

Note: This document is an excerpt of the Division's combined Education Plan and Annual Results Report. It is a summary of the alignment between the Board's priorities, the Provincial Outcomes and key Division Strategies going into the 2018-2019 school year.

The entire combined Education Plan and Annual Results Report will be published in November.

PHPS Foundation Statements

Mandate

Pembina Hills Regional Division's mandate is to 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"

We value success for every student. We can achieve success for every student when:

- All participants in the education system are *engaged in learning*
- Students, staff, parents and community commit to building an *inclusive* culture that is *welcoming, caring, respectful and safe*, in every area of the system
- We *accept all* students for who they are and what they need
- We provide *all* students with a sense of *belonging*
- We teach the *literacy* and *numeracy* skills students need to be *confident* and *competent* in school and in life.

The Priorities are:

- Address the Diversity of Student Needs
Addressing the Diversity of Student Needs is everyone's responsibility.
- Student-Teacher Relationships
Student-Teacher Relationships are everyone's responsibility.
- Numeracy
Everyone is a teacher of Numeracy.
- Literacy
Everyone is a teacher of Literacy.

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>OUTCOME ONE: Alberta's Students are successful.</p> <p>OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.</p> <p>OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.</p> <p>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.</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</p> <p>Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.</p> <p>OUTCOME FIVE: The education system is well governed and managed.</p> <p>Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Summary of Key Division Priorities and Strategies 2018-2019

<p style="text-align: center;"><u>Address the Diversity of Student Needs</u> <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 style="text-align: center;">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) ● Division administration will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support for Tier 2 and 3 students ● Division and School level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ A teacher-counsellor to coordinate Division counselling ○ Two Division First Nation, Metis and Inuit Liaisons ○ Site based “success coaches” ○ Site based high school completion liaisons 	<p style="text-align: center;">1, 2, 3</p>
<ul style="list-style-type: none"> ● Schools will implement the Mental Health Literacy project, guided by and supported by the Division Coordinator of Counselling <ul style="list-style-type: none"> ○ Related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model. 	<p style="text-align: center;">3</p>
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within Division lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Orient and support new teachers to PHPS ○ Support classroom teachers’ implementation of Universal Design for Learning principles ○ Coordinate Numeracy and Literacy strategies ● 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 ○ Participate in professional learning ● The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Include a designated pool to support release time for teachers for PD directly associated with Education Plan priorities ○ Provide training and Professional Development for Principals ○ Develop teachers’ capacity to support the diversity of learners in our schools 	<p style="text-align: center;">4</p>

<p style="text-align: center;"><u>Student-Teacher Relationships</u></p> <p><i>Student-Teacher Relationships are everyone’s responsibility.</i></p> <p><i>Strategies will be focused in grades 7-12.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to address the principles of Moving Forward with High School Redesign. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p style="text-align: center;">1</p>
<ul style="list-style-type: none"> ● Schools will implement a Mental Health Literacy project, guided by and supported by the Division Coordinator of Counselling. <ul style="list-style-type: none"> ○ Related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model. ● 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 	<p style="text-align: center;">3</p>
<ul style="list-style-type: none"> ● The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Include a designated pool to support release time for teachers for PD directly associated with Education Plan priorities ○ Provide training and Professional Development for Principals ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of Moving Forward With High School Redesign 	<p style="text-align: center;">4</p>

<p style="text-align: center;"><u>Numeracy</u></p> <p><i>Everyone is a teacher of Numeracy.</i></p> <p><i>Strategies will be focused in grades 4-6.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The Numeracy strategy will continue to be guided by a Numeracy Steering Committee ● All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September <ul style="list-style-type: none"> ○ 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. 	<p style="text-align: center;">1</p>
<ul style="list-style-type: none"> ● Division administration will explore ways to assign time within Division lead teacher / coordinator assignments to support coordination of the Numeracy strategy. <ul style="list-style-type: none"> ○ A Numeracy coordinator role will support and develop teachers' capacity to provide effective math instruction in especially grades 4-6. Note that the job description will naturally evolve as a Division standard for math instruction is defined. ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Coordinating MIPI implementation ○ Facilitating collaboration between the coordinator and classroom teachers ○ Monitoring implementation of the Numeracy strategy ○ Being a participant in professional learning ● The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Include a designated pool to support release time for teachers for PD directly associated with Education Plan priorities ○ Provide training and Professional Development for Principals ○ Be responsive to emerging needs of grade 4-6 teachers (as observed by the coordinator, principal, and teachers) ○ Support a Community of Practice of grades 7-9 Math teachers ○ Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers 	<p style="text-align: center;">4</p>

<p style="text-align: center;"><u>Literacy</u></p> <p><i>Everyone is a teacher of Literacy. Strategies will be focused in K-3.</i></p>	<p style="text-align: center;">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The Literacy strategy will continue to be guided by a Literacy Steering Committee ● 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. ● All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable Division standard. ● Financial support will be designated to maintain the Junior High Reading Project 	1
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within Division lead teacher / coordinator assignments to support a literacy coordinator <ul style="list-style-type: none"> ○ The literacy coordinator’s role will be to support and develop teachers’ capacity to achieve the Division standard. Note that the job description will naturally evolve to align to the shifted focus of the strategy. ● 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’ ● The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Coordinating RRST and BAS implementation ○ Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers ○ Monitoring implementation of the Literacy strategy ○ Being a participant in professional learning ○ And insisting on alignment to Division standard ● The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Include a designated pool to support release time for teachers for PD directly associated with Education Plan priorities ○ Provide training and Professional Development for Principals ○ Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers) ○ Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers 	4
<ul style="list-style-type: none"> ● Education Services will establish a Content Selection Team to: <ul style="list-style-type: none"> ○ Set guidelines for classroom libraries, ○ Establish grade level alignment of titles used for instructional purposes (particularly titles designed to acknowledge indigenous learners) ○ Provide guidance of OverDrive collection development intended both for instructional purposes and reading for pleasure purposes 	5

Division Priorities and Strategies Aligned Under Alberta Education Outcomes

OUTCOME ONE: Alberta's Students are successful.

Address the Diversity of Student Needs

Addressing the Diversity of Student Needs is everyone's responsibility.

- Division administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)
- Division administration will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support for Tier 2 and 3 students
- Division and School level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:
 - A teacher-counsellor to coordinate Division counselling
 - Two Division First Nation, Metis and Inuit Liaisons
 - Site based "success coaches"
 - Site based high school completion liaisons

Student-Teacher Relationships

Student-Teacher Relationships are everyone's responsibility.

- Division High Schools will continue to address the principles of Moving Forward with High School Redesign. Site based strategies may include but are not limited to:
 - Teacher Advisory structures to support student-teacher relationships
 - Use of MyBluePrint as a tool to organize and plan for student success

Numeracy

Everyone is a teacher of Numeracy.

- The Numeracy strategy will continue to be guided by a Numeracy Steering Committee
- All schools administer the Math Intervention and Programming Instrument (MIPI) in grades 2 through 9, (and maybe grade 10), during September
 - 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.

Literacy

Everyone is a teacher of Literacy.

- The Literacy strategy will continue to be guided by a Literacy Steering Committee
- 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.
- All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable Division standard.
- Financial support will be designated to maintain the Junior High Reading Project (\$10,000)

OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.

Address the Diversity of Student Needs

Addressing the Diversity of Student Needs is everyone's responsibility.

- Division administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)
- Division administration will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support for Tier 2 and 3 students
- Division and School level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:
 - A teacher-counsellor to coordinate Division counselling
 - Two Division First Nation, Metis and Inuit Liaisons
 - Site based "success coaches"
 - Site based high school completion liaisons

OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.

Address the Diversity of Student Needs

Addressing the Diversity of Student Needs is everyone's responsibility

- Division administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)
- Division administration will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support for Tier 2 and 3 students
- Division and School level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:
 - A teacher-counsellor to coordinate Division counselling
 - Two Division First Nation, Metis and Inuit Liaisons
 - Site based "success coaches"
 - Site based high school completion liaisons

Student-Teacher Relationships

Student-Teacher Relationships are everyone's responsibility.

- Staff deployment and programming structures will focus on transitions from:
 - Elementary to Junior High
 - Junior High to Senior High
- Schools will implement the Mental Health Literacy project, guided by and supported by the Division Coordinator of Counselling
 - Related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model.

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

Address the Diversity of Student Needs

Addressing the Diversity of Student Needs is everyone's responsibility

- Division administration will continue to assign roles within Division lead teacher / coordinator assignments to:
 - Orient and support new teachers to PHPS
 - Support classroom teachers' implementation of Universal Design for Learning principles
 - Coordinate Numeracy and Literacy strategies

Student-Teacher Relationships

Student-Teacher Relationships are everyone's responsibility.

- See below: Principal's role and the Professional Development Plan.

Numeracy

Everyone is a teacher of Numeracy.

- Division administration will explore ways to assign time within Division lead teacher / coordinator assignments to support coordination of the Numeracy strategy.
 - A Numeracy coordinator role will support and develop teachers' capacity to provide effective math instruction in especially grades 4-6. Note that the job description will naturally evolve as a Division standard for math instruction is defined.

Literacy

Everyone is a teacher of Literacy.

- Division administration will continue to assign roles within Division lead teacher / coordinator assignments to support a literacy coordinator
 - The literacy coordinator's role will be to support and develop teachers' capacity to achieve the Division standard. Note that the job description will naturally evolve to align to the shifted focus of the strategy.
- 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:
 - 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'

Strategies under Outcome Four impacting multiple division priorities:

- The principal's role is to:
 - 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
 - Participate in professional learning
 - Ensure implementation and alignment of Literacy strategies by:
 - Coordinating MIPI implementation
 - Facilitating collaboration between the coordinator and classroom teachers

- Monitoring implementation of the Numeracy strategy
 - Ensure implementation and alignment of Literacy strategies by:
 - Coordinating RRST and BAS implementation
 - Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers
 - Monitoring implementation of the Literacy strategy
 - Being a participant in professional learning
 - And insisting on alignment to Division standard
- The comprehensive professional development plan will be intentionally designed to:
 - Include a designated pool to support release time for teachers for PD directly associated with Education Plan priorities
 - Support the Diversity and Relationships strategies to:
 - Provide training and Professional Development for Principals
 - Develop teachers' capacity to support the diversity of learners in our schools
 - Support implementation of the Mental Health Literacy Project
 - Support implementation of Moving Forward With High School Redesign
 - Support the Numeracy strategy to:
 - Be responsive to emerging needs of grade 4-6 teachers (as observed by the coordinator, principal, and teachers)
 - Support a Community of Practice of grades 7-9 Math teachers
 - Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers
 - Support the Literacy strategy to:
 - Provide training and Professional Development for Principals
 - Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)
 - Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers

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

Literacy

Everyone is a teacher of Literacy.

- Education Services will establish a Content Selection Team to:
 - Set guidelines for classroom libraries,
 - Establish grade level alignment of titles used for instructional purposes (particularly titles designed to acknowledge indigenous learners)
 - Provide guidance of OverDrive collection development intended both for instructional purposes and reading for pleasure purposes