
 - Utilize staff meetings to review sections of the staff handbook to ensure common

- vision and understanding of procedures and expectations
- Create Sports Handbook to outline procedures and expectations for parents, coaches and athletes
- Encourage classroom visitations within our school and/or provide opportunities for teachers to collaborate with teachers in different grades.

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 runs on Monday and Wednesday mornings.
- 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 PHPS’s Student Mental Health Strategy:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.

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

- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

Commentary (November 2016):

- The READY C program was very successful this year and parents have registered early for next year. Our program focuses on enhancing OT, Speech and behavior supports for both typically developing and developmentally delayed preschool students.
- Teachers in grades 1-9 accessed additional professional supports from Aspen Collaborative Team members as well as PHRD specialists.
- Our school has two dedicated SLP and OT assistants to carry out the service plans provided by specialists
- A dedicated phonemic awareness group was established with children from kindergarten and grade one. This group was lead by our SLP assistant under the direction of classroom teachers and SLP.
- Reviewed Student Code of Conduct and Welcoming, Caring, Respectful and Safe School Environment administrative procedures with staff and parents.
- Consistent practice of Block One strategies within classrooms
- 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

- Community service projects (Terry Fox, Operation Christmas Child, fundraiser, Dodgeball Tournament for Make a Wish Foundation, recycle program)
- Emphasis on creating Leadership opportunities for junior high: Christmas dinner, Welcome Back Activities, Halloween, Grade 9 Farewell and pot luck lunch.
 - Rather than an elected student's union, all grade 9's are expected to provide leadership for at least one event or function under the direction of staff members to provide guidance and support.
 - Students eager to help out at all times: moving the library and office areas, setting up for assemblies and special events,
- The school anthem, "My Pembina" was highlighted at monthly assemblies.
- The Virtues program was initiated to identify specific positive behaviors and expectations within the entire school. Virtues highlighted included Empathy, Respect, Self-Control, and Kindness.
- All classrooms participated in Block One strategies (Spirit Buddies, classroom meetings) to support the social/emotional wellness for all students.
- 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.
- Our school welcomed 12 students from Fort McMurray. These students were either staying with family at Teen Time Ranch or with relatives in the area. Many of our staff, parents and students volunteered time at Teen Time Ranch or made direct donations of food and clothing. Arrangements were made to have these students transported to school on the area bus and our students welcomed these students into their classrooms.
 - Hosted annual Open House with targeted fundraising efforts to support Fort McMurray students and Teen Time Ranch.

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

(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes [2.1](#) and [2.2](#).

View Measurement data in Section 3.

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth .

- 4.3 **PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 **PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 **PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 **PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 **PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11 Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

- 4-A.1 **PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 **PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 4-A.3 **PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**
- 4-A.4 **PHPS Satisfaction survey:** Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**
- 4-A.5 **PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Strategies to Impact School Priorities Include:
Numeracy

By June , all classrooms will show evidence of Differentiated Instruction strategies and UDL practices for numeracy. Teachers will also embed basic facts review on a daily basis.

- Teachers will team with a school based partner for on-going PD utilizing the webinars from the elementary math initiative (through ERLC)
- Teacher partner groups will collaborate with CLT's to enhance their understanding of effective numeracy instructional practices.
- Teachers will integrate small group instruction or intervention groups within their regular math block.
- Teachers will develop an understanding of how to effectively teach basic facts to adhere to directives from the Ministry
- Teachers will participate in targeted PD sessions to enhance understanding of effective instructional strategies for numeracy.
- A common resource area will be created for all math resources and manipulatives

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 CLT'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 PHPS's Professional Capital Strategy:

- Our school will provide release time for probationary teacher(s) to meet with administration on a regular basis. Funds will also be used to allow the administration team to schedule regular classroom visits for evaluations as well as on-going supervision.

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

- Our school will review the Student Code of Conduct with staff, the school council, and

students.

- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

In alignment with PHS's Professional Development Strategy:

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

Commentary (November 2016):

- Results from PHRD survey demonstrate confidence from students, parents and staff with regards to programming opportunities, quality of teachers and performance of administration.
- Parent feedback suggested that the school consider ways to enhance our options/CTF programming for junior high students. Parent consultation meetings were held and a new options program was developed to be implemented in the 2016-2017 school year.
- 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.
- 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.
- All teachers accessed support with the CLT and participated in classroom/school visits or targeted PD. Utilized the skills of elementary teachers to enhance our CTF program (Art, photography)
- All teachers worked with the CLT coaches, to develop at least one unit highlighting project based learning or multiple intelligence stations.
- 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.
- Throughout the year, PLC meetings focused on teacher sharing of effective numeracy strategies and learnings gained from working with CLT's, district specialists and other classroom visits.

- Principal and associate principal shared examples of UDL / Inclusive Practices (in conjunction with district specialists) with staff
- Each teacher shared at least one example of how they used the principles of UDL or Differentiated Instruction during the February PLC. Teachers visited each classroom to see examples of UDL strategies in place (visual schedules, READ/WRITE google, iPad apps, differentiated math centers, etc.)
- Digital Citizenship course for all junior high students

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

View Measurement data in Section 3.

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

- 5.13 Amount of money acquired from third parties in support of community schools.
- 5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Key School Level Strategies Include:

- Continue to embody the belief statements in our actions.
- Work with School Council to enhance parent volunteer opportunities
- Focus on creating 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)
- Continue to provide co-curricular and extra-curricular sports opportunities for junior high and grade 6 students.
- 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.

Participation in District Strategies:

In alignment with PHPS’s Strategy to promote Communications:

- Our school will work with the Communications Director to
 - Develop school leaders communication skills
 - Support school based communications initiatives

Commentary (November 2016):

- PLC time allowed for whole group and small division group focused discussions.
- Weekly teacher meetings at noon implemented to ensure consistent communication (during this first year of establishing new norms, routines and expectations)
- Reflection activities during our April planning day provided evidence of how we “lived out” the belief statements in our first year. Consensus on staff is that we successfully embodied the vision from the Transition Team, however we will be more successful in the years to come as we now have a clearer vision and understanding of how to be a successful K-9 school.
- Junior High students had the opportunity to participate in Co-Curricular and Extracurricular sports throughout the year. Our junior high girls won the Zone and Divisional Tournament for Basketball as well as Zones for volleyball. Students also participated in junior high curling, archery, and badminton. Pembina North Community School hosted the annual junior high soccer tournament.
- Students support in community events: Jarvie Spring Tea, Remembrance Day submissions and assembly

- 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. Pembina North Community School hosted the annual elementary basketball tournament
- A PNCS Sports Handbook was developed to help parents and players understand the rights and responsibilities of players, parents and coaches for both our elementary sports program and our junior high extra-curricular program.

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 also 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.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

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)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	53	84.4	23.6	23	92.2	39.4

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage							

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						91.3	85.5
Parents						95.6	*
Students						78.2	71.1
Teachers						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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						77.1	100
Parents						66.7	*
Students						-	-
Teachers						87.5	100

Jurisdiction Measures:

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage at Acceptable						68.8%	73.1%
Percentage at Excellence						12.5%	15.4%

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percent						0.5	0.25

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						33	35
Percent						52	49

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				96.8	96.7
Students		No Survey				88.1	68.3
Staff		No Survey				100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						5	8

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						227	240
Percent						100	100

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						1	1
Percent						1	1

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Logins per school year						0	0

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						63	68
Percent						100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						5	3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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

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(Reporting) Outcome 2.4 Aligns with the Measurement elements of Previous Outcome **4.1**.

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

OUTCOME THREE: Alberta’s education system is inclusive.

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Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.

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.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						94.8	91.8
Parents						97.8	*
Students						86.6	83.5
Teachers						100	100

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents						96.7	98.4
Students						97.7	91.6
Staff						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.”

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents						94.8	92.9
Students						92.2	61.5
Staff						99.0	100

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						85.6	90.2
Parents						92.6	*
Students						80.7	80.4
Teachers						83.3	100

3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						53	56
Percent						27	23

3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							

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

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(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						73.9	64.6
Parents						80.3	*
Students						63.4	48.8
Teachers						78.1	80.4

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers						79.2	90.5

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				93.5	80.3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				98.4	91.8
Students		No Survey				97.6	92.7
Staff		No Survey				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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				98.4	91.8

Students		No Survey				95.1	78.4
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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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				88.9	90.2
Students		No Survey				90.4	84.6
Staff		No Survey				100	100

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				96.8	95.1
Students		No Survey				96.4	93.6
Staff		No Survey				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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
PN						109	71

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
PN	3.23	3.85	1.96	1.87	1.0	1.65	1.25

4.11 Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.3	1.99

Jurisdiction Outcome 4-A

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

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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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	-	85.2
Students	-	-	-	-	-	-	85.6
Teachers (1)	-	-	-	-	-	Introduced in 2015	100
Teachers (2)	-	-	-	-	-	Introduced in 2015	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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students							76.0
Teachers							100

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

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

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

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

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I'm OFTEN CONFUSED about what I'm supposed to learn.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	100
Teachers (2)	-	-	-	-	-	New 2015	100
Students	-	-	-	-	-	New 2015	89.5

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	81.6
Teachers	-	-	-	-	-	New 2015	100

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	86.9

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						75.8	100
Parents						64.4	*
Teachers						87.2	100

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						77.7	77.5
Parents						88.9	*
Students						81.6	69.2
Teachers						62.5	85.7

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						94.3	93.2
Parents						98.1	*
Student						91.3	86.4
Teachers						93.6	100

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall						77.6	83.2
Parents						79.4	*
Students						80.4	76.0
Teachers						72.9	90.5

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				91.9	91.8
Students		No Survey				96.3	87.6
Staff		No Survey				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 ...

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				100	96.7
Students		No Survey				97.6	98.4
Staff		No Survey				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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				91.9	88.5
Staff		No Survey				93.3	83.3

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey					78.7
Students		No Survey				86.7	61.3
Staff		No Survey				87.5	100

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

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

Students: My school is important to the community.

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				85.5	95.1
Students		No Survey				95.0	88.8
Staff		No Survey				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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	93.2
Students	-	-	-	-	-	Introduced in 2015	NA
Staff	-	-	-	-	-	Introduced in 2015	100

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

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

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents		No Survey				82.3	81.8
Students		No Survey				92.3	96.7

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student		No Survey				85.4	76.8
Staff		No Survey				93.8	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars						\$26,775	\$6,068

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						17	7

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.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number						68	76

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)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	-