

FORT ASSINIBOINE SCHOOL

Three Year Education Plan

2017-2018

May, 2018

(Draft - development in progress)

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OUTCOME THREE: Alberta's education system is inclusive.

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

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

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

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

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

Vision:

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

Mission:

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

Motto: "Committed to excellence in learning"

Historical Background

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

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

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

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

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

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

Principals:

Mr. Adamson	1948-49	Mrs. D. Chilton	1989-90
Mr. Winter	1949-50	Mr. K. VanDeKeere	1990-96
Mr. Niachuk	1950-52	Mr. M. Hardcastle	1996-98
Mr. Doyle	1952-53	Mr. M. Thiesen	1998-04
Mrs. V. Utas	1953-57	Mr. K. Fischer	2004-08
Mr. G. Zytaruk	1957-59	Mr. A. Menduk	2008-11
Mr. W. PENCHUK	1959-74	Mrs. A. Kluin	2011-14
Mr. P. Basahti	1974-79	Mrs. C. Assenheimer	2014-16
Mr. J. Norton	1979-89	Mrs. L. Hiemstra	2016-present

Demographics

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

education criteria, it is the school of choice for most of the residents in the Fort Assiniboine School attendance boundaries.

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

Fort Assiniboine School consists of approximately ~~45~~ Certificated 1.0 F.T.E teaching staff, ~~one~~ 0.5 FTE teacher and 1 principal who teaches 0.5 FTE. Our support staff include ~~76~~ support staff in various capacities (office, librarian, and program assistants) throughout the school.

Our classes are grouped as follows:

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

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

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

Fort Assiniboine School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

<p>Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone's responsibility.</i> <i>Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> District and School level staff deployment decisions will prioritize school level supports of Tier 2 students. 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling The principal's role is to: <ul style="list-style-type: none"> Coordinate implementation of the Mental Health Literacy Project at their school Facilitate collaboration between the coordinator and classroom teachers Monitor how the needs of students and staff are being addressed 	<p align="center">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will:</p> <ul style="list-style-type: none"> 	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	

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Student-Teacher Relationships <i>Student-Teacher Relationships are everyone's responsibility.</i> <i>Strategies will be focused in grades 7-12.</i>		Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 		3
In our school we will (repeated from Diversity above): <ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 		3
In our school we will: <ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> Provide training and Professional Development for Principals Support implementation of the Mental Health Literacy Project Support implementation of Moving Forward With High School Redesign 		4
In our school we will: <ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> Additional school strategies focused on Student - Teacher Relationships 		
In our school we will: <ul style="list-style-type: none"> 		

Measures - Impact of strategies focused on Student Teacher Relationships	Recent Data			Target 2019
	2016	2017	2018	

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

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	

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

<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRSST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	
In our school we will:	
<ul style="list-style-type: none"> ● 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
In our school we will:	
<ul style="list-style-type: none"> ● 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
In our school we will:	
<ul style="list-style-type: none"> ● 	

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

Jurisdiction Measures:

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

- 1.21** Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

Strategies to Impact School Priorities Include:

Additional School Level Strategies Include:

Literacy

- FAS staff will focus students on increasing their reading abilities. We will continue the following:
 - Levelled Literacy and Early Reading Interventions will be available to students upon identification of need for students in grades one through nine.
 - All teachers will use a balanced approach to literacy instruction.
 - Reading Programs and UDL tools such as Daily 5, PBL, Tumblebooks, blogs, twitter, discovery education and collaboration with other schools within the district and other digital tools.
 - Buddy reading
 - Audio books/read and write google applications to support literacy in classrooms.
 - Continue to use Fountas/Pinnell for assessment to guide learning and instruction K-9 in literacy

Numeracy

- FAS staff will focus resources and supports on improving numeracy skills for All students. We will continue to
 - collaborate with teachers to further develop the use of differentiated learning activities within the mathematics curriculum
 - Make a word wall in each classroom that focuses on math vocabulary.
 - Maintain reading programs and individualized tools to help students in this school improve their reading skill to better understand math word problems.
 - Implement Mathletics K-9 to reinforce skill development K-9
 - Utilize a variety of iPad math apps to reinforce skills in math
 - Explore Daily 3 for Math in several classrooms.
 - Display word walls in each classroom that focus on math vocabulary.
 - Implement Early Math Intervention

Instructional Design Strategies

- Investigate UDL strategies to provide engaging and meaningful activities for all students
- Develop more student directed learning including PBL and cross curricular and/or grade instruction.
- Encourage students to self and peer assess according to specific criteria to encourage objectivity.
- Work with students using Adaptive Technology (eg. Read and Write Gold/Touch ChatiPad apps).

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

● **And the Literacy Strategy:**

- Our school will participate in the Division's Literacy Strategy
- Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
- Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
- Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.

● Our school will participate in the Division's Numeracy Strategy

- Our school may pilot programs and resources with coordination and support of the Numeracy Committee
- Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee

● Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.

Commentary (July 2017):

Numeracy Activity

-

Classroom Instruction Activity

-

In addition, Our school participated in Jurisdiction 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

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 PPHS's Professional Development Strategy:

- See commentary of Outcome 4.

September 2018 Comment on PAT Results:

- *Grade six Provincial Achievement Test results:*
 - *Participation rate*
 - *Acceptable level, compared to previous years and to provincial levels*
 - *Excellence level, compared to previous years and to provincial levels*
- *Grade nine Provincial Achievement Test results:*
 - *Participation rate*
 - *Acceptable level, compared to previous years and to provincial levels*
 - *Excellence level, compared to previous years and to provincial levels*

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

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

Accountability Pillar Measures:

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

Key School Level Strategies Include:

Fort Assiniboine School will

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

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

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

In alignment with the jurisdiction strategy to support Student Diversity:

- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

Describe

Our school participated in Jurisdiction Strategies:

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

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

OUTCOME THREE: Alberta's education system is inclusive.

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

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.6** Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality

standards. Effective inclusive programs are achieved through collaborative development and implementation.

Strategies to Impact School Priorities Include:



Additional Key School Level Strategies Include:

Fort Assiniboine School will

- Provide instruction in social emotional skills:
 - Work with students to create student led and planned playground activities
 - Expand the use of the zones of regulation program to improve social skills, self-control and conflict management skills
 - Maintain and/or expand on Character Education initiatives, Green and Gold awards, Roots of Empathy, Peer Mentoring, Go Girls (FCSS).
 - Provide workshops on anti-bullying for parents and for students.
- Provide opportunities for mentorship and character development
 - Encourage more in house and community mentorship for our students. Especially male mentors.
 - Work with SU students to promote student leadership
 - Extend our friendship luncheon buddies to school buddies to work together year long.
 - Collaborate more effectively with RCMP Resource officer to plan for specific classroom instruction encourage him as a strong male mentor and overall presence in the school as often as possible.
- Virtues program / Student Code of Conduct and Behavior
 - Continue to use google docs to record behavior notes
 - Investigate collaborative problem solving and try strategies within our school to build positive relationships.
 - Revise and modify the behaviour plan(s) to ensure the success of all students
 - Continue to hold regular assemblies to introduce and celebrate demonstrations of virtues by students and staff.
- Supporting at risk learners
 - Access student services support on a more consistent and regular basis
 - Support students, teachers and parents to work together to set goals during October Goal-Setting, March Celebration of Learning and May Transition Planning.
- Continue to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, a respectful – Safe and Caring Environment, and guidance and career counselling.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

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

In alignment with the jurisdiction strategy to support Student Diversity:

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

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Improved behavior and discipline

- Continue Zones of Regulation and Implement Wits to address behaviour and discipline concerns expressed by community members. Report

Write about...

Safe and Caring

Character Education

Support for students at Risk

Early Learning Supports

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Student Mental Health Strategy:

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 4.2 (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth .
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

- 4-A.1 PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 4-A.3 PHPS Satisfaction survey:** 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 PPHS 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 PPHS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Key School Level Strategies Include:

- Personal Professional Growth Plans and Administrator Support
 - The principal will lead a Professional Learning Community dialogue focused on student achievement.
 - The principal will ensure all core-subject Long-range plans, Unit plans and Daily plans at Fort Assiniboine School are closely aligned with the Program of Studies and include an assessment plan clearly outlining the use of both formative and summative assessment.
 - Support whole staff growth plan discussion and one on one debriefing with administrator in September and May.
 - The principal will continue to use Administration Walk-Throughs, Tweets, as well as regular written and verbal feedback to support teacher growth.
 - The principal will supply internal coverage within the school for staff to go and observe promising teaching, collaboration, and assessment practices within and outside the school as needed.
- Strategies to support formative and summative assessments, UDL, and DI:
 - Teachers will use targets, proofs, and exemplars with students.
 - Teachers will use assessment for learning practices daily (rubrics, checklists, peer/self-assessments, journals, blogs, think/pair/share and exit slips).
 - Teachers will collaborate with other schools/teachers to develop common lesson and assessment tools. (PD days, inter-school visits)
- Communication regarding Student Progress and Classroom Activities:
 - Continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
 - Integrate the use of digital tools such as e-mails twitter, blogs to continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth. Traditional tools such as classroom and school newsletters, phone calls and agenda communication are also important and will continue.
 - Continue to communicate effectively using multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email, remind 101, twitter) as well as traditional methods; phone calls, agenda notes and newsletters.
- Support and deployment of of Program Assistants
 - We will expand the diversity of our PA's skills through effective collaboration in house and through PLC and district PD opportunities.
 - We will ensure PAs are assigned so they are matched to create effective classroom

teams.

- Strategies to maintain effective instructional uses of technology
 - Teachers at FAS will continue to integrate technology into instruction and through providing student choice in acquisition and representation of their learning, (EG: Read Write Gold, Gizmos, Google Drive, and Google Classroom etc.)
 - We will continue to to implement ever-greening plans to maintain computers and technology to an effective level.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

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

Commentary (July 2017):

Activities to support professional development

-

Satisfaction with instruction, teachers and administration

-

Communication regarding Student Progress and Classroom Activities

-

Technology use for instruction

-

Our school participated in Jurisdiction Strategies:

In alignment with PHPS’s Professional Capital Strategy:

February, 2017: The impact of PHPS’s Professional Capital Strategy in our school was as follows:

- We have released our new teacher for mentorship visits both within FAS and to other PHPS schools.
- We have enrolled our teacher in several ERLC workshops including Literacy 101 series and Words their Way.

- The Literacy Coordinator has provided several days of in school literacy PD.
- We have benefited greatly from PA mentorship program and team which assists the teacher as much as the PA.

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

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

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

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

Key School Level Strategies Include:

- Engaging and communicating with the community - We will
 - Continue to communicate the importance of following the newly revised communication and transfer protocols through multiple means such as website, newsletter, school council and open discussions with students, parents and teachers.
 - Create and implement more community based projects to collaborate effectively with the seniors at the Friendship centre and the general community according to our Motto and Vision statements.
- Budgets and School Generated Funds:
 - Have a budget that is balanced while maintaining quality programs for students and honoring all district commitments
 - Continue to be fiscally responsible in the management of school funds.
 - Continue to support Parent Society’s fundraising activities.
 - Continue to partner with industry to acquire guest speakers and other ‘extras’ that generally fall out of the usual budget.
 - Continue with our current fundraising projects.

Participation in District Strategies:

None from this set of strategies

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Building a connected and engaged community

- Bring in Presenters to share their expertise from other Schools in the District, CLT’s, SRO, Student Services, RCSD, Wrap, Community Partners etc. Visit other schools to collaborate.
- Plan activities to continue to bring community into the school and for the school to head out into the community

Lorna: See [PN Education Plan](#), page 30 as an example that works well in this section

- Engaging and communicating with the community
 -
- Extra-Curricular Planning and Supports
 -
- Budgets and School Generated Funds
 -

Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Strategy to promote Communications:

- Our school ...

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 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)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	13	71.2	5.8	13	82.2	7.9

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	88.3	84.7	87.2	84.8	84.1	78.4	
Parents	88.6	80.0	85.0	*	86.7	*	
Students	81.3	77.0	76.5	72.9	79.0	78.4	
Teachers	95.0	97.1	100	96.7	86.7	*	

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	75.0	61.7	100	100	91.7	n/a	
Parents	*	40.0	*	*	100	*	
Teachers	75.0	83.0	100	100	83.3	*	

Jurisdiction Measures:

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	–	100.0	66.6	100.0	100.0	33.3	
Percentage at Excellence	–	0.0	0.0	0.0	33.3	0.0	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	0.3	1.1	0.2	0.1	0.15	0.10	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	6	4	
Percent	7.0	5.0	5.0	25.0	33	29	

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

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.0	100	87.1	96.0	90.0	92.9	96.3
Students	85.0	76.3	90.2	88.9	62.2	81.3	80.5
Staff	57.1	90.0	100	100	87.5	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	95	86	96	87	88	79	
Percent	100	100	100	100	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	16	5	5	18	8	4	
Percent	17	6	5	19	44	29	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year	0	20	20	100	160	140	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	18	14	
Percent	100	100	20	20	100	100	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	23	2	10	2	3	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.

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

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

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

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

[Back to Section 2](#)

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

OUTCOME THREE: Alberta’s education system is inclusive.

[Back to Section 2](#)

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	93.8	90.4	89.6	85.9	86.9	80.6	
Parents	94.3	85.0	82.5	*	96.7	*	
Students	92.0	89.1	86.2	75.1	74.0	80.6	
Teachers	95.0	97.1	100	96.7	90.0	*	

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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Parents	96.8	100	100	100	97.1	100	100
Students	97.6	94.9	95.3	94.4	94.7	93.8	92.9
Staff	100	100	100	100	91.7	100	100

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

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” “Students (I) take part in service projects.” “My children (students) (I) feel safe in all areas of our school.” “My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	100	97.8	96.0	94.7	94.2	97.5
Students	84.7	84.2	89.6	90.6	61.7	98.4	87.6
Staff	91.4	96.7	98.7	100	88.2	100	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	89.2	91.8	90.4	87.0	90.0	85.6	
Parents	95.0	83.3	87.5	*	94.4	*	
Students	85.1	91.9	83.6	79.5	86.6	85.6	
Teachers	87.5	100	100	94.4	88.9	?	

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

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			2.0	3.1	1.3	1.3	1.3
Level 5			1.0	2.1	6.5	5.1	8.8
Level 4			4.1	4.2	2.6	12.8	11.3
Level 3			12.2	15.6	11.7	12.8	8.8
Level 2			6.1	6.3	9.1	2.6	7.5
Level 1			74.5	68.8	68.8	65.4	62.5

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

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

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

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Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	76.6	77.4	72.4	66.4	62.2	62.8	
Parents	69.6	77.7	73.4	*	66.7	*	
Students	79.6	77.8	56.6	47.6	45.5	62.8	
Teachers	80.6	76.8	87.2	85.1	74.5	*	

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	100	81.0	83.3	83.3	*	*	

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	83.3	79.3	83.9	87.5	80.0	93.1	85.2

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

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

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	100	96.8	100	94.3	96.6	96.3
Students	97.5	94.6	100	94.4	96.8	100	97.6
Staff	100	100	100	100	100	100	100

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

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

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	96.6	96.8	100	90.0	96.4	85.2
Students	85.4	86.8	82.1	83.3	88.3	87.5	92.5

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	100	93.5	100	90.0	89.7	No Data*
Students	95.1	89.5	85.4	100	87.4	93.8	90.2
Staff	100	100	100	100	86.4	100	100

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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Parents	100	96.6	100	100	97.1	100	100
Students	100	100	84.6	100	88.1	93.8	95.1
Staff	100	100	84.6	100	100	100	100

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fort Assiniboine	146	75	39	50	37	60	

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fort Assiniboine	1.13	0.63	0.6	0.79	0.54	0.87	

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.50	

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.

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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**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	93.1	96.8	95.8	85.7	89.7	96.3
Students	92.7	97.4	95.2	94.4	83.3	87.5	87.8

Teachers (1)	–	–	–	New2015	85.7	100	100
Teachers (2)	–	–	–	New2015	83.3	100	100

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	88.1	89.5	87.7	82.4	85.9	96.9	95.1
Teachers	57.1	88.9	84.6	57.1	89.5	100	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	–	–	–	New 2015	85.7	100	100
Teachers (2)	–	–	–	New 2015	87.5	100	100
Students	–	–	–	New 2015	90.3	93.8	82.1

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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Students	-	-	-	New 2015	86.5	93.3	87.8
Teachers	-	-	-	New 2015	85.7	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	-	-	-	New 2015	94.3	96.6	92.6

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

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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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	86.8	81.3	86.7	100	95.0	n/a	
Parents	91.2	71.2	80.0	*	100	*	
Teachers	82.5	91.4	93.3	100	90.0	*	

5.2 School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.1	73.5	84.1	56.4	66.1	90.9	
Parents	100	66.7	75.0	*	66.7	*	
Students	80.2	87.1	77.3	56.4	65.0	90.9	
Teachers	75.0	66.7	100	*	66.7	*	

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	91.1	90.7	91.0	91.5	86.0	95.0	
Parents	85.7	81.7	83.3	*	88.9	*	
Student	91.8	90.3	89.7	85.8	74.7	95.0	
Teachers	95.8	100	100	97.2	94.4	*	

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	69.7	66.4	78.5	86.3	71.1	81.8	
Parents	48.1	39.6	75.0	*	68.0	*	
Students	91.3	85.9	79.9	75.4	64.7	81.8	
Teachers	69.6	73.8	80.6	97.2	80.6	*	

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.3	93.1	90.3	96.0	91.4	89.7	96.3
Students	95.1	89.2	95.1	72.2	89.1	87.5	97.5
Staff	100	100	100	100	86.4	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	89.7	93.5	96.0	97.1	96.6	100

Students	95.1	68.4	95.1	100	91.3	93.8	95.1
Staff	100	100	100	100	95.5	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.3	100	92.3	96.0	81.4	89.3	100
Staff	100	100	100	100	63.6	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	87.9	86.2	96.3
Students	92.5	73.7	79.5	61.1	71.9	90.6	95.1
Staff	85.7	100	100	100	90.9	100	100

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

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

Students: My school is important to the community.

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.8	100	96.7	100	97.1	96.6	100
Students	97.4	97.4	97.6	94.4	90.5	100	97.5
Staff	85.7	100	100	100	86.4	100	100

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New2015	94.0	96.6	100
Students	–	–	–	New2015	N/A	N/A	N/A
Staff	–	–	–	New2015	81.0	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	86.2	82.8	67.7	72.0	85.7	88.0	92.3
Students	91.3	87.5	78.9	88.2	83.6	100	95.1

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	92.3	81.6	85.7	66.7	75.4	100	95.1
Staff	71.4	100	91.7	100	89.5	90.6	92.3

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$40,000	\$0	\$0	\$55,000	\$28,022	\$53,700	

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	65	40	20	25	5	15	

5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

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

Number	20	25	25	25	60	75	
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5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

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