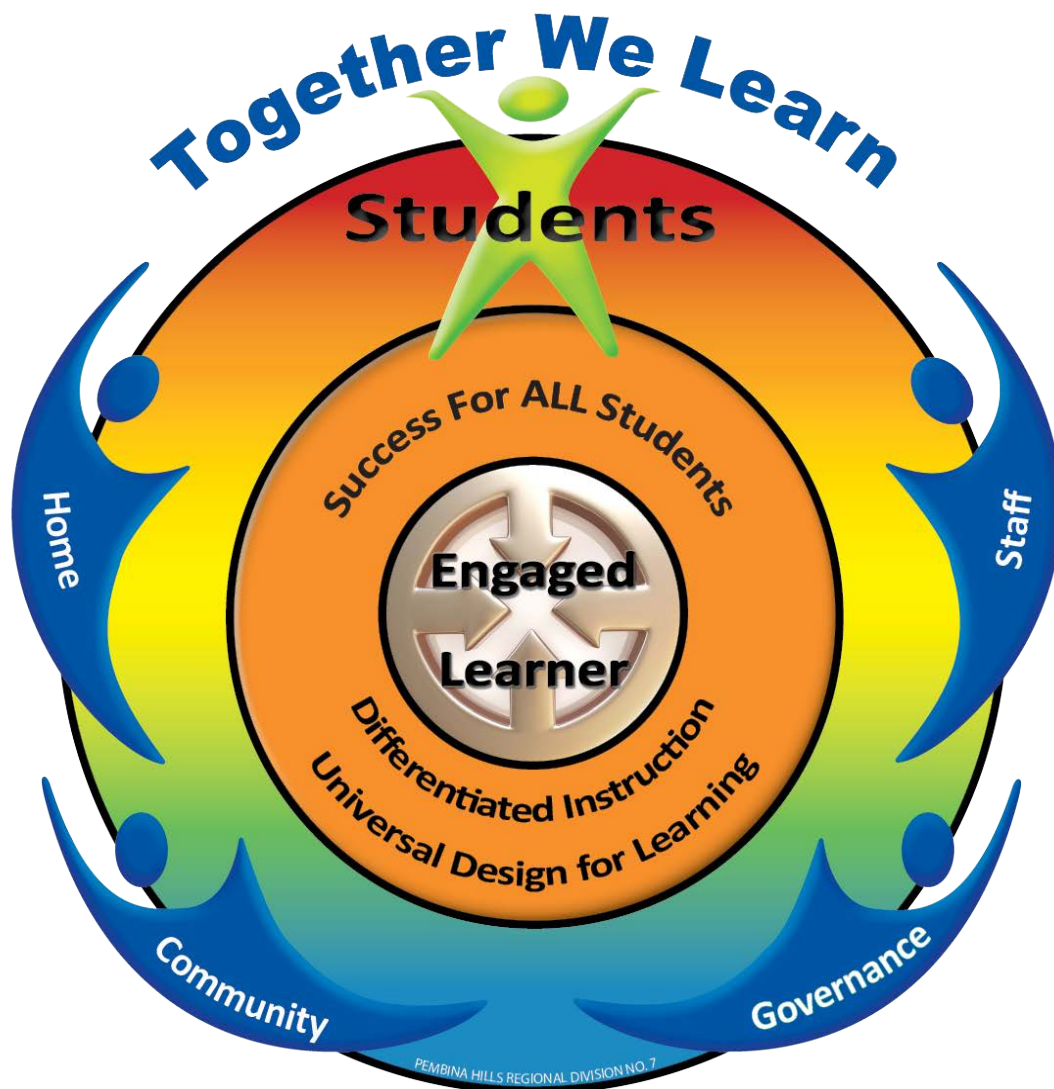# Pembina Hills Regional Division Three Year Education Plan / Annual Education Results Report, 2014-2017

NOTICE

PHRD has selected to use the combined Ed Plan / Annual Education Results Report format.
The **Education <u>Plan</u>** portion of this document was approved by Board Motion: **6286/06/14**
The **Education <u>Results</u>** portion of this document was approved by Board Motion: **6386/11/14**

Please Note: This is a combined document, and it has been structured to align with the 2014/2015 – 2016/2017 Alberta Education 3 year plan template.

<u>**Electronically Available Reports:**</u>

- PHRD's combined <u>Annual Education Results Report and Education Plan</u> is electronically available at the following web address:

  o **www.phrd.ab.ca/documents/general/2014-2015EducationPlan.pdf**

- A short <u>Summary of the AERR</u> is electronically available at:

  o **http://www.phrd.ab.ca/Annual%20Reports.php**

- The <u>Summary of Financial Results</u> is electronically available at:

  o **www.phrd.ab.ca/documents/general/2013-2014AFS.pdf**

- PHRD's <u>Performance Measure Results</u> are electronically available at:

  o **www.phrd.ab.ca/documents/general/2013-2014PerformanceMeasureResults.pdf**

- The jurisdiction <u>Class-Size report</u> is available at:

  o **http://www.phrd.ab.ca/Annual%20Reports.php**

- <u>School Annual Reports and Education Plans</u> are listed by school at:

  o **www.phrd.ab.ca/Schools.php**

This Education Plan / Annual Education Results Report has been compiled by Mark Thiesen, Assistant Superintendent – Education Services, Pembina Hills Regional Division

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Accountability Statement

The Annual Education Results Report for the **2013-2014** school year and the Education Plan for the three years commencing **September 1, 2014** for **Pembina Hills Regional Division** were prepared under the direction of the Board in accordance with its responsibilities under the *School Act and* the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2013/2014 school year and the Three Year Education Plan for 2014-2017 on November 20, 2014.

Kim Webster
Board Chairman

Colleen Symyrozum-Watt
Superintendent of Schools

Parental Involvement

School Council Regulation (Alberta Regulation 113/2007)
> **Responsibilities of Board**
> **13(1) A board must provide the school Council with an opportunity to provide advice on the development of the school's**
> > **(a) Mission, vision and philosophy,**
> > **(b) Policies,**
> > **(c) Annual education plan,**
> > **(d) Annual results report, and**
> > **(e) Budget.**

In reference to the above Section 13(1): All Schools within PHRD have elected and well established School Councils that meet regularly and are actively involved with the development of their School's Education Plan. All principals have been directed to engage their School Councils in the development of the School Education Plan. This involvement is reviewed twice annually by the Superintendent. School Education Plans are in line with the Division Education Plan which is reviewed during the annual Partnership Planning Day. This event involved the community at large, all School Councils and all school principal's. The Education Plan for the Schools and Division reflects the responsibilities described by points 13(1) a, b, c, d, and e.

> **(2) A board must provide the school Council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures.**

In reference to section 13(2): The Division publishes School and Division results on the PHRD website. The results of provincial testing programs and all Provincial measures are presented by Principals to their School Councils. Input and feedback are requested and used in the development of strategies that will aid the school in achieving its desired improvement goals. The Superintendent or designate prepares accountability measure updates for the elected Board Trustees throughout the planning and reporting cycle. School administration present school data to respective Councils each Fall.

> **(3) A board must at all reasonable times allow the school Council free and full access to timely and accurate information of the board that is publicly available, including board policies and minutes of board meetings.**

In reference to section 13(3): The Board provides monthly updates to the public, including School Councils, through its monthly meetings and also by holding 1 meeting per month in selected schools within the Division. The Board minutes and motion are posted bi-monthly on the Division website and are accessible by any member of the public. Board policies and Administrative Procedures are posted and maintained on the PHRD website as well.

Section 1: Jurisdiction Context

Historical Background

Pembina Hills Regional Division No. 7 came into legal existence on January 1, 1995 as part of the provincial regionalization initiative. The three predecessor Boards to Pembina Hills: Westlock School Division No. 37, County of Barrhead No. 11 and Swan Hills School District No. 5109, voluntarily united to form Pembina Hills Regional Division No. 7. The voluntary nature of the union helped lay the groundwork for the spirit of co-operation and independence that exists today. It is notable that the Barrhead-Westlock area was part of Pembina School Division No. 37 prior to 1947 when Pembina School Division No. 37 split to form Barrhead School Division and Westlock School Division. Barrhead formed a County in 1959 while Westlock remained as a School Division. The first school district in Swan Hills (Oil Hills School District No. 5109) was formed in 1959. Until July 2014, public school services were provided through sixteen community schools. An Outreach and Virtual School program were established in September 1996.

Over time, some of the smaller schools in Pembina Hills have been closed and or consolidated due to declining student enrolment. In 2007, the Vimy School junior high program was closed. In 2008, the Vimy K-6 school was closed and students were subsequently directed to the Eleanor Hall School in Clyde. The old Eleanor Hall school was demolished and a new school opened in 2008. In 2008, the Meadowview K-6 school was closed and families in the area southwest of Barrhead became part of the Barrhead attendance area. In 2011, the Fort Assiniboine high school program was closed; students in grades 10-12 were directed to Barrhead Composite High School. In 2014, the junior high school in Jarvie and the K-6 W.R. Frose school in Fawcett were closed. Also in 2014, the Dapp K-6 school was converted to a K-9 program and renamed the Pembina North Community School. Modular classrooms were added and the site will be receiving major restructuring and renewal in 2014-2015. The K-9 Pembina North Community School's attendance area will include families from the communities North of Westlock including those previously served by the Jarvie and W.R. Frose schools. In July 2014, construction began on a new school in the hamlet of Neerlandia. It is scheduled to be opened in September 2017 and will replace the old Neerlandia school building.

Socio-Economic Factors

The large geographic area in central Alberta, which contains Pembina Hills Regional Division No. 7, includes the industrial Town of Swan Hills, the historic farming community of Fort Assiniboine, the agricultural/government service centers of Barrhead and Westlock, and the farming communities of Fawcett and Flatbush.

The agricultural communities of Barrhead and Westlock are essentially service centers for government and agriculture. The immediate surrounding areas contain some of the richest farmland in Alberta. As one travels north and east from Westlock, and west from Barrhead, farming generally changes from grains to mixed farming. The lumber industry forms a significant part of the Fort Assiniboine-Swan Hills corridor. Gas exploration and extraction is interspersed throughout, while oil extraction is concentrated in Swan Hills.

Demographics

The population base of the region is very stable but aging with approximately 25% of the population in the "seniors" category. The region contains few visible minorities or aboriginals. The Barrhead-Westlock region has been immune from the "boom-bust" cycles of single resource communities such as Swan Hills. Swan Hills continues to be dependent on the future of its oil fields and waste treatment plant. A significant change in either of these industries would reflect a dramatic change to the town population.

The stability of consistent student enrolment in the early 90's changed in 1995. Enrolment in community schools has decreased by 1302 students from 1994-95 (K-12 enrolment – 5,357) to 2013-2014 (K-12 enrolment – 4,055).

Overview of Education Services and Facilities in Pembina Hills Regional Division

Pembina Hills Regional Division currently delivers educational services to the municipalities of Swan Hills, Woodlands County, County of Barrhead, Town of Barrhead, Westlock County, Town of Westlock, Village of Clyde, the south eastern portion of M.D. of Big Lakes and the southern portion of the M.D. of Lesser Slave River.

Pembina Hills Regional Division has fourteen schools. The Barrhead Composite High School in Barrhead has four feeder schools: Fort Assiniboine, Neerlandia Public Christian, Barrhead Elementary and Dunstable. RF Staples High School in Westlock also has four feeder schools: Pembina North Community School, Westlock Elementary, Busby and Eleanor Hall. The high schools in Barrhead and Westlock also operate off-site Outreach Schools. Swan Hills is a stand-alone K-12 school. Sunniebend and Hillman are Hutterite Colony schools. Neerlandia's school has an alternate public program focusing on nondenominational Christian Education. The Vista Virtual School provides direct teacher instruction from a distance using online and print services from Alberta Distance Learning Center and has service centers in Barrhead, Edmonton, Calgary and Lethbridge.
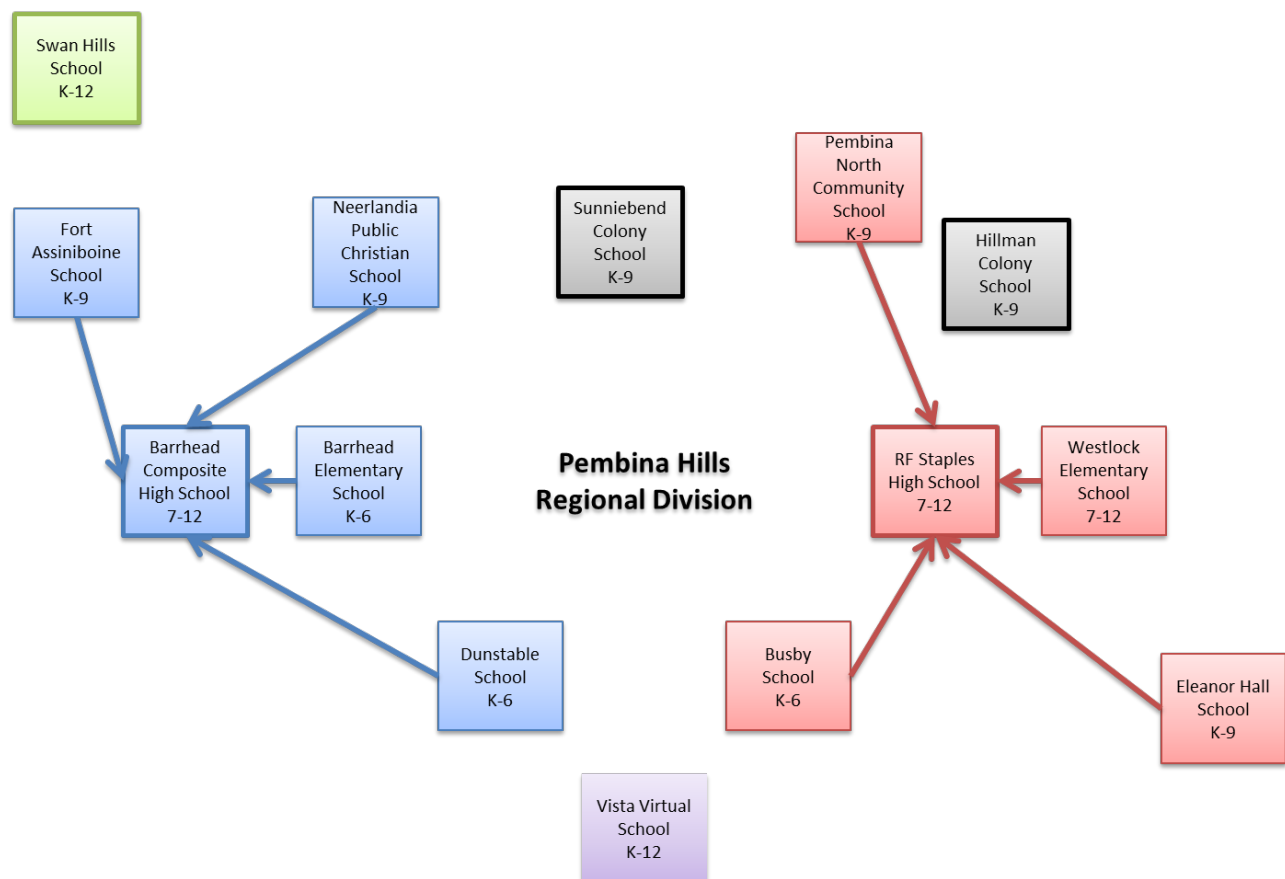
In addition to the public school services, the geographic area of Pembina Hills also contains The Evergreen Catholic Division St. Mary School in Westlock and the private Covenant Canadian Reformed School in Neerlandia. The public school system provides transportation services for students to the separate and private schools.

In June 1997, Pembina Hills assumed operating responsibility for the Alberta Distance Learning Centre, a school that serves all Alberta school districts and divisions. The Service Agreement with Alberta Education for Pembina Hills to manage and administer the Alberta Distance Learning Center was renewed in 2014 to extend through the 2015-2016 school year.

Education Planning and Reporting Process

The Education Planning cycle in PHRD began again in the Fall of 2013 with a Superintendent's dialogue with students about their perspectives on "Engagement" and "Success for All Students". A conversation occurred with representative students at each school. Students were asked to describe their experiences, thoughts and needs related to classroom instruction and environment. School Councils were engaged in a similar dialogue using parallel questions. The 'voice' of the students, thus collected, was shared at a partners planning meeting in January 2014. Members of the community at large, School Councils, school administration, teachers and students gathered to further examine the notions of Engagement and Success for All Students.

The concepts of Engagement and Success for All Students remained central to the Board's discussions with administration about Priorities and key strategies. The perspective of teachers and Administration maintained "Universal Design for Learning" (UDL) as a guiding Framework well suited to the needs expressed by our students, parents and teachers. An important element of UDL addresses the differentiated needs of students in an inclusive learning environment. The focus on enhanced Inclusive practices has positioned PHRD well for involvement in the changes associated with Inspiring Education, including especially Curriculum Redesign.

The information from this collaborative consultation process was considered along with the data from previous Annual Education Results Reports, needs expressed by School Administrations, and needs identified by Division Administration. The Board of Trustees then set the focus for 2014-2017, illustrated by the graphic below. The Board's Priorities for 2014-2017 are a continuation of the Priorities from the previous year and are as follows:

- **The Engaged Learner**
  - o This central focus captures the Board's intent that all participants in the education system need to become Engaged Learners. The students will be engaged when their teachers, administration, and parents demonstrate commitment to learning. This concept is central to the Board's motto; "Together we Learn". This aligns specifically with the **Inspiring Education** notion of En**gaged Learners**.

- **Success for ALL Students**
  - o This priority captures the desire of the Board that all students achieve success relevant to their grade level, ability and individual needs. Under this priority the Board envisioned strategies to support learners in the inclusive learning environment of our rural schools. This aligns well with the **Inspiring Education** notions of **Ethical Citizenship** and an **Entrepreneurial Spirit**.

- **Universal Design for Learning and Differentiated Instruction**
  - o This priority recognizes the value and importance of designing instruction and assessment in ways that are accessible to EVERY child. Under this priority the Board envisioned strategies that would enhance educators' capacities to design and deliver instruction.

PHRD Foundation Statements

Pembina Hills Regional Division's mandate is to deliver an education program consistent with the Alberta School Act.

Our purpose is to ensure the delivery of an excellent education to our students so they become good citizens who contribute to society.
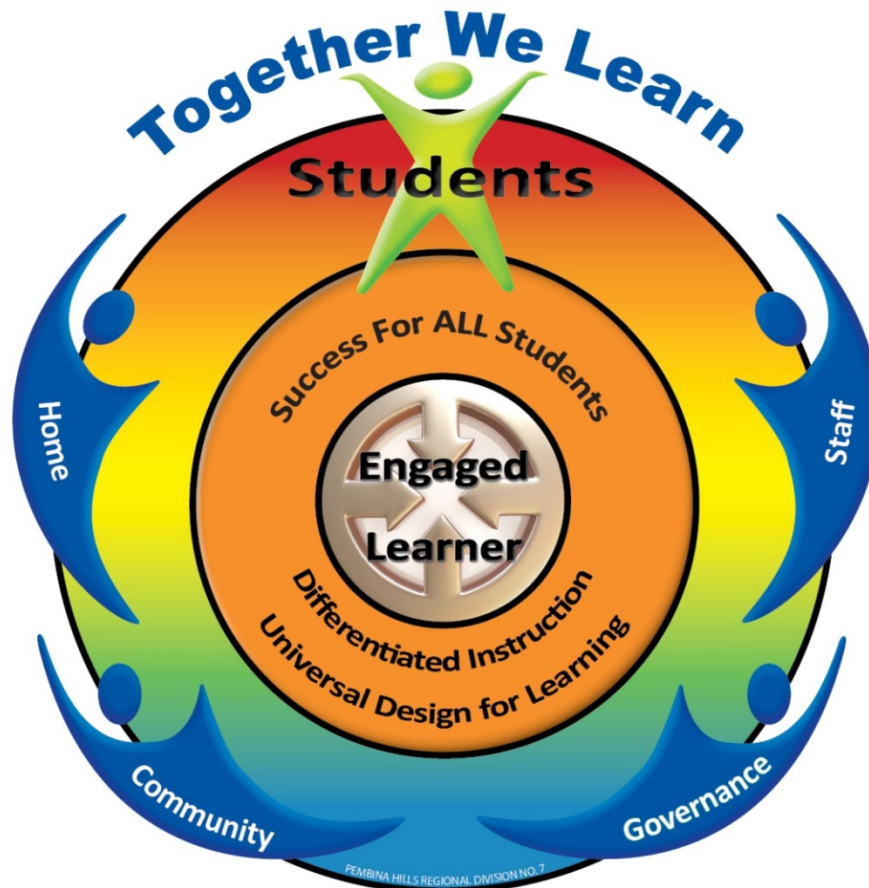
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School Annual Reports and Education Plans are listed by school at: **www.phrd.ab.ca/Schools.php**

Section 2: Provincial, Jurisdictional and School Goals, Outcomes, Measures, and Strategies

Outline of Goals and Outcomes for 2014-2015

Bold, black text usually represents <u>Goals</u> and <u>Outcomes</u> defined by Alberta Education.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> and <u>Strategies</u> defined by the Jurisdiction

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Goal 1: An Excellent Start to Learning

Engaged Learners   **Success for ALL Students**

Outcome 1.1 **This was a new goal in 2013-2014** (There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.)

Goal 2: Success for Every Student

Engaged Learners   **Success for ALL Students**
Universal Design for Learning / Differentiated Instruction

Outcome 2.1 **Students achieve student learning outcomes.**

Outcome 2.2 **Students demonstrate proficiency in literacy and numeracy.**

Outcome 2.3 **Students demonstrate citizenship and entrepreneurship.**

Outcome 2.4 **The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.**

Goal 3: Quality Teaching and School Leadership

Engaged Learners   **Success for ALL Students**

Outcome 3.1 **Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.**

Outcome 3.2 **Classroom assessment is balanced between assessment for learning and assessment of learning.**

Goal 4: Engaged and Effective Governance

Engaged Learners   **Success for ALL Students**

Outcome 4.1 **The education system demonstrates collaboration and engagement.**

Outcome 4.2 **Students and Communities have access to safe and healthy learning environments.**

Outcome 4.3 **The jurisdiction demonstrates sound fiscal management, considering the needs of the community.**

REPORTING ON 2013-2014

PHRD Priority: ENGAGED LEARNERS
Success for ALL Students / Universal Design for Learning / Differentiated Instruction

Focused Jurisdiction Strategies Include:

I. **PHRD will <u>enhance school administrators' instructional leadership capacities</u> through a PD plan framed by a Professional Learning Community model.**

II. **<u>Principal-led Professional Learning Communities at each school</u> will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.**

III. **Under the framework of <u>Universal Design for Learning</u>, PHRD will sustain and refine the concepts and applications of teaching and learning in an <u>inclusive environment.</u>**

IV. **PHRD will continue to build capacity for delivering programs in alternate ways including programs shared by schools, delivery by Video Conference, the use of distance learning resources and partnerships, and off-campus and CTS programs. (<u>The 'One School' concept</u>). The intent is to align programs and expand options thereby providing students with flexible learning opportunities.**

Measures				
Supporting data	**2012**	**2013**	**Target for 2014**	**Results: 2014**
A vital source of feedback regarding these four strategies will be the continuous dialogue with and between school and senior administration. The superintendent's school visits represent a semi-formal collection of this dialogue.				
2.1a Overall achievement on diploma examinations. (Diploma Acceptable)	Oct 2012: **78.5%**	Oct 2013: **84.6%**	**87%**	Oct 2014: **85.3%**
2.2a Overall achievement on Provincial Achievement Tests. (PAT Acceptable)	Oct 2012: **72.0%**	Oct 2013: **72.6 %**	**80%**	Oct 2014: **74.7%**
2.1b High school completion rate (3 years).	May 2012: **76.0%**	May 2013: **72.9 %**	**77%**	May 2014: **71.8%**
2.1c Annual dropout rate of students aged 14 to 18.	May 2012: **5.4%**	May 2013: **6.8 %**	**5%**	May 2014: **4.8 %**
2.1m Number of credits achieved by grade 10-12 students (not including Vista Virtual school) taking a course using one or more of the following types of supports: course delivered to multiple sites, course supported by team-teaching resources from ADLC, etc)	July, 2012, reflecting 2011-12: **2,717**	July, 2013, reflecting 2012-13: **4,888**	Due to changes to service delivery and registration processes, similar data is not available. This measure will be removed in subsequent plans.	
3.1a Overall teacher, parent and student satisfaction with the overall quality of basic education.	May 2012: **90.2%**	May 2013: **90.1%**	**91%**	May 2014: **89.6 %**
3.1b 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.	May 2012: **79.6%**	May 2013: **78.2%**	**82%**	May 2014: **77.8 %**
PHRD Satisfaction Survey Summary of themes: Satisfaction with Instruction and Overall Quality of Education	**See charts below**		**Improvement**	**Improved**

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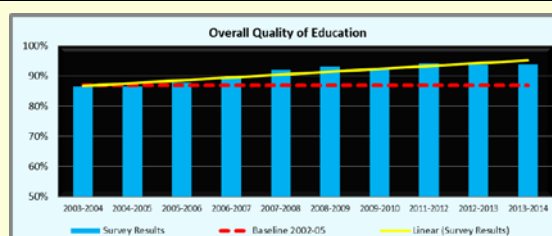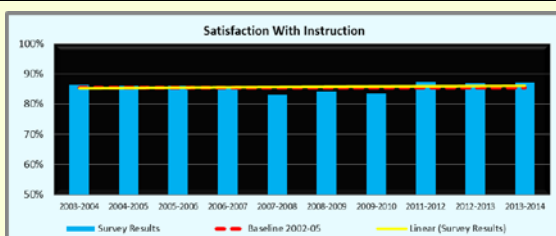
PLANNING FOR 2014-2015

PHRD Priority: ENGAGED LEARNERS

Success for ALL Students / Universal Design for Learning / Differentiated Instruction

Focused Jurisdiction Strategies Include:

I. PHRD will **enhance school administrators' instructional leadership capacities** through a PD plan framed by a Professional Learning Community model.

II. **Principal-led Professional Learning Communities at each school** will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.

III. Under the framework of **Universal Design for Learning**, PHRD will sustain and refine the concepts and applications of teaching and learning in an **inclusive environment.**

IV. PHRD will build capacity and readiness to implement key elements of **Inspiring Education,** particularly **Curriculum Redesign** and **High School Redesign.**

Measures				
Supporting data	**2012**	**2013**	**2014**	**Target for 2015**
A vital source of feedback regarding these four strategies will be the continuous dialogue with and between school and senior administration. The superintendent's school visits represent a semi-formal collection of this dialogue.				
2.1a Overall achievement on diploma examinations. (Diploma Acceptable)	Oct 2012: **78.5%**	Oct 2013: **84.6%**	Oct 2014: **85.3%**	**87%**
2.2a Overall achievement on Provincial Achievement Tests. (PAT Acceptable)	Oct 2012: **72.0%**	Oct 2013: **72.6 %**	Oct 2014: **74.7**	**80%**
2.1b High school completion rate (3 years).	May 2012: **76.0%**	May 2013: **72.9 %**	May 2014: **71.8%**	**75%**
2.1c Annual dropout rate of students aged 14 to 18.	May 2012: **5.4%**	May 2013: **6.8 %**	May 2014: **4.8%**	**4.5%**
3.1a Overall teacher, parent and student satisfaction with the overall quality of basic education.	May 2012: **90.2%**	May 2013: **90.1%**	May 2014: **89.6 %**	**91%**
3.1b 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.	May 2012: **79.6%**	May 2013: **78.2%**	May 2014: **77.8 %**	**80%**
PHRD Satisfaction Survey Summary of themes: Satisfaction with Instruction and Overall Quality of Education	**See charts below**			**improvement**

Bold, black text usually represents Goals and Outcomes defined by Alberta Education.
Red text indicates Alberta Education Accountability Pillar measures.
Blue text represents Outcomes, Measures, Priorities and Strategies defined by the Jurisdiction.

Goal 1: An Excellent Start to Learning

Outcome 1.1 *There are no <u>required</u> performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.*

<u>Jurisdiction Strategies</u>

➢ **PHRD will develop meaningful measures that describe early education program effectiveness.**

➢ **PHRD will continue to support and facilitate an effective Early Learning program in support of Program Unit Funded (PUF) children, pre-school aged children and children with mild/moderate needs, and their parents.**

   o **(Added in 2014)** Early Learning programs will become progressively more community focused as we move toward a broader vision for programming effectiveness for students aged 3-6.

   o PHRD's Early Learning team will develop, implement and assess early education programs in collaboration with school and community supports.

   o PHRD's Early Learning team will liaise and communicate between service partners, schools and parents.

   o PHRD's Early Learning team will provide supervision and training of Early Childhood Program staff.

➢ **PHRD Kindergarten teachers will collaborate to share best practices, co-develop learning tools and discuss student achievement expectations.**

➢ **To improve early identification of student needs (consistent with an RTI model) and reduce the demands on professional resources, we are examining the implementation the Early Years Evaluation (EYE) for our ECS classrooms.**

➢ **Early Literacy Strategy:**

   o PHRD elementary schools will have three options to support 'at risk' readers in primary grades. These options will continued to be supported based on an allocation aligned to 12.5% of the grade 1 and 2 enrollment. ERI = Early Reading Intervention. LLI = Levelled Literacy Intervention.

      ▪ Continue with ERI. The school's ERI funding would be allocated to FTE as has been done in previous years

      ▪ Implement ERI with a transition to LLI. The school's ERI funding would be allocated to FTE as has been done in previous years. The school would use the year for teachers to learn the process from others, and to acquire the resources over time using site based resource budgets

      ▪ Implement LLI in replacement of ERI. The school's ERI funding would be allocated to support the acquisition of resources and for teacher training / implementation time at the discretion of the school.

<u>Commentary on Results</u> (July, 2014)

Early Education programs are gaining prominence in PHRD communities. They are experiencing waiting lists or approaching their limits. Several students who were coded 'severe' when they entered the program are no longer considered severe. A few are still 'mild/moderate' and a few no longer require any code at all. Growth in this program area has necessitated a subtle and purposeful restructuring to develop coordinated community level support for pre-school aged children. The Early Learning team is developing a vision for coordinated Early Childhood Programing for children aged 3-6, including kindergarten. This vision will developed and actualized over the coming years.

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Goal 2: Success for Every Student

Goal 2: Success for Every Student

Outcome 2.1 Students achieve student learning outcomes.

Accountability Pillar Measures: PDE Acceptable and Excellence

2.1a   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).

Results			Most Recent Evaluation (October, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
A 85.3%	A 86.0%	81.5%	Intermediate	Improved	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		
E 19.0%	E 12.9%	13.2%	High	Improved Significantly	Good			

Accountability Pillar Measures

2.1b   High school completion rate of students within three years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
71.8%	72.9%	73.3%	Intermediate	Maintained	Acceptable	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures: Drop Out rate

2.1c   Annual dropout rate of students aged 14 to 18.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
4.8%	6.8%	6.4%	Intermediate	Improved Significantly	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures: Transition Rate (6 yr)

2.1d   High school to post-secondary transition rate of students within six years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
52.2%	52.0%	51.4%	Intermediate	Maintained	Acceptable	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures: Rutherford Scholarship Rate (Revised)

2.1e   Percentage of Grade 12 students eligible for a Rutherford Scholarship.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
63.9%	63.6%	60.2%	High	Improved Significantly	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

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Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams)

2.1f   Percentage of students writing four or more diploma exams within three years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
39.4%	46.8%	46.8%	Low	Declined	Issue	46.8%	48%	50%

Jurisdiction Measures (View Measurement data in Section 3)

2.1g   Percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence in courses tested by Provincial Diploma Exams. Using final marks (combining school and exam marks).

2.1h   Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

2.1i   Number and Percentage of students qualifying for provincial extracurricular events.

2.1j   Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

2.1k   Number of coded students who graduate.

2.1l   Percentage of students with Individual Program Plans (I.P.P).

Jurisdiction Key Strategies
- ➤ **PHRD will enhance school administrators' instructional leadership capacities through a PD plan framed by a Professional Learning Community model.**
  - o PHRD's school administrators will be engaged in an Administrator's Professional Learning Community that will be integrated into monthly Admin Association meetings.
  - o PHRD's senior administration will provide intentional and timely support for school Administrators.
  - o New school administrators will be supported with mentorship and specific training.
- ➤ **Principal led Professional Learning Communities at each school will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.**
  - o PHRD's community school calendar has been designed to include:
    - ▪ 1 day in late September to analyze data relevant to student achievement and to use this data to refine the Schools' Education Plans.
    - ▪ 6 Early Dismissals during the year with the intent to provide focused time for school based professional learning community discussions.
    - ▪ 1 day in mid-April for School Based Planning in consideration of the Board's Priorities and the specific needs identified by the school staff relative to their learning environment and to align site based strategies with jurisdiction supports.
- ➤ **Under the framework of Universal Design for Learning, PHRD will sustain and refine the concepts and applications of teaching and learning in an inclusive environment.**
  - o The Universal Design for Learning framework provides a guideline for educators to develop and deliver accessible instruction such that students are provided with:
    - ▪ Multiple means of Representation
    - ▪ Multiple means of Action and Expression
    - ▪ Multiple means of Engagement
  - o Education Services administrators will continue with the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.
    - ▪ This service model will supplemented for foundational centralized services pooled with funding from the Regional Collaborative Service Delivery process to create an Inclusion Success Pool from which resources will be distributed:

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- Base funding would come from the RCSD model. RCSD money has specific parameters.
- The PHRD operating reserve will contribute to the pool, thereby increasing the quantity of available services.
- Schools that wish to pay for additional services to address specific needs, would determine their contribution and define their need to the Director of Student Services.
- PHRD will acquire and position specialized staff aligned with the conditions defined by RCSD and the requested services from schools.

- PHRD seeks to create the necessary environment of support required to enable all PHRD students to realize success learning in **an inclusive education** setting. PHRD's Education Services department has a key role to play and several strategies are associated with the work of this department in PHRD.

  - PHRD Education Services will continue to deliver SLP and OT services through shared human resources with Alberta Health and Aspen Collaborative Services.
  - PHRD Education Services will continue to facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).
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  - **(New in 2014-2015**) PHRD Student Services and the RINUW committee (Recruiting In New and Unusual Ways) will collaborate to facilitate a training program for School Based Teams and especially program assistants using a Community of Practice Professional Learning Plan.
    - 0.25 FTE will be assigned to a support certificated coach and 0.25 FTE will be assigned to a program assistant support coach.
    - A scheduled series of professional discussions will occur between school designated staff. The dialogue will focus on specific students with varying degrees of behavior issues.
    - This model and plan will be reviewed at Administrators' Association meetings several times during the year.

➢ **PHRD will to build capacity and readiness to implement key elements of <u>Inspiring Education</u>, particularly <u>Curriculum Redesign</u> and <u>High School Redesign</u>**
  - PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of Education (focusing on Division 2, 3 and 4).
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    - PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.
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- PHRD will continue to support the involvement of Division 1 teachers who expressed interest and became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.
    - Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.
  - PHRD Education Services will direct the work of Collaboration Lead Teachers:
    - The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.
  - PHRD will distribute to schools a discretionary fund :
    - This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

- **Early Literacy Strategy:**
  - PHRD elementary schools will have three options to support 'at risk' readers in primary grades. These options will continued to be supported based on an allocation aligned to 12.5% of the grade 1 and 2 enrollment.
    - Continue with ERI. The school's ERI funding would be allocated to FTE as has been done in previous years
    - Implement ERI with a transition to LLI. The school's ERI funding would be allocated to FTE as has been done in previous years. The school would use the year for teachers to learn the process from others, and to acquire the resources over time using site based resource budgets
    - Implement LLI in replacement of ERI. The school's ERI funding would be allocated to support the acquisition of resources and for teacher training / implementation time at the discretion of the school.

Jurisdiction Maintenance Strategies

- PHRD will continue to refine and enhance professional learning by fostering innovation, supporting growth and nurturing leadership.
  - PHRD's New Teacher Orientation program will include a training session to introduce teachers to the resources available through ADLC.
  - Jurisdiction Professional Development will be focused on professional learning opportunities that support teacher application of the concept and elements of Inspiring Education.
  - Jurisdiction Professional Development Days will be structured to facilitate Teacher Collaborative group interactions.
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  - PHRD Education Services will coordinate and facilitate local marking of the English Language Arts, Part A, grade 3, 6 and 9, Provincial Achievement tests.
  - PHRD Student Services will coordinate Program Assistant training on jurisdiction PD Days.
  - PHRD's Human Resources advisory committee, 'Recruiting in New and Unusual Ways" (RINUW) will continue to focus on recruiting the best possible teachers, recruiting for leadership, and providing the supports to nurture leadership talent.

PHRD recognizes the Alberta Education High School Completion Strategic Framework as a valuable resource for supporting jurisdiction strategies for increasing High School Completion. Several jurisdiction strategies align with the 5 strategies identified in this framework:

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Strategy 1: Personalized Learning: *"Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students."*

➢ PHRD schools use a variety of opportunities to individualize instruction for students that include but are not limited to: Outreach programs, blended learning that includes online, off-campus and or Outreach, customized timetables, online Learning Centers staffed to provide specialized support, High School Completion Liaisons, FNMI Liaisons, counselling programs, and more.

Strategy 2: Successful Transitions: *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."*

➢ PHRD will apply for Dual Credit grant support for the Wabash Welding partnership as well as other Dual Credit opportunities that support successful transitions.

➢ PHRD high schools will continue to support students in off-campus learning opportunities.

➢ PHRD will continue to support the integration of Outreach programs in Westlock and Barrhead with their local high schools.

Strategy 3: Collaborative Partnerships: *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."*

➢ PHRD's Education Services maintains partnerships with local and regional service providers.

  o PHRD continues to partner with the Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF), which is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care.

  o PHRD will participate in a partnership with Family Supports For Children With Disabilities (FSCD), to provide joint service planning and intervention for children who meet eligibility criteria for both programs.

  o PHRD Education Services will ensure the equity of PUF service to all PHRD schools.

  o PHRD Education Services will maintain the Threat Assessment Procedures, in partnership with community agencies.

  o PHRD Education Services is partnering with the regional FASD network to provide timely diagnostic services in local communities. (This will reduce the need for families to travel to access services, and will provide improved communication with the school regarding educational programming).

  o PHRD's Education Services is part of a pilot project with Alberta education to provide two of the High Schools with a FASD WRAP coach to assist with school completion of students who are affected by fetal alcohol exposure.

  o PHRD will continue to partner with researchers from the Canadian Research Center on Inclusive Education Participation will provide an opportunity for teachers and schools to reflect on the practices that promote excellence through an inclusive setting and instruction.

Strategy 4: Positive Connections: *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."*

➢ High School Completion Liaisons will work with targeted at-risk students in grades 9-12.

  o 1.05 FTE will be distributed to fulfill the role of "High School Completion Liaison's" in support of identified at-risk students in community junior high and senior high schools.

  o Vista Virtual School will continue to support High School completion of their unique student population. A key element of this role is an extensive intact process that involves interviews and conversations with students and parents in the development of a personalized High School program

➢ PHRD Student Services will support the implementation of site specific comprehensive guidance and counseling plans.

➢ The Board has designated a jurisdiction counseling directive ensuring a minimum level of counselor service is available in all PHRD schools.

➢ PHRD's Student Services will continue to engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.

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Strategy 5: Tracking Progress: *"Identify barriers and success factors related to high school completion."*

➢ PHRD's community school calendar has been designed to include 6 Early Dismissals during the year with the intent to provide focused time for school based professional learning community discussions.

    o Several PHRD schools are integrating a collaborative response model for monitoring students in their schools who are identified in a tiered system.

➢ High School Completion Liaisons will work with targeted at-risk students in grades 9-12.

➢ The progress of students with whom the High School Liaisons work will be closely tracked as a group to identify attendance patterns, course completion rates and the impact of suspensions.

Commentary on Results (October, 2014)

The culture of support for students continues to become embedded in our schools. Each of the main high schools in the jurisdiction are examining processes and structures to facilitate more effective direct and indirect supports for students. The opportunities associated with High School Redesign are exposing effective practices from other schools while also stimulating the climate for change. PHRD schools are making adaptations to the way students are grouped in the junior high and high schools. Specifically, cross grade 'homerooms' are being implemented. This implementation is proceeding with caution and care in the interest of establishing a purpose in the structure that is valued and understood by both staff and students.

Our High school students demonstrated significant success in extra-curricular with 126 students (14% of grade 10-12 students) being involved in provincial competitions. This level of success brings spirit and enthusiasm into the schools and communities and invigorates our populations to become and remain active and healthy. School sports integrate well with community sports and our PHRD communities proudly and effectively continue this culture. For instance, Barrhead's Curling Club has become a community of note in the Kraft - TSN Celebration Tour, largely on the strength of its 'little rocks' program for youth. In addition, men's senior baseball has returned to the community drawing crowds to watch the action. In the interest of contributing to healthy communities, PHRD schools value providing opportunities for students to demonstrate excellence in many ways.

PHRD's Accountability Pillar ratings on the Diploma Exam achievement levels are reflective of an improvement trend. The Achievement rating for students achieving the Acceptable standard is Intermediate, has Improved and has an overall evaluation of Good. The Achievement rating for students achieving the standard of Excellence is High, has Improved Significantly and has an overall evaluation of Good.

- This year, the rate at which students achieved the Acceptable level with their EXAM marks are within range of the Provincial rates on 7 courses: ELA30-1&2, SS30-2, Bio 30, Chem 30, Phys 30 and Sci 30

  - PHRD exceeded the province in Math 30-1 and 30-2 .

  - SS 30-1 is the one course that was slightly behind the province.

  - Relative to last year, PHRD results declined in SS30-1 and the relatively new Math 30-1.   PHRD was consistent in both ELA courses, biology and science 30 and demonstrated noticeable improvements in SS 30-2, Math 30-2, Chemistry and Physics.

- When final COURSE Marks are considered, (combining exam marks and the school marks):

  - Students in PHRD achieved success at a similar high rate as in recent years, and at a level on par with the province in 7 of 10 diploma exam courses. In the remaining three courses…

  - PHRD students exceeded the rate at which students achieved the acceptable rate in the province in both Math courses and in Physics. Both Math 30-2 and Physics also demonstrated improved results over the previous year.

  - Each of the science courses also demonstrated an increase in the rate at which students achieve excellence, with Biology, Chemistry and Science 30 demonstrating a three year improvement trend.

- Overall the data describes a very satisfactory set of results, consistent or improved over previous years.

- The increased achievement of excellence in several subjects, and in particular, the sciences is worth celebrating!

- *96.6% of students achieved acceptable standard in the course (all exams combined).*

- Course achievement in the Humanities continues to be strong and consistent.

    - There is a slight caution regarding achievement on Social Studies Exams, but the school mark and final course mark continues to be strong.

- We continue to achieve well in both new Math programs even though the exam results in 30-1 were lower this year, we still exceeded the province.

- Students were successful in all 4 sciences!

    - After being identified as a concern in 2012, the Chemistry exam results have improved both at the acceptable rate and excellent rate for 2 consecutive years.

    - We have narrowed the gap between PHRD and Provincial results in Physics exam results.

    - The achievement at the level of excellence has increased in each of the sciences over several years.

The 3 year <u>High School Completion Rate</u> is currently at **71.8%** , a slight drop from the previous **72.9%** recorded last year. The three year rolling averages reflect the general improvement in this area having increased from 72.5% in 2009-2011 to 73.6% in 2011-2014.   Concurrently, the 4 and 5 year completion rates are also 2-3 % better than in the past. PHRD's achievement is   ==Intermediate==, we have ==Maintained==, and our overall assessment is ==Acceptable==.

We attribute our gain to our focus on supporting students at risk and specifically, the High School Completion Liaison program was designed as an AISI project and has subsequently been collectively supported by school administration. The research and strategic plan to support a specific 'type' of at-risk student has been highly effective. The individualized support, the focus on achievable short term goals, advocacy with staff and community, and committed positive regard for the capacity of the students has helped students achieve more credits each semester which in turn, has given them hope and confidence for the next semester. What is learned in this process has been shared with other workers assigned to support students at risk and successful strategies and approaches are passed between staff. Each year we have added about a dozen more names onto the list of 'completers'. These are students who we believe would not have completed without support. The program philosophy quickly permeated the culture of our high schools and staff has developed an appreciation for and understanding of the risk factors in their students' lives. Many other students have been supported through this advocacy philosophy. Like so many strategies, success is heavily reliant on the people involved. We have noticed an effect when there are administration and or staffing changes. With time, the role is clarified, the skill sets are developed and the strategy resumes its specificity and efficacy.

<u>The Drop-Out Rate</u>: This measure reflects a complex story of PHRD students. The Drop Out rate is significantly impacted by the population of students who while contained within the PHRD cohort of registered students, are served by distance delivery through our Vista Virtual School. Many of these students come with significant risk factors and have chosen the Vista Virtual school as a last chance school, making it more like an Outreach school than a traditional school.

PHRD's Drop-Out Rate improved from **6.8%** in 2011-2012 to **4.8%** in 2012-2013. The figure includes 2,322 students who have chosen Vista Virtual school as their school of choice. Vista Virtual Schools efforts to impact student completions has improved their rate from 12.0% in 2009 to 5.7% in 2013.   The remaining 1,209 students are local and attend the traditional schools in our PHRD communities. The three main high schools have drop-out rates of 1.8%, 3.3% and 1.8%. The Achievement is rated as ==Intermediate==, we have **Improved Significantly**, and our overall assessment is **Good**.

The <u>High School to Post-Secondary Transition Rate</u> (6-year) was rated with an Achievement rating of ==Intermediate== with an Improvement rating as ==Maintained== and an Overall evaluation of ==Acceptable==. The success of PHRD students is considered in many ways and while transition to post-secondary is valued, our communities support and

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value transitions to work as well. This path to success is less quantifiable.

The Rutherford Scholarship Rate has reached an Achievement level of **High**, **Improved Significantly** and achieved an Overall rating of **Good**. This measure also has some complexity because of the inclusion of a high population of Vista Virtual students. The Vista Virtual school represents 1,921 of PHRD's 2,236 eligible students, or about 86%. This is because of a high rate of enrolment of grade 12 students in Vista Virtual School. They choose the school because of its flexibility and quality instruction. 65.2% of the students in Vista Virtual reach a Rutherford scholarship level of achievement. In all, **63.9%** of PHRD school students, including students served by Vista Virtual school, achieved this level of success.

The Diploma Exam Participation Rate has declined in PHRD. The Achievement is rated as **Low**, we have **Declined**, and our Overall assessment is **Issue**. *(Because of the metrics used by Alberta Education to calculate this rate, few Vista Virtual students are included in the PHRD total and therefore have little impact on the summary data).* This measure's historical data in PHRD has fluctuated between 39.4% and 49.4% and is likely related to the availability of program options which become increasingly limited as populations in our schools decline. Each of our high schools are seeking to match programs with student and community interests and values. As mentioned above, while our communities certainly value academic success and post-secondary education and the pre-requisite diploma exam courses required for admission, our communities also value success in other ways including the trades. Our schools and communities continue to support strong CTS programs such as photography, foods, building construction, metal fabrication and cosmetology. The innovative partnerships such as the Dual Credit program with Wabash industries is just one example of this appreciation for success achieved in different ways. Therefore while this measure has declined in 2014, PHRD has not planned any reactive intervention plans.

PHRD believes that while many of the measures reflect High School achievements, this is not just a High School Outcome. All of our schools have been engaged in efforts to ensure that students achieve educational outcomes. The use of Assessment for Learning strategies is intended to impact student engagement and achievement. The use of exemplars has been mentioned by many schools as a key element impacting the achievement of outcomes. When students can see examples of excellent, good and poor quality work, they are clear about their learning path. Celebrating that excellence is a common practice in all schools, with high praise for students who achieve the honor rolls. In addition, educating the whole child means celebrating excellence in other areas as well. Many PHRD students excelled in extra-curricular sports, music, drama and trade-Skill competitions.   The excellence demonstrated by these students sets the standard and the climate of high performance expectations in our schools.

All schools and in particular, our elementary schools are focused on the social emotional well-being of their students as foundation for developing knowledge and skills.   Schools use positive behavior programs to celebrate pro-social behaviors and carefully and individually support students with behavior issues. Many schools have described a growing challenge in supporting the students families with unique social emotional needs. Many teachers and support staff have been trained in a variety of social support programs and learning experiences for students are offered to demonstrate connections to careers and life after school. PHRD schools that transition students from one school to the next, and from one division level to the next, are very conscious and intentional about this process and involve parents, students and support staff to assist in the preparations and actual transitions.

Partnerships with parents occur along-side numerous partnerships with community agencies, all in the interest of guiding students to achieve learning outcomes.   GROWTH Alberta, the RCMP, Health Services and FCSS have all been cited as critical partnerships in support of students. The services provided by PHRD's specialists offer schools and families the individualized supports some students need. Together with the psychologists, FNMI Liaisons, behavior specialists, and intervention coaches, programs such as ERI, Precision Reading, Roots of Empathy and others work to support at-risk students to achieve success.

Finally, along with the excellent work of the counsellors and the High School Completion Liaisons mentioned above, PHRD schools work together to support movement from one school to the next, especially at those critical transitions from grade 6 to 7, and from grade 9 to 10. Schools involve parents whenever possible when planning programs for students.

In summary, PHRD's success with this Outcome has many elements, but at the center is a belief of all staff that they can make a difference if they can find a way to engage the learner.

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Goal 2: Success for Every Student

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy.

Accountability Pillar Measures: PAT Acceptable and Excellence

2.2a   Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Results			Most Recent Evaluation (October, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
A 74.7%	72.6%	72.1%	Intermediate	Improved	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		
E 14.0%	14.1%	14.9%	Low	Maintained	Issue	16%	17%	17.5%

Jurisdiction Measures (View Measurement data in Section 3)

2.2b   Grade 3 writer results at the acceptable standard in English Language Arts reading and writing.

2.2c   Grade 9 cohort results at the acceptable standard in Mathematics.

Jurisdiction Key Strategies

- ➤ **PHRD will enhance school administrators' instructional leadership capacities through a PD plan framed by a Professional Learning Community model.**
  - o PHRD's school administrators will be engaged in an Administrator's Professional Learning Community that will be integrated into monthly Admin Association meetings.
  - o PHRD's senior administration will provide intentional and timely support for school Administrators.
  - o New school administrators will be supported with mentorship and specific training.
- ➤ **Principal led Professional Learning Communities at each school will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.**
  - o PHRD's community school calendar has been designed to include:
    - ▪ 1 day in late September to analyze data relevant to student achievement and to use this data to refine the Schools' Education Plans.
    - ▪ 6 Early Dismissals during the year with the intent to provide focused time for school based professional learning community discussions.
    - ▪ 1 day in mid-April for School Based Planning in consideration of the Board's Priorities and the specific needs identified by the school staff relative to their learning environment and to align site based strategies with jurisdiction supports.
- ➤ **Under the framework of Universal Design for Learning, PHRD will sustain and refine the concepts and applications of teaching and learning in an inclusive environment.**
  - o The Universal Design for Learning framework provides a guideline for educators to develop and deliver accessible instruction such that students are provided with:
    - ▪ Multiple means of Representation
    - ▪ Multiple means of Action and Expression
    - ▪ Multiple means of Engagement
  - o Education Services administrators will continue with the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.

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- This service model will supplemented for foundational centralized services pooled with funding from the Regional Collaborative Service Delivery process to create an <u>Inclusion Success Pool</u> from which resources will be distributed:
  - Base funding would come from the RCSD model. RCSD money has specific parameters.
  - The PHRD operating reserve will contribute to the pool, thereby increasing the quantity of available services.
  - Schools that wish to pay for additional services to address specific needs, would determine their contribution and define their need to the Director of Student Services.
  - PHRD will acquire and position specialized staff aligned with the conditions defined by RCSD and the requested services from schools.
- PHRD seeks to create the necessary environment of support required to enable all PHRD students to realize success learning in an inclusive education setting. PHRD's Education Services department has a key role to play and several strategies are associated with the work of this department in PHRD.
  - PHRD Education Services will continue to deliver SLP and OT services through shared human resources with Alberta Health and Aspen Collaborative Services.
  - PHRD Education Services will continue to facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).
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    - This model and plan will be reviewed at Administrators' Association meetings several times during the year.
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  - ▪ This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

Jurisdiction Maintenance Strategies

- ➢ PHRD will continue to refine and enhance professional learning by fostering innovation, supporting growth and nurturing leadership.
  - o PHRD's New Teacher Orientation program will include a training session to introduce teachers to the resources available through ADLC.
  - o Jurisdiction Professional Development will be focused on professional learning opportunities that support teacher integration of the principles of Universal Design for Learning and learning technologies.
  - o Jurisdiction Professional Development Days will be structured to facilitate Teacher Collaborative group interactions.
  - o PHRD will designate one Professional Development day (last Friday of September) as the date when each school staff will collaboratively analyze student data to determine strategies to improve student achievement and success.
  - o PHRD Education Services will coordinate and facilitate local marking of the English Language Arts, Part A, grade 3, 6 and 9, Provincial Achievement tests.
  - o PHRD Student Services will coordinate Program Assistant training on jurisdiction PD Days.
  - o PHRD's Human Resources advisory committee, 'Recruiting in New and Unusual Ways" (RINUW) will continue to focus on recruiting the best possible teachers, recruiting for leadership, and providing the supports to nurture leadership talent.
- ➢ Align assessment practices with communication and reporting procedures.
  - o PHRD will continue to schedule a Parent – Teacher – Student interview/meeting in the community school calendar to establish and discuss learning goals for individuals. (Early October).
  - o PHRD's reporting process will continue to evolve towards "Saying less, more often". That is, structures and practices will be developed to help teachers communicate more frequently with parents, allowing them to stay more consistently engaged in the process of their children's learning.
  - o Teachers in all grades (except Kindergarten) will be expected to record student progress and achievement relative to learning outcomes using this tool. Parents will be informed of their ability to view records online.
  - o PHRD elementary schools will explore the potential and application of electronic portfolios and analyze their effectiveness as a means to communicate student progress.
- ➢ **Early Literacy Strategy:**
  - o PHRD elementary schools will have three options to support 'at risk' readers in primary grades. These options will continued to be supported based on an allocation aligned to 12.5% of the grade 1 and 2 enrollment.
    - ▪ Continue with ERI. The school's ERI funding would be allocated to FTE as has been done in

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- ▪ Implement ERI with a transition to LLI. The school's ERI funding would be allocated to FTE as has been done in previous years. The school would use the year for teachers to learn the process from others, and to acquire the resources over time using site based resource budgets
- ▪ Implement LLI in replacement of ERI. The school's ERI funding would be allocated to support the acquisition of resources and for teacher training / implementation time at the discretion of the school.

➢ PHRD Education Services will continue to

- o Explore effective instructional tools, strategies, programs etc. that can positively impact the quality of programming in PHRD.
- o Support teacher application of the principles and practices of Assessment for Learning.

Commentary on Results (October, 2014)

PHRD's Accountability Pillar ratings on Provincial Achievement Test measures reveal improvements related to the Acceptable Standard and stability related to the Standard of Excellence.

The Achievement rating for students achieving the Acceptable standard is Intermediate, has Improved and has an overall evaluation of Good. The Achievement rating for students achieving the standard of Excellence is Low, has Maintained and has an overall evaluation of Issue.

Commentary on analysis of 2014 PAT information :

- • Note. Relative to the Vista Virtual School students and Cohort results:
  - • Vista Virtual students are distributed across the province and beyond. Their non-participation results from many valid reasons that include:
    - • distance to writing centers,
    - • being out of province at time of tests,
    - • general dissatisfaction with the community schools in proximity to families involved.
  - • Vista Virtual School's low rate of participation impacts PHRD overall Cohort results by approximately:
    - • 0 to 3% in grade 3 (lowest relative enrollment)
    - • Up to 4% in grade 6
    - • Up to 10% in grade 9 (highest relative enrollment)
  - • Therefore, to better understand local results, we analyze Cohort results with and without Vista Virtual.
- • The participation rates of students in our community schools exceeds that of the province in grade 6 and 9 and is on par in grade 3.
- • A higher participation rates means that more students are therefore included in regular classroom instruction and assessment, and fewer achievement tests are scored as zero.
- • PHRD Cohort Results Summary:
  - • PHRD's Community School *Cohort* results (Acceptable Standard) are on par with the province on 6 of 10 tests. PHRD results exceeded the province in grade 6 ELA and on three grade 9 tests: ELA, Social Studies and Science.
  - • PHRD's aggregated cohort results (all tests combined) are slightly improved compared to previous years. Each subject that was identified as a concern last year, has demonstrated improved results in 2014.
- • PHRD Writer Results Summary:
  - • PHRD's Writers results (Acceptable Standard) compared to the province are good…
    - • PHRD's grade 3 results continue to be consistently on par with the province.
    - • While Math, Science and Social Studies were identified as concerns in 2013, all Grade 6 results are now on par with the provincial average.

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- Grade 9 results on par with the province in Math and Social Studies and exceed the province in ELA and Science .
- Subject level summaries:
    - ELA 3 – This year's results are very similar to results over several years - just under 90%.
    - PHRD continues to do well with the new grade 3 math PAT's with results very similar to those of the province on this assessment.
    - Grade 6 Math was identified as a subject of concern after the 2013 results and 3 year decline. 2014 results are an 8.3% improvement!
    - Grade 6 Science was also noted as an area of concern because of the gap between our results and the provincial average. That gap was narrowed in 2014 with a 3% improvement over the 2013 results and is now less than 3% different from provincial results.
    - Grade 6 Social Studies was the third subject noted as a concern in 2013. The 2014 results reflect a 6.8% improvement and we have narrowed the gap between PHRD and the province from nearly 10% in 2013 to less than 2% this year.
    - ELA 9 – consistent with longer term averages and consistent with Provincial trends. Though slightly lower than last year's 10 year high, 2014 results are still very good and are second highest in 7 years.
    - Math 9 results are consistent and similar to those of the province and slightly above the 4 year average with the new program.
    - Grade 9 Science matched the achievement level record high a few years back with 87.4% of writers achieving the Acceptable level! Science 9 results are worthy of celebration.
    - Grade 9 Social Studies results were a concern 2 years ago and since then, we have achieved results that align with or exceed the province.

While the Achievement level on the Standard of Excellence overall remains Low, and is a Concern, analysis of individual subjects over time reveals several subjects that are demonstrating slight, but consistent improvement over several years. Math 9 – 2% increase over 3 years, Science 9 – 3% improvement since last year, French Language Arts 6 – 3% improvement over 5 years, English Language Arts 6 – 4% improvement over 3 years. Several other courses have remained relatively consistent, and just a few had an achievement dip relative to the Excellence Standard last year. The reasons for these fluctuations are as complex as the students in our classrooms. At this time, PHRD has not developed a specialized action plan to address this Measure. Instead, PHRD will maintain its emphasis on the priorities defined to support All learners, in an inclusive learning environment.

The exploratory work engaged in by the schools associated with the "School Improvement Funding" from the previous years has resulted in a couple of lasting practices.

- The Rourke Reading web continues to be a strategy in the schools who embraced it as a solution for their reluctant readers.
- Also, a unique support role called the Student Success Coach, has been maintained as a strategy resulting from the exploration of an on-site provisional psychologist. The concept of a different type of support role, specific to the needs of a situation, has begun to take hold in other schools as well. We are currently exploring the notion of a Youth Care Worker role to support a highly complex child in one of our schools. One school has requested, and offered to 'purchase', additional specialist time (although when budgets were made, the idea became untenable at this time).
- One of the administrators applied Masters' research, combined with the capacity to acquire expensive resources, to the exploration of Levelled Literacy Intervention (LLI). LLI is a program based on the foundations of ERI and apples very similar process with the exception that LLI can be done in the context of a classroom rather than as a pull out activity. After three semesters of application, the findings were that the students achieved grade level reading skill and were sustained as effective readers. The program and the results were described to administrators who subsequently supported a jurisdiction strategy to explore further implementation and to analyze the effectiveness of this approach. Soon after that decision was made, the jurisdiction budget revealed a 'dividend' for schools. All the elementary schools chose to use some of their 'dividend' to purchase LLI resources.

This strategy will be reviewed as we approach planning time in 2015.

When the Achievement rate of all PHRD coded students (all codes) who attain the Acceptable standard on Provincial Achievement Tests are compared to the results of the Province's coded students, the difference is significant. PHRD's results have improved 6.5% over the last 4 years and are now 8% higher than the province. Provincial results have remained virtually stable at about 53% of coded students achieving the Acceptable Standard. See chart below. This data, considered on the context of PHRD's high rate of participation on all PATs, really represents the success of Inclusion and of the priority to consider Success for All Students.

PHRD Schools
Province

	PHRD Schools					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
N	106	101	117	97	95	12,790	12,825	13,037	10,527	12,056
Acceptable Standard %	56.3	53.5	57.6	60.4	61.0	52.5	53.2	53.5	54.3	53.0
Standard of Excellence %	12.5	10.5	10.7	12.9	7.7	11.8	13.5	13.9	13.0	14.0
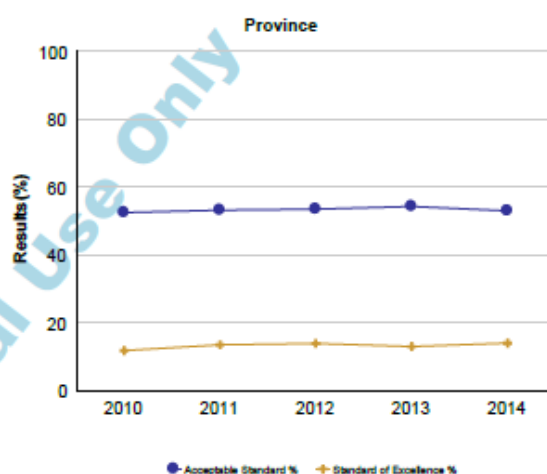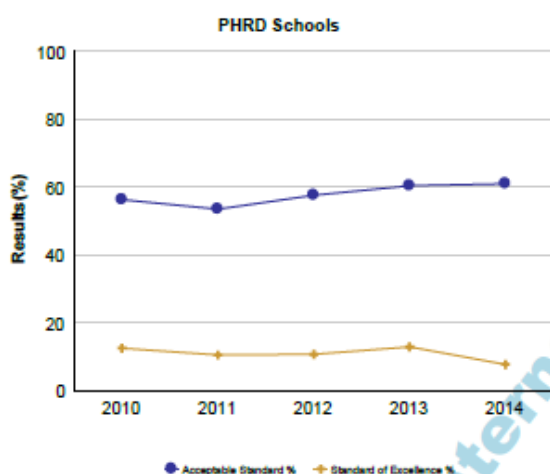
Goal 2: Success for Every Student

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

Accountability Pillar Measures: Citizenship

2.3a   Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
81.5%	80.1%	80%	Very High	Maintained	Excellent	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

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Accountability Pillar Measures: Work Preparation

2.3b   Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
80.5%	77.9%	79.6%	High	Maintained	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Jurisdiction Measures (View Measurement data in Section 3)

2.3c   PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school.

2.3d   Number of service projects/groups facilitated by the school in which students participated.

2.3e   Number and Percentage of students involved with or who participated in service projects.

2.3f   Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).

2.3g   Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

2.3h   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.

2.3i   Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

2.3k   Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

2.3l   Number of parents participating in sessions for students on career decision-making.

Jurisdiction Key Strategies

➢ **PHRD will to build capacity and readiness to implement key elements of <u>Inspiring Education</u>, particularly <u>Curriculum Redesign</u> and <u>High School Redesign</u>**

   o PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of Education (focusing on Division 2, 3 and 4).

   ▪ PHRD will facilitate and support activities for participation in and contribution to the curriculum prototype deliverables defined by the prototyping project.

   ▪ Collaboration Lead teachers will facilitate a community of practice and collaboration and act as "Community Conveners" in alignment with the prototyping project.

   ▪ Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support groups of collaborating teachers who seek innovations to the delivery of curriculum.

   ▪ PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.

   o PHRD will continue to facilitate and support activities for participation and contribution in the Curriculum Prototyping project led by Edmonton Catholic (focusing on Division 1).

   ▪ PHRD will continue to support the involvement of Division 1 teachers who expressed interest and became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.

   ▪ Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.

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- PHRD Education Services will direct the work of Collaboration Lead Teachers:
  - The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.
- PHRD will distribute to schools a discretionary fund :
  - This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

Jurisdiction Maintenance Strategies

- **(Added in 2013)** PHRD will apply for Dual Credit grant support for the Wabash Welding partnership as well as other Dual Credit opportunities that support successful transitions.
- High School Completion Liaisons will work with targeted at-risk students in grades 9-12.
  - 1.0 FTE will be distributed to fulfill the role of 'High School Completion Liaison's in support of identified at-risk students in community junior high and senior high schools.
  - Vista Virtual School will continue to support High School completion of their unique student population. A key element of this role is an extensive intact process that involves interviews and conversations with students and parents in the development of a personalized High School program
- Align assessment practices with communication and reporting procedures.
  - PHRD will continue to schedule a Parent – Teacher – Student interview/meeting in the community school calendar to establish and discuss learning goals for individuals. (Early October).
  - PHRD's reporting process will continue to evolve towards "Saying less, more often". That is, structures and practices will be developed to help teachers communicate more frequently with parents, allowing them to stay more consistently engaged in the process of their children's learning.
  - Teachers in all grades (except Kindergarten) will be expected to record student progress and achievement relative to learning outcomes using this tool. Parents will be informed of their ability to view records online.
  - PHRD elementary schools will explore the potential and application of electronic portfolios and analyze their effectiveness as a means to communicate student progress.
- PHRD Education Services will continue to
  - Monitor and support collaborative high school programming
  - Support systems, strategies and structures that positively impact High School Completion
  - Support teachers' use of (especially digital) instructional tools and resources

PHRD Student Services will support the implementation of site specific comprehensive guidance and counseling plans.

- The Board has designated a jurisdiction counseling directive ensuring a minimum level of counselor service is available in all PHRD schools.
- PHRD's Student Services will continue to engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
- PHRD awards one grade 6, 9 and 12 student from each school with a Citizenship Award.
- PHRD fully participates in the annual Terry Fox run for Cancer research.

Commentary on Results (July, 2014)

Accountability Pillar Measures: Citizenship and Work Preparation

With ratings of **Very High** and **Maintained**, and an Overall rating of **Excellent** Pembina Hills is very satisfied with the success on the Citizenship measure for this Outcome. Similarly, the ratings of **High** and **Maintained**, and Overall rating of **Good** in the Work Preparation measure reflects PHRD's many activities, strategies and energies applied to developing and sustaining a 'culture' or 'climate' that contributes to this level of achievement. This success reinforces what has been said earlier (related to Outcome 2.1) about the support of our schools and communities to affect the education of the whole child and an emphasis on developing engaged and contributing

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citizens.

PHRD has supported student involvement in a wide variety of Service Projects in an effort to teach responsible citizenship, and active citizenship. The entire division (100% of students and staff) participates in the Terry Fox run each fall. Schools also participate in a range of other service and fundraising projects that include, but are not limited to the following: Santa's anonymous, Stollery Hospital, Heart and Stroke, 30 hour Famine, face-painting, Foster child sponsorship, picture taking, Community and Highway Clean-ups, support for elderly and shut-ins, and Recycling programs. Citizenship is also reflected in student participation in Remembrance day ceremonies, singing the national anthem every day, and through prevention programs like DARE and PARTY. All of these and more contribute to the development of an ethical citizen.

These activities align well with the various Virtues programs in each school. The virtues programs reflect a pro-active perspective in teaching positive social skills by focusing on what we should do rather than what we shouldn't do. Along with the pro-social programs, behavior programs seek to resolve situations peacefully, through conflict management, and with the application of a common 'language' for problem solving. These programs help guide students in acquiring the behaviors expected in the work place.

Academic programs in our senior high schools provide opportunities for students to practice behaviors that will make them successful at work when they finish school. We have significant student involvement (about 25% of grade 10-12 students) in off-campus programing through Work Experience, Green Certificate and Registered Apprenticeship programs. We are indebted to the community partners who accept our students at their businesses. Here students learn the spirit of entrepreneurialism and understanding of Alberta's economic environment, and what it is like to work in a 'real job'. In addition, our schools host or attend career events, guest speakers and support students with career counselling.

Most PHRD schools are exploring partnerships in delivery of courses from ADLC as well. This is helping students to become independent learners by experiencing learning through different modalities. In fact over 60% of High School students in PHRD community schools have taken advantage of non-traditional delivery methods which includes but is not limited to courses received from ADLC. Some facts to represent this include:

- **555** students in grade 10 to 12 took courses outside of the 'traditional' delivery in a classroom (62%)
- RAP (Registered Apprenticeship Program), Green Certificate Program, and Work Experience: 137 students (25%)
- Dual Credit Strategy
  - Wabash Welding   6 Students
  - Health Care Aide   16 Students
- Video Conference Courses
  - Between PHRD Schools: Swan Hills and RF Staples
    - Physics 20   2 students
    - Science 10   13 students
  - Between a PHRD School and Prairie Rose SD: Fort Assiniboine School
    - Math 9   9 students
    - Science 7/8   11 students
- Video Conference Class Collaborations for Units
  - Between PHRD Schools: Swan Hills and Fort Assiniboine
    - Social Studies 8   26 students

Goal 2: Success for Every Student

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other students is eliminated.

Accountability Pillar Measures: PAT Acceptable and Excellence

2.4a   Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

Results			Most Recent Evaluation (October, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
70.5%	66.7%	64.3%	Low	Maintained	Issue	75%	76%	77%
12.4%	10.1%	9.1%	Low	Maintained	Issue	12%	13.5%	15%

Accountability Pillar Measures: PDE Acceptable and Excellence

2.4b   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).

Results			Most Recent Evaluation (October, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
75.6%	82.1%	69.0%	Low	Maintained	Issue	77%	79%	81%
20.0%	3.6%	1.8%	High	Improved	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures

2.4c   High school completion rate of self-identified FNMI students within three years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
43.9%	41.4%	32.8%	Very Low	Maintained	Concern	60	65	70

Accountability Pillar Measures: Drop Out rate

2.4d   Annual dropout rate of self-identified FNMI students aged 14 to 18.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
4.1%	8.5%	17.2%	High	Improved Significantly	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures: Transition Rate (6 yr)

2.4e   High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		

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This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
30.7%	32.6%	32.5%	Very Low	Maintained	Concern	35	37	40

Accountability Pillar Measures: Rutherford Scholarship Rate (Revised)

2.4f   Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
38.3%	54.1%	39.3%	Very Low	Maintained	Concern	45	48	50

Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams)

2.4g   Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.

Results (1 year delay)			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
8.8%	27.6%	21.5%	Very Low	Declined	Concern	30	34	38

Jurisdiction Key Strategies

➢ **Under the framework of Universal Design for Learning, PHRD will sustain and refine the concepts and applications of teaching and learning in an inclusive environment.**

- o The Universal Design for Learning framework provides a guideline for educators to develop and deliver accessible instruction such that students are provided with:
    - ▪ Multiple means of Representation
    - ▪ Multiple means of Action and Expression
    - ▪ Multiple means of Engagement

Focused Strategy to address Concern Ratings

- o Education Services administrators will continue with the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.
    - ▪ This service model will be supplemented to provide foundational centralized services pooled with funding from the Regional Collaborative Service Delivery process to create an Inclusion Success Pool from which resources will be distributed:
        - • Base funding would come from the RCSD model. RCSD money has specific parameters.
        - • The PHRD operating reserve will contribute to the pool, thereby increasing the quantity of available services.
        - • Schools that wish to pay for additional services to address specific needs, would determine their contribution and define their need to the Director of Student Services.
        - • PHRD will acquire and position specialized staff aligned with the conditions defined by RCSD and the requested services from schools.
- o **(Amended for 2014-2015)** Student Services will amend the RTI special needs funding allocation model (PHRD's 6 tier model) to include defined needs for support related to FNMI status. Schools that determine specific FNMI students with needs can then identify these students within the RTI funding allocation model. A specific plan will need to be defined for these students. While FNMI Liaisons may be an element of the plan, schools will not be funded additionally without a plan for additional supports at a cost to the school.
- o **(Amended for 2014-2015)** FNMI Liaison's will continue to provide base level services for all schools with services distributed based on urgency and client populations at each site.
- o PHRD seeks to create the necessary environment of support required to enable all PHRD students to realize

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success learning in an inclusive education setting. PHRD's Education Services department has a key role to play and several strategies are associated with the work of this department in PHRD.

- PHRD Education Services will continue to deliver SLP and OT services through shared human resources with Alberta Health and Aspen Collaborative Services.
- PHRD Education Services will continue to facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).
- PHRD Education Services will ensure that schools are supported so that students' Individualized Program Plans are current, accurate and focused on students' individual needs.
- PHRD Education Services will provide in-service to new teachers in developing student led IPPs.
- PHRD's Education Services will continue to engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
- PHRD's Education Services will continue to provide Professional Development to PHRD staff to help them to support students in need (e.g. Non-Violent Crisis Intervention, Mental Health First Aid for Students...)
- PHRD's Education Services will be provided training for Program Assessments relative to their Job descriptions.
- Student Services staff has trained and will continue to train PHRD teachers to complete "Level B" Standardized Assessments, (to help direct programming and suggest classroom assessment strategies that teachers can use to support students).
- **(New in 2014-2015)** PHRD Student Services and the RINUW committee (Recruiting In New and Unusual Ways) will collaborate to facilitate a training program for School Based Teams and especially program assistants using a Community of Practice Professional Learning Plan.
  - 0.25 FTE will be assigned to a support certificated coach and 0.25 FTE will be assigned to a program assistant support coach.
  - A scheduled series of professional discussions will occur between school designated staff. The dialogue will focus on specific students with varying degrees of behavior issues.
  - This model and plan will be reviewed at Administrators' Association meetings several times during the year.

Commentary on Results (July, 2014)

It is especially important to consider the context of the data in the above measures. Each of the rates above are determined by a percentage of a base population. If the base number is low, the impact of a single individual's result is intensified. That is, 1 out of 100 can produce a 1 percent change. 1 out of 20 can produce a 5 percent change. The following are the base population "n" for each of the measures:

- PAT's – 66
- PDE's – 19
- High School Completion Rate – 23
- Drop Out Rate – 180

- Transition Rate – 22
- Rutherford Rate – 81
- Diploma Participation – 23

With the exception of the Rutherford rate, the results that are identified as Concern are those with the smallest population, all of whom are known to the PHRD Student Services staff. For instance, the High School Completion rate of 43.9% represents 23 students. 43.9% of 23 represents ten (10) students. Therefore ten (10) out of the 23 completed high school in their third year. If one more student would have completed, the rate would jump to 47.8%. More important than the numbers therefore, are the people involved. Most, if not all, of the remaining students return to our schools to continue in their 4th and 5th year of high school.   And relative to the current Rutherford rate; this population (n= 81 students) represents the highest number of self-identified FNMI grade 12 students in the past five years. 38.3% of these students achieving Rutherford standards equates to 31 FNMI students.   In PHRD appropriate strategies are in place for all identified individuals who have needs and specific supports are directed toward First Nations, Meti and Inuit students.

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Meanwhile the Drop Out rates are Good and have Improved Significantly. These results are particularly exciting because they represent a larger cohort of students (180 students from junior to senior high), and the drop out rate has continued to decline over several years from a high of 24.6% in 2011. 180 is one of the largest cohorts that PHRD has recorded and at 4.1%, just 7 students have dropped out. This data becomes less about the group and more about the individuals in the group.

While these group summary measures have potential for misinterpretation, PHRD's local data informs us more specifically relative to the individuals in need of support. In 2014-2015, PHRD will continue to consider the complexity and diversity of our student populations as teachers integrate the philosophies of Universal Design for Learning with a Response to Intervention model for allocating resources, described above in the Strategies section.

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Goal 3: Quality Teaching and School Leadership

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Accountability Pillar Measures: Program of Studies

3.1a   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.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	**Last Year**	**3-yr Avg**	**Achievement**	**Improvement**	**Overall**	**2014/2015**	**2015/2016**	**2016/2017**
77.8%	**78.2%**	**78.7%**	**Intermediate**	**Maintained**	**Acceptable**	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Jurisdiction Measures (View Measurement data in Section 3)

3.1b   (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.

3.1c   PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

3.1d   PHRD Satisfaction survey: Percentage of students satisfied with opportunities to choose high school courses and programs.

3.1e   PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.1f   PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.

3.1g   PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.1h   PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

3.1i   Number and percentage of certificated staff acting in a leadership role.

3.1j   Professional Growth, supervision and evaluation measures: Principal's summary of the professional growth plan discussions and reviews describing process and effect on teacher practice and student achievement. (Amended in May 2012)

3.1k   The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

3.1l   Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

3.1m   Average age of computers in schools.

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Jurisdiction Key Strategies

➤ **PHRD will enhance school administrators' instructional leadership capacities through a PD plan framed by a Professional Learning Community model.**

    o PHRD's school administrators will be engaged in an Administrator's Professional Learning Community that will be integrated into monthly Admin Association meetings.

    o PHRD's senior administration will provide intentional and timely support for school Administrators.

    o New school administrators will be supported with mentorship and specific training.

➤ **Principal led Professional Learning Communities at each school will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.**

    o PHRD's community school calendar has been designed to include:

        ▪ 1 day in late September to analyze data relevant to student achievement and to use this data to refine the Schools' Education Plans.

        ▪ 6 Early Dismissals during the year with the intent to provide focused time for school based professional learning community discussions.

        ▪ 1 day in mid-April for School Based Planning in consideration of the Board's Priorities and the specific needs identified by the school staff relative to their learning environment and to align site based strategies with jurisdiction supports.

➤ **Under the framework of Universal Design for Learning, PHRD will sustain and refine the concepts and applications of teaching and learning in an inclusive environment.**

    o The Universal Design for Learning framework provides a guideline for educators to develop and deliver accessible instruction such that students are provided with:

        ▪ Multiple means of Representation

        ▪ Multiple means of Action and Expression

        ▪ Multiple means of Engagement

    o Education Services administrators will continue with the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.

        ▪ This service model will supplemented for foundational centralized services pooled with funding from the Regional Collaborative Service Delivery process to create an Inclusion Success Pool from which resources will be distributed:

            • Base funding would come from the RCSD model. RCSD money has specific parameters.

            • The PHRD operating reserve will contribute to the pool, thereby increasing the quantity of available services.

            • Schools that wish to pay for additional services to address specific needs, would determine their contribution and define their need to the Director of Student Services.

            • PHRD will acquire and position specialized staff aligned with the conditions defined by RCSD and the requested services from schools.

    o PHRD seeks to create the necessary environment of support required to enable all PHRD students to realize success learning in an inclusive education setting. PHRD's Education Services department has a key role to play and several strategies are associated with the work of this department in PHRD.

        ▪ PHRD Education Services will continue to deliver SLP and OT services through shared human resources with Alberta Health and Aspen Collaborative Services.

        ▪ PHRD Education Services will continue to facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).

        ▪ PHRD Education Services will ensure that schools are supported so that students' Individualized Program Plans are current, accurate and focused on students' individual needs.

        ▪ PHRD Education Services will provide in-service to new teachers in developing student led IPPs.

        ▪ PHRD's Education Services will continue to engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.

        ▪ PHRD's Education Services will continue to provide Professional Development to PHRD staff to

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help them to support students in need (e.g. Non-Violent Crisis Intervention, Mental Health First Aid for Students...)

- PHRD's Education Services will be provided training for Program Assessments relative to their Job descriptions.
- Student Services staff has trained and will continue to train PHRD teachers to complete "Level B" Standardized Assessments, (to help direct programming and suggest classroom assessment strategies that teachers can use to support students).
- **(New in 2014-2015**) PHRD Student Services and the RINUW committee (Recruiting In New and Unusual Ways) will collaborate to facilitate a training program for School Based Teams and especially program assistants using a Community of Practice Professional Learning Plan.
  - 0.25 FTE will be assigned to a support certificated coach and 0.25 FTE will be assigned to a program assistant support coach.
  - A scheduled series of professional discussions will occur between school designated staff. The dialogue will focus on specific students with varying degrees of behavior issues.
  - This model and plan will be reviewed at Administrators' Association meetings several times during the year.

➢ **PHRD will to build capacity and readiness to implement key elements of <u>Inspiring Education</u>, particularly <u>Curriculum Redesign</u> and <u>High School Redesign</u>**
  - o PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of Education (focusing on Division 2, 3 and 4).
    - PHRD will facilitate and support activities for participation in and contribution to the curriculum prototype deliverables defined by the prototyping project.
    - Collaboration Lead teachers will facilitate a community of practice and collaboration and act as "Community Conveners" in alignment with the prototyping project.
    - Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support groups of collaborating teachers who seek innovations to the delivery of curriculum.
    - PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.
  - o PHRD will continue to facilitate and support activities for participation and contribution in the Curriculum Prototyping project led by Edmonton Catholic (focusing on Division 1).
    - PHRD will continue to support the involvement of Division 1 teachers who expressed interest and became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.
    - Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.
  - o PHRD Education Services will direct the work of Collaboration Lead Teachers:
    - The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.
  - o PHRD will distribute to schools a discretionary fund :
    - This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

Jurisdiction Maintenance Strategies

➢ PHRD will continue to <u>refine and enhance professional learning</u> by fostering innovation, supporting growth and nurturing leadership.

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- o PHRD's New Teacher Orientation program will include a training session to introduce teachers to the resources available through ADLC.
- o Jurisdiction Professional Development will be focused on professional learning opportunities that support teacher integration of the principles of Universal Design for Learning and learning technologies.
- o Jurisdiction Professional Development Days will be structured to facilitate Teacher Collaborative group interactions.
- o PHRD will designate one Professional Development day (last Friday of September) as the date when each school staff will collaboratively analyze student data to determine strategies to improve student achievement and success.
- o PHRD Education Services will coordinate and facilitate local marking of the English Language Arts, Part A, grade 3, 6 and 9, Provincial Achievement tests.
- o PHRD Student Services will coordinate Program Assistant training on jurisdiction PD Days.
- o PHRD's Human Resources advisory committee, 'Recruiting in New and Unusual Ways" (RINUW) will continue to focus on recruiting the best possible teachers, recruiting for leadership, and providing the supports to nurture leadership talent.

- ➢ PHRD Education Services will continue to
  - o Explore effective instructional tools, strategies, programs etc. that can positively impact the quality of programming in PHRD.
  - o Support teacher application of the principles and practices of Assessment for Learning.
  - o Engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
  - o Maintain the Threat Assessment Procedures, in partnership with community agencies.
  - o Provide Professional Development to PHRD staff to help them to support students in need (e.g. Non-Violent Crisis Intervention, Mental Health First Aid for Students...)
  - o Monitor and support collaborative high school programming.
  - o Support systems, strategies and structures that positively impact High School Completion
  - o Support teachers' use of (especially digital) instructional tools and resources
- ➢ **(New in 2014-2015)** PHRD will implement, monitor and refine a Digital Citizenship Administrative Procedure.
- ➢ PHRD's Information Technology Services will review policies to ensure we are meeting current standards for technology acceptable use by students and staff.
- ➢ PHRD Information Technology Services will implement the 'ever-greening' of technology and the ongoing support of instructional technology. The intent is to enable staff to more effectively use technology to support and enhance their effectiveness as teachers.
- ➢ PHRD's Information Technology Services will continue to evaluate the effectiveness and utilization rates of software and services.
- ➢ PHRD's Information Technology Services will continue to analyze network capacity, reliability and efficiency and engage in opportunities to continuously improve the service to end users (staff and students).
- ➢ PHRD will continue to communicate school and staff achievements and celebrations through the division website.
- ➢ PHRD schools and PHRD Education Services will support and encourage teacher leadership on jurisdictional initiatives, on provincial committees and as markers of provincial achievement tests and provincial diploma exams.
- ➢ PHRD's Employee Services department will continue to:
  - o Seek flexible, highly qualified, motivated educators who are passionate about helping students learn.
  - o Collaborate with school and site administrators to ensure that at least 95% of scheduled evaluations of certificated and non-certificated staff are completed by the end of June.
  - o Implement and revise a strategic plan for recruitment and retention of talented staff.
  - o Ensure all support staff have a job description.
- ➢ Professional growth plans of all PHRD staff will be reviewed and discussed with supervisors. A summary of this work will be forwarded to the Superintendent.

Commentary on Results   **(July, 2014)**

Program of Studies: Achievement rating is ==**Intermediate**==, ==**Maintained**== and overall ==**Acceptable**==.

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PHRD schools continue to develop, explore and pilot programs to engage students. In an effort to maintain diverse program options in an environment of declining enrolment which could impact program options, schools are partnering with ADLC and one another to offer courses at a variety of times, and through a variety of delivery options. PHRD high schools have collaborated somewhat to align timetables increasing the potential for cross-school delivery. There continues to be a myriad of logistics that contribute barriers to a fluidity of opportunities between schools but as our high schools explore opportunities associated with High School Re-Design, new and different solutions may emerge. One example of successful collaboration is the welding program in Westlock utilizing the journeyman teacher from Barrhead, and local industry in Westlock. This is just one example of the diversity of programing available in CTS. Students can take Health courses, Foods, Automotive courses, BIT courses, Cosmetology and digital photography.

Some schools have introduced Robotics clubs some of which have developed into option classes. Support programs for students include but are not limited to SuccessMaker, Dreambox, Discovery Education Canada, Learn 360 and Discovery Science.

A key strategy in ensuring that programs align with student interests and abilities is the effort schools make to identify needs and interests. From the individual goal setting sessions that take place in fall with students, teachers and parents, to the administrator facilitated transition meetings from grade 6 to grade 7 and from grade 9 to grade 10, to the school based team and case meetings focused on aligning partnership services, schools use every opportunity to align students to the programs and services they need. Local survey data and feedback from parents and students indicates a high level of satisfaction with these critical transitions.

<u>Professional development and Leadership</u>

The comprehensive district PD Plan continues to be fine-tuned each year but overall, the model is a sound and effective means to engage teachers in collaboration. PHRD continued to facilitate a universal theme on Start-up day in August. Education Services provided site based administrators with the tools to facilitate a professional development day focused on jurisdiction priorities and applied to school level strategies. This process was well received and will be continued to initiate the 2014-2015 school year.

A primary strategy of School Improvement and Staff Development facilitated by the Assistant Superintendent – Education Services is the organization of the Administrators' Professional Learning Community focused on Instructional Leadership.   Administrators were equipped with a scope and sequence of topics to support professional learning at Administrators' meetings. This scheduled set of Professional Learning Community dialogues was designed around the Inclusion Rubric indicators that had the most pressing impact on schools – Climate, School Practices and Classroom Practices. In this process Administrators learned about the Collaborative Response Model and many began versions of implementation at their sites. This tangible, structured model was one example of the impact of this PLC structure. Other conversations focused on the look and feel of inclusion in our schools and the notions of when to provide students with opportunities for independence. The model overall, was very well received, and the group supported a continuation through 2014-2015.

A second level of this leadership requires principals to guide the Professional Learning Community of their school. PHRD has increased the credibility and integrity of the PLC by putting it in the hands of the inherent leader of the school. The leadership community supports the principal in facilitating the necessary dialogue. The Board has supported the structure by assigning school based PD Days and Early Dismissals in the community school calendar. As a result, the PLC is focused on priorities and in the analysis of data and is purposeful in strategic and responsive actions.   The alignment of priorities is supporting teacher professional growth plans as well. Reports from school administration has indicated that Teacher Professional Growth Plans have become increasingly purposeful, action oriented and aligned to the needs of the school and students.

A key element of Jurisdiction PD continues to be Teacher Collaborative Groups created by aligning teachers with similar grade and subject assignments. While this process has had some challenges relative to group facilitation and leadership, these difficulties have not out-weighed the benefits described by the majority of participants. The PD Committee continued to explore opportunities to enhance group leadership. The group formation process intended to establish collaborative groups early continues to be a difficult event. It is an interesting challenge to create a balance between individual learning goals, values of group association, adults who like to be lead, and adults who like to take charge.   We continue to use digital tools like the shared environment of Google Drive to aid in the process. The PD Committee is gaining value, credibility and passive authority as Professional Learning continues to evolve

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around a focus of engaging (adult) learners.

With the support of Coop Pool funding, school administrators agreed to sustain the Collaboration Lead Teacher Strategy. The purpose is to facilitate collaboration and support innovation particularly in support of changes associated with Inspiring Education. Administrators recommended increasing this team from 1.5 FTE (two people) to 3.0 FTE (3 people) and also designated a discretionary fund to support teacher release time.

Improving School to Home Communication in a Digital Age

The use of technology as a means for communication has met some challenges as teachers and parents of adapted to different interpretations of purpose and different applications of the tools available. While PowerSchool continues to be the core Student Information System, its associated Gradebook has not been universally accepted as a valued tool for elementary teachers. They have continued to be disappointed with its aesthetic appeal and efficacy as a reporting tool. One school explored the potential of another layer called "Eluminate" which seemed to offer the kind of solution teaching staff were seeking. Meanwhile, other teachers explored the potential of other tools like blogging and electronic portfolios. An assessment of other Board's experiences was also sought and the Assistant Superintendent engaged in a significant dialogue with 8 other jurisdictions, each of whom were dealing with similar concerns and were seeking a way past the restraints of a spreadsheet based system. After these explorations and piloted experiences were examined in the light of the intent of the Student Assessment, Evaluation and Reporting Administrative Procedure, we have moved to a slightly different view of the purpose and value of PowerSchool and a stronger desire to explore electronic portfolios as a more effective and modern way of communicating student progress. The fixed term, time bound rigidness of the PowerSchool tool is well complemented by the flexible, fluid, and evolving tools like electronic portfolios providing teachers with the capacity to show sequential progress over time, of individuals, as well as locked in, point in time status reports on achievement levels. Through these tools, teachers continue to seek the balance between formative and summative assessment and align that with reporting and communicating with parents.

Managing Demand for Specialized Digital Resources and Tools

Supporting innovation requires that we allow teachers to explore the capacity and effectiveness of tools. Certainly there are some tools that seem very effective on the surface but lack substance and purposeful implementation. PHRD teachers and administrators have refined their criteria for selection of technology based learning tools and software. More decisions are being made to select tools that fulfill a need rather than buying the tool and then looking for a place to use it. Effective tools gain a foothold when they are seen to demonstrate effectiveness across platforms and through a variety of users. The most effective move past individual use and smaller groups and gain a capacity for enterprise level solutions. Several examples are emerging. Google Drive is emerging as the main product for document sharing over other tools like Evernote or Dropbox and Edu-blog is surfacing as a viable solution for student portfolios.

Discovery Education, Learn360 and other learning resource consortiums are all very useful, but teachers had to go to each resource independent of the other to find resources. Late in the school year, PHRD completed a new affiliation with Calgary Board of Education to access the service of CORE (Collaborative Online Resource Environment). CORE represents an opportunity to be a single portal through which teachers can search for resources and obtain results from each of the providers with whom PHRD has licenses.

License agreements with Discovery Education and Learn360, subsequent Professional Development and the modelling, demonstration and support of coaches and other innovators resulted in high frequency usage of online resources.

- Learn360 had a total of **1,748** logins, downloads and access to media content in 2013-2014
- Discovery Science had a total of **27,737** resources accessed in 2013-2014, about double the usage compared to the year previous.
- In total, Discover Education had a total of **35,348** resources accessed by students and teachers in 2013-2014. It was notable that interactive media increased in usage while strictly streaming videos declined. This product allows teachers to save material on their desktops. Therefore many videos used in the year previous may reside locally now.

The Learning and Technology Policy Framework served as a guiding document for a committee of teachers, administrators and the technology director who worked together to create a draft Digital Citizenship Administrative Procedure. This AP will provide the direction and guidance that teachers and others have sought relative to the

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proliferation of technology in all aspects of our students' lives. The draft is poised to be reviewed and then implemented in 2014-2015.

In late summer 2013, a new and interesting challenge was posed for Alberta school jurisdictions. The Ministry posted an RFP, or Request for Proposals to lead the development of Curriculum Prototyping which would subsequently reflect the shifts in Inspiring Education and specifically, Curriculum Redesign. PHRD and ADLC were quick to initiate efforts to compose a proposal and like many boards across the province, quickly realized the enormity of the task. Meanwhile some key boards with more substantial resources offered opportunities for partnership and PHRD accepted the invitations. In time, the Ministry accepted bids from the Calgary Board of Education, Edmonton Catholic and 4 others. PHRD therefore established its involvement at every level. Edmonton Catholic and its partners are working on prototyping specifically for Division 1 (grades 1-3). Calgary Board of Education (CBE) became the lead vendor for Divisions 2, 3 and 4 (grades 4-6, 7-9 and 10-12). In both instances, PHRD's readiness for change was critical benefit to our involvement. The work we have done to establish ourselves as highly effective as an inclusive rural jurisdiction, at developing and supporting a collaborative culture, and at supporting and promoting innovation, made it virtually seamless to involve our staff in this work. The existence of our Collaboration Lead Teacher strategy and the role described in their job description top "facilitate a community of practice' fit perfectly into CBE's vision of establishing a provincial network of innovators to build a curriculum in an iterative way, flexing and transforming as the needs of the students and communities changed over time. Similarly, PHRD's experience and entrepreneurial ethic in supporting innovators, and in particular with the implementation grants from ERLC, key Division 1 teachers have been identified to focus their learning in Numeracy and Math and to then lend our perspective to the deliverables produced by Edmonton Catholic.   The final link in our already strong chain was the preparations we had provided for our administrators related to Inspiring Education. Again, the systems and structures that we had already established made it very easy to integrate learning opportunities and to facilitate professional dialogue. The Administrator's PLC and the school level PLC, and the PD structures built on collaboration, all came together to create an instance wherein PHRD was particularly poised to be ready to collaborate with the rest of the province.   As a result, our Collaboration Lead Teachers became considered Community Conveners in the CBE project. A lead coordinator form ADLC became part of the Curriculum Synthesis Team. ERLC grant money was directed to support successful and effective cross-jurisdiction collaborating teachers in Div 1 Math and Div 3-4 ELA. PHRD subsequently hosted local educators' conversations and a regional meeting related to prototyping. These conversations are continuing in the digital environment created and shared by CBE: www.inspiredcurriculum.com. We are thrilled that our little district, 1/25th the size of CBE, can be a significant and respected collaborator in this exciting work.

Goal 3: Quality Teaching and School Leadership

Outcome 3.2 Classroom assessment is balanced between assessment for learning and assessment of learning. (Added in July 2013: Implementation of UDL practices and principles).

Jurisdiction Measures (View Measurement data in Section 3)

3.2a (Initiated in 2012-2013): Student Engagement (UDL) survey of students, parents and teachers. **This measure was not active in 2013-2014 as a result of concerns expressed about the frequency of survey requests.**

Jurisdiction Key Strategies
  - ➢ **PHRD will to build capacity and readiness to implement key elements of Inspiring Education, particularly Curriculum Redesign and High School Redesign**
    - o PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of Education (focusing on Division 2, 3 and 4).
      - ▪ PHRD will facilitate and support activities for participation in and contribution to the curriculum prototype deliverables defined by the prototyping project.
      - ▪ Collaboration Lead teachers will facilitate a community of practice and collaboration and act as "Community Conveners" in alignment with the prototyping project.
      - ▪ Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support groups of collaborating teachers who seek innovations to the

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delivery of curriculum.

- PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.

o PHRD will continue to facilitate and support activities for participation and contribution in the Curriculum Prototyping project led by Edmonton Catholic (focusing on Division 1).

- PHRD will continue to support the involvement of Division 1 teachers who expressed interest and became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.
- Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.

o PHRD Education Services will direct the work of Collaboration Lead Teachers:

- The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.

o PHRD will distribute to schools a discretionary fund :

- This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

- **PHRD will enhance school administrators' instructional leadership capacities through a PD plan framed by a Professional Learning Community model.**

  o PHRD's school administrators will be engaged in an Administrator's Professional Learning Community that will be integrated into monthly Admin Association meetings.

  o PHRD's senior administration will provide intentional and timely support for school Administrators.

  o New school administrators will be supported with mentorship and specific training.

- **Principal led Professional Learning Communities at each school will identify purposeful and measureable strategies specifically relevant to the school and aligned with jurisdiction priorities.**

  o PHRD's community school calendar has been designed to include:

  - 1 day in late September to analyze data relevant to student achievement and to use this data to refine the Schools' Education Plans.
  - 6 Early Dismissals during the year with the intent to provide focused time for school based professional learning community discussions.
  - 1 day in mid-April for School Based Planning in consideration of the Board's Priorities and the specific needs identified by the school staff relative to their learning environment and to align site based strategies with jurisdiction supports.

Commentary on Results (July, 2014)

Much of what has been described in the commentary to Outcome 3.1 above can be applied in this Outcome as well. At the risk of oversimplifying a highly complex set of concepts, the notions of Universal Design for Learning, Assessment for Learning and Assessment Of Learning are intricately woven in to the cultural-pedagogical fabric of PHRD's teaching and learning environment.

Ensuring that the language and terminology is understood by school staff, students and parents is a process that continues to require time and effort. UDL has become a key element of the jurisdiction and school education plans and continues to be addressed through focused strategies described above. Each PD Day and all the school based early dismissals were intended to be focused on professional dialogue about this topic. While we can't declare 100% of the available time was spent on this topic, both teachers and Administrators reported increased observable behaviors that exemplify UDL and DI applications. The quantity of survey requests and information seeking processes at the time of year when we would have like to gather feedback from parents suggested that we not administer yet another survey related to the application of UDL. Therefore we do not have quantifiable data at this time.

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Goal 4: Engaged and Effective Governance

Goal 4: Engaged and Effective Governance

Outcome 4.1 The education system demonstrates collaboration and engagement.

Accountability Pillar Measures: Parental Involvement

4.1a   Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	**Last Year**	**3-yr Avg**	**Achievement**	**Improvement**	**Overall**	**2014/2015**	**2015/2016**	**2016/2017**
76.6%	**79.0%**	**79.8%**	**Intermediate**	**Declined**	**Issue**	**78.5%**	**79.0%**	**80.0%**

Accountability Pillar Measures: Education Quality

4.1b   Overall teacher, parent and student satisfaction with the overall quality of basic education.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)	
This Year	**Last Year**	**3-yr Avg**	**Achievement**	**Improvement**	**Overall**	**2014/2015**	**2015/2016**	**2016/2017**
89.5%	**90.1%**	**89.5%**	**High**	**Maintained**	**Good**	Targets are only required when the measure is evaluated as an "Issue" or Concern"	

Jurisdiction Measures (View Measurement data in Section 3)

4.1c   (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.

4.1d   PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.1e   PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable" (Revised 2012).   A, B or C…

4.1f   PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.1g   PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.1h   PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.1i   Amount of money acquired from third parties in support of community schools. (revised July,2013) for projects like Forestry and Alberta Student Health Initiative Partnership.

4.1j   Number of parent/community volunteers in schools.

4.1k   Number of school activities/events taking place in the community.

Jurisdiction Key Strategies

➢ **PHRD will to build capacity and readiness to implement key elements of Inspiring Education, particularly Curriculum Redesign and High School Redesign**

    o   PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of

Education (focusing on Division 2, 3 and 4).

- PHRD will facilitate and support activities for participation in and contribution to the curriculum prototype deliverables defined by the prototyping project.
- Collaboration Lead teachers will facilitate a community of practice and collaboration and act as "Community Conveners" in alignment with the prototyping project.
- Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support groups of collaborating teachers who seek innovations to the delivery of curriculum.
- PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.

o PHRD will continue to facilitate and support activities for participation and contribution in the Curriculum Prototyping project led by Edmonton Catholic (focusing on Division 1).

- PHRD will continue to support the involvement of Division 1 teachers who expressed interest and became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.
- Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.

o PHRD Education Services will direct the work of Collaboration Lead Teachers:

- The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.

o PHRD will distribute to schools a discretionary fund :

- This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

Jurisdiction Maintenance Strategies

➢ PHRD schools and PHRD Education Services will support and <u>encourage teacher leadership</u> on jurisdictional initiatives, on provincial committees and as markers of provincial achievement tests and provincial diploma exams.

➢ PHRD's Education Services maintains partnerships with local and regional service providers.

o PHRD continues to partner with the Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF), which is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care.

o PHRD will participate in a partnership with Family Supports For Children With Disabilities (FSCD), to provide joint service planning and intervention for children who meet eligibility criteria for both programs.

o PHRD Education Services will ensure the equity of PUF service to all PHRD schools.

o PHRD Education Services will maintain the Threat Assessment Procedures, in partnership with community agencies.

o PHRD Education Services is partnering with the regional FASD network to provide timely diagnostic services in local communities. (This will reduce the need for families to travel to access services, and will provide improved communication with the school regarding educational programming).

o PHRD's Education Services is part of a pilot project with Alberta education to provide two of the High Schools with a FASD WRAP coach to assist with school completion of students who are affected by fetal alcohol exposure.

o PHRD will continue to partner with researchers from the Canadian Research Center on Inclusive Education Participation will provide an opportunity for teachers and schools to reflect on the practices that promote excellence through an inclusive setting and instruction.

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Commentary on Results (July, 2014)

This Outcome has provided an interesting and somewhat conflicting set of data.

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On the measure of Parental Involvement: PHRD's Achievement level was **Intermediate**, Improvement had **Declined**, and the Overall evaluation was rated as an **Issue** whereas one year ago the same set's ratings were: **High**, **Maintained** and **Good**.

That contrast is amplified by the evaluation of Education Quality. This year, PHRD's Achievement rating is **High**, we have **Maintained** and overall the overall evaluation id **Good**.

PHRD has several complementary measures to consider as well.

- 91.5% of parents, 97.4% of staff and 89.5% of students reported satisfaction with the overall quality of education their school provides.

- 97.3% of parents, 99.1% of staff, and 96.2% of students gave their school a grade of A, B or C.

- 86.3% of staff are satisfied that they have meaningful opportunity to contribute to decisions in the school.

- 88.1% of parents are satisfied with the opportunities for involvement in decisions affecting education at their schools.

- It is also significant that schools reported a total of over 1000 volunteers in their schools.

The only data set that defined a decline and or an issue was the Alberta Accountability Pillar Survey of Parental Involvement. Analysis of the specific data indicated that the decline was 2.4%.

It does not seem like cause for alarm based on the analysis of all the factors and data. Therefore, other than the strategies already in place, there will be no specific strategic plan to address this identified **Issue**.

During the Spring of 2013, Education Services became engaged in the process of planning for a new school in Dapp after the Board's motion to change the school from K-6 to a K-9. This motion reflected several years of dialogue relative to the communities north of Westlock and the challenges of demography, geography, and the associated economy of scale. The motion initiated a process to develop a Coordinating Committee and a Transition Committee. The work of the Transition Team has subsequently been completed. A new school identity has taken shape around foundation statements and a general sense of purpose with the context of a learning community. The Transition Team completed their mandate and handed the role of developing a school and its culture over to the administration of Pembina North Community School and a new school council.

Schools have focused their efforts on varying elements of communication and interdependence. School councils have been important in this by their pursuit of actions that support the school and emphasize their value to the community. School councils have been valuable to connect community volunteers and organizations. The Rotary clubs, Legions, Band Booster clubs and others are assets to the school community. Many schools are heavily reliant on community coaches who bring excellent skills as coaches and relieve pressures on staff to be masters of everything.

Inclusion is supported by key partnerships with specialized service providers. Our Student Services team has been highly effective at connecting with partners: Alberta Education, provincial protocols, partnerships with Family Supports for Children with Disabilities, PUF, Occupational therapists, speech therapists, the FASD network, ERECS, Persons with Disabilities are just a few.

The Board has been highly active in efforts to establish and maintain effective communication with the public. Board meetings continue to be held at schools each month and special situations such as the consultations regarding the three schools north of Westlock are carefully planned to include stakeholder voice and to communicate progress in the dialogue. The PHRD website has continued to improve as a source of information and school websites are becoming more frequently accessed by students and parents. PHRD has an emerging Twitter presence and is exploring means by which critical information such as transportation announcements can be distributed through social media.

The Board's Planning Process, described in the first section of this report, is exemplary of the degree of interaction between governance and the public. PHRD parents and community members clearly have a voice in our system and their appreciation of this fact is represented by the high levels of satisfaction in all of the measures in this Outcome.

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Goal 4: Engaged and effective governance

Outcome 4.2 Students and communities have access to safe and healthy learning environments.

Accountability Pillar Measures: Safe and Caring

4.2a   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.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
87.5%	87.2%	87.2%	High	Maintained	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern"		

Accountability Pillar Measures: School Improvement

4.2b   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.

Results			Most Recent Evaluation (May, 2014)			Targets (When Applicable)		
This Year	Last Year	3-yr Avg	Achievement	Improvement	Overall	2014/2015	2015/2016	2016/2017
80.3%	81.9%	80.5%	High	Maintained	Good	Targets are only required when the measure is evaluated as an "Issue" or Concern		

Jurisdiction Measures (View Measurement data in Section 3)

4.2c   PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.

4.2d   PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.

4.2e   PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

4.2f   PHRD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Jurisdiction Key Strategies

➢ **Under the framework of Universal Design for Learning, PHRD will sustain and refine the concepts and applications of teaching and learning in an inclusive environment.**
  o The Universal Design for Learning framework provides a guideline for educators to develop and deliver accessible instruction such that students are provided with:
    ▪ Multiple means of Representation
    ▪ Multiple means of Action and Expression
    ▪ Multiple means of Engagement
  o Education Services administrators will continue with the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.
    ▪ This service model will supplemented for foundational centralized services pooled with funding from the Regional Collaborative Service Delivery process to create an Inclusion Success Pool from which resources will be distributed:
      • Base funding would come from the RCSD model. RCSD money has specific parameters.

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- The PHRD operating reserve will contribute to the pool, thereby increasing the quantity of available services.
- Schools that wish to pay for additional services to address specific needs, would determine their contribution and define their need to the Director of Student Services.
- PHRD will acquire and position specialized staff aligned with the conditions defined by RCSD and the requested services from schools.

o PHRD seeks to create the necessary environment of support required to enable all PHRD students to realize success learning in an inclusive education setting. PHRD's Education Services department has a key role to play and several strategies are associated with the work of this department in PHRD.

  - PHRD Education Services will continue to deliver SLP and OT services through shared human resources with Alberta Health and Aspen Collaborative Services.
  - PHRD Education Services will continue to facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).
  - PHRD Education Services will ensure that schools are supported so that students' Individualized Program Plans are current, accurate and focused on students' individual needs.
  - PHRD Education Services will provide in-service to new teachers in developing student led IPPs.
  - PHRD's Education Services will continue to engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
  - PHRD's Education Services will continue to provide Professional Development to PHRD staff to help them to support students in need (e.g. Non-Violent Crisis Intervention, Mental Health First Aid for Students...)
  - PHRD's Education Services will be provided training for Program Assessments relative to their Job descriptions.
  - Student Services staff has trained and will continue to train PHRD teachers to complete "Level B" Standardized Assessments, (to help direct programming and suggest classroom assessment strategies that teachers can use to support students).
  - **(New in 2014-2015**) PHRD Student Services and the RINUW committee (Recruiting In New and Unusual Ways) will collaborate to facilitate a training program for School Based Teams and especially program assistants using a Community of Practice Professional Learning Plan.
    - 0.25 FTE will be assigned to a support certificated coach and 0.25 FTE will be assigned to a program assistant support coach.
    - A scheduled series of professional discussions will occur between school designated staff. The dialogue will focus on specific students with varying degrees of behavior issues.
    - This model and plan will be reviewed at Administrators' Association meetings several times during the year.

- **PHRD will to build capacity and readiness to implement key elements of Inspiring Education, particularly Curriculum Redesign and High School Redesign**

  o PHRD will continue to participate in the partnership for Curriculum Prototyping led by Calgary Board of Education (focusing on Division 2, 3 and 4).

    - PHRD will facilitate and support activities for participation in and contribution to the curriculum prototype deliverables defined by the prototyping project.
    - Collaboration Lead teachers will facilitate a community of practice and collaboration and act as "Community Conveners" in alignment with the prototyping project.
    - Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support groups of collaborating teachers who seek innovations to the delivery of curriculum.
    - PHRD will consider the deliverables through the lens of a rural community school with demonstrated effectiveness to provide learning experiences in an inclusive environment.

  o PHRD will continue to facilitate and support activities for participation and contribution in the Curriculum Prototyping project led by Edmonton Catholic (focusing on Division 1).

    - PHRD will continue to support the involvement of Division 1 teachers who expressed interest and

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became involved during the 2013-2014 school year. These teachers have offered their classrooms as a "living lab" as part of the Edmonton Catholic prototyping plan.

- Education Services will direct any available resources for professional learning (such as grants available from ERLC) to support this identified group of teachers particularly related to building understanding of Numeracy.

o PHRD Education Services will direct the work of Collaboration Lead Teachers:

- The primary purpose of this role is to support the priorities of the jurisdiction education plan. Specifically, the Collaboration Lead Teacher will facilitate and lead professional collaborations purposefully designed to support implementation of Inspiring Education with a focus on building readiness for Curriculum Redesign.

o PHRD will distribute to schools a discretionary fund :

- This money is intended to support strategies to implement and/or build readiness for changes associated with Inspiring Education. The primary principle is to support teachers in the capacity to Collaborate, Connect and Create for Curriculum Redesign. Work associated with UDL and Differentiated Instruction, including (but not limited to) implementation of Katz, Howery or Hewson application models is encouraged. This fund is also intended to support elements of High School Redesign.

➢ **Early Literacy Strategy:**

o PHRD elementary schools will have three options to support 'at risk' readers in primary grades. These options will continued to be supported based on an allocation aligned to 12.5% of the grade 1 and 2 enrollment. ERI = Early Reading Intervention. LLI = Levelled Literacy Intervention.

- Continue with ERI. The school's ERI funding would be allocated to FTE as has been done in previous years

- Implement ERI with a transition to LLI. The school's ERI funding would be allocated to FTE as has been done in previous years. The school would use the year for teachers to learn the process from others, and to acquire the resources over time using site based resource budgets

- Implement LLI in replacement of ERI. The school's ERI funding would be allocated to support the acquisition of resources and for teacher training / implementation time at the discretion of the school.

Jurisdiction Maintenance Strategies

➢ High School Completion Liaisons will work with targeted at-risk students in grades 9-12.

o 1.0 FTE will be distributed to fulfill the role of 'High School Completion Liaison's in support of identified at-risk students in community junior high and senior high schools.

o Vista Virtual School will continue to support High School completion of their unique student population. A key element of this role is an extensive intact process that involves interviews and conversations with students and parents in the development of a personalized High School program

➢ Align assessment practices with communication and reporting procedures.

o PHRD will continue to schedule a Parent – Teacher – Student interview/meeting in the community school calendar to establish and discuss learning goals for individuals. (Early October).

o PHRD's reporting process will continue to evolve towards "Saying less, more often". That is, structures and practices will be developed to help teachers communicate more frequently with parents, allowing them to stay more consistently engaged in the process of their children's learning.

o Teachers in all grades (except Kindergarten) will be expected to record student progress and achievement relative to learning outcomes using this tool. Parents will be informed of their ability to view records online.

o PHRD elementary schools will explore the potential and application of electronic portfolios and analyze their effectiveness as a means to communicate student progress.

➢ PHRD Education Services will continue to

o Explore effective instructional tools, strategies, programs etc. that can positively impact the quality of programming in PHRD.

o Support teacher application of the principles and practices of Assessment for Learning.

o Engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.

- o Maintain the Threat Assessment Procedures, in partnership with community agencies.
- o Engage the services of behavior consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
- o Provide Professional Development to PHRD staff to help them to support students in need (e.g. Non-Violent Crisis Intervention, Mental Health First Aid for Students...)
- ➢ PHRD's Facilities and Transportation Department will continue to
  - o Ensure that procedures and policies support the transportation of students such that they arrive at school in a positive frame of mind and ready to learn.
  - o Maintain and upgrade facilities to provide a safe and aesthetically pleasing environment in which students can learn.
  - o Facilitate an Occupational Health and Safety program for the school system.
- ➢ PHRD's Employee Services department will continue to ensure new employee screenings include a Criminal Record Check, A Child Welfare Check and that references are checked

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  - The Board will review the foundation statements and primary policy directions of the jurisdiction

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Commentary on Results (July, 2014)

The measures for this Outcome demonstrate PHRD's commitment to developing a healthy, safe and positive learning community for our students.

Safe and Caring: The Achievement rating is **High**, Improvement is **Maintained** and the Overall evaluation is **Good**.

School Improvement: The Achievement rating is **High**, Improvement is **Maintained** and the Overall evaluation is **Good**.

Establishing a climate wherein learning can occur is a central focus of PHRD schools. This is done through the careful and purposeful application of various, site based behavior management programs, intentional celebrations with the community, and a great staff dedicated to offering a diversity of opportunities to engage students in the life of school.

Schools have used formal programs such as Effective Behavior Supports and Roots of Empathy and other untitled structured positive discipline programs to manage behavior and social interactions. Several schools are exploring the potential of the Collaborative Problem Solving model.

Celebrations of talent and opportunities to explore learning beyond the core curriculum provide opportunities for students and the community to interact. Field trips, pep rallies, breakfasts, picnics, Christmas Concerts, volunteer appreciations, awards nights, concerts, dramas and festivals bring the school and the community together.

The PHRD staff is dedicated to supporting opportunities for students to discover their talents. A wide range of extra-curricular programs are offered. Bands, choirs, drama groups, student councils, robotics clubs, student advocacy groups, and of course sports teams are mentored, coached and facilitated by school staff and community volunteers. Several teams achieved provincial level success again this year. In fact 14% of grade 10-12 students competed at provincial level competitions.

In summary, the positive, safe learning environment in PHRD schools is not an accident. It is an intentional result of focusing effort, energy and resources on the needs of our community schools.

Goal 4: Engaged and Effective Governance

Outcome 4.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures (View Measurement data in Section 3)

4.3a   Balanced operational budget. (System, and by site or department).

4.3b   Percentage increase to Instructional Materials Fee (IMF).

Jurisdiction Maintenance Strategies

➢ PHRD's school budget templates have been designed to guide administrators in the allocation of their resources in support of students with Special Needs.

> ➢ With the support of PHRD Financial Services, PHRD schools and departments will develop and manage balanced operational budgets.

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Commentary on Results (November - December, 2014)

Schools continue to work closely with business and communication services department at PHRD to ensure resources are optimized for their impact on students. After several years, the Technology Operating Reserve has become a valued element of long term planning to maintain the technology infrastructure.   School and community level fundraising continues to be essential to supporting co-curricular field trips or to fund playground enhancements or equipment purchases and maintenance (e.g. Musical instruments).

More detail on the fiscal management of the jurisdiction is available later in this report; under Section 3 Summary of Financial Results and Budget, and under Section 5 Challenges for the Future – Corporate Services.

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Section 3: Summary Financial Results and Budget

Public Access to Jurisdiction Financial Information

The **Audited Financial Statements** for the previous school year and the **Budget Report** for the current school year is stored electronically and is available at the website listed below.

For information regarding sources and uses of school generated funds, related unaudited schedules and other rates, please contact the school district Regional Office at 780 674 8500.

- The Summary of Financial Results is electronically available at:
  - **www.phrd.ab.ca/documents/general/2013-2014AFS.pdf**

- The web link to provincial roll-up of jurisdiction Audited Financial Summary Information is:
  - **http://www.education.alberta.ca/admin/funding/audited.aspx**

Summary of Audited Financial Results (2013 - 2014)

Revenue	2012/2013	2013/2014	2013/14 %
Province of Alberta	$ 52,839,400	$ 54,856,363	96.14%
Federal &/or First Nations	18,734	43,762	0.08%
Other Alberta School Authorities	64,080	57,394	0.10%
Out of province authorities	-	-	0.00%
Alberta Municipalities-special tax levies	-	-	0.00%
Fees	1,134,161	808,938	1.42%
Other sales and services	273,475	474,846	0.83%
Investment Income	173,513	244,383	0.43%
Gifts and donations	125,943	-	0.00%
Fundraising	881,012	143,379	0.25%
Rental of facilities	52,216	86,664	0.15%
Gains on Disposal of Capital Assets	-	1,283	0.00%
Other Revenue	352,523	340,757	0.60%
Total Revenue	**$ 55,915,057**	**$ 57,057,769**	**100.00%**
Expenses by Program			
Instructional	$ 41,192,609	$ 43,482,945	78.00%
Operations & Maintenance	5,807,236	5,388,818	9.67%
Student Transportation Services	5,021,438	5,122,315	9.19%
Board & System Administration	2,046,245	1,650,565	2.96%
External Services	110,781	99,562	0.18%
Total Expenses by Function	**$ 54,178,309**	**$ 55,744,205**	**100.00%**
Expenses by Object			
Salaries, Benefits & Allowance	$ 41,018,032	$ 42,857,100	76.88%
Services, Contracts, Supplies	11,161,893	11,137,286	19.98%
Capital & Debt Services	1,788,967	1,749,819	3.14%
Other expense	209,417	-	0.00%
Total Expenses by Object	**$ 54,178,309**	**$ 55,744,205**	**100.00%**
Surplus/(Deficit) of Revenues over Expenses	**$ 1,736,748**	**$ 1,313,564**	
Surplus Breakdown			
Instructional	$ 2,014,731	$ 1,520,379	115.74%
Support Services	(248,459)	(224,274)	-17.07%
External Services	(29,524)	17,459	1.33%
Total Surplus/(Deficit)	**$ 1,736,748**	**$ 1,313,564**	**100.00%**

Commentary on the Audited Financial Statements

Pembina Hills experienced an operating surplus (excess of revenues over expenses) of $1,313,564. This included 1-time budget mitigation of $1,138,000, which was not specifically allocated for expenditure, due to the uncertainty of funding reductions announced in the spring of 2013 and the uncertainty of the ADLC Service Agreement, which was to expire August 31, 2014.

The Board subsequently entered into a 2-year service agreement amendment with Alberta Education for the continued operation of ADLC.

The following is a breakdown of the $1,313,564 surplus:
- Instruction - $1,520,379 (includes the $1,138,000 undesignated 1-time budget mitigation funding)
- Plant Operations and Maintenance - $(65,582)
- Transportation - $(535,533)
- Board & System Administration - $376,841
- External Services - $17,459

The Plant Operations and Maintenance deficit is attributable to a $92,000 increase in facility insurance premiums.

Approximately $400,000 of the Transportation deficit is attributable to the discontinuance of the Fuel Price Contingency funding effective April 1, 2013. Fuel price contingency funding provided relief for the cost of diesel fuel above $0.60/liter. The average price of diesel fuel in 2013-2014 was $1.195/liter. Other cost pressures contibuting to the deficit were insurance premium increases and bus repairs.

To assist in reducing the accumulated debt of Transportation, a $500,000 transfer from Instruction reserves to the Transportation operating reserve was built into the Audited Financial Statements. The $500,000 from Instruction is part of the $1,138,000 unallocated budget mitigation funding received.

Expenses by Program 2013-2014

Board & System Administration 3%
External Services 0%
Student Transportation Services 9%
Operations & Maintenance 10%
Instructional 78%
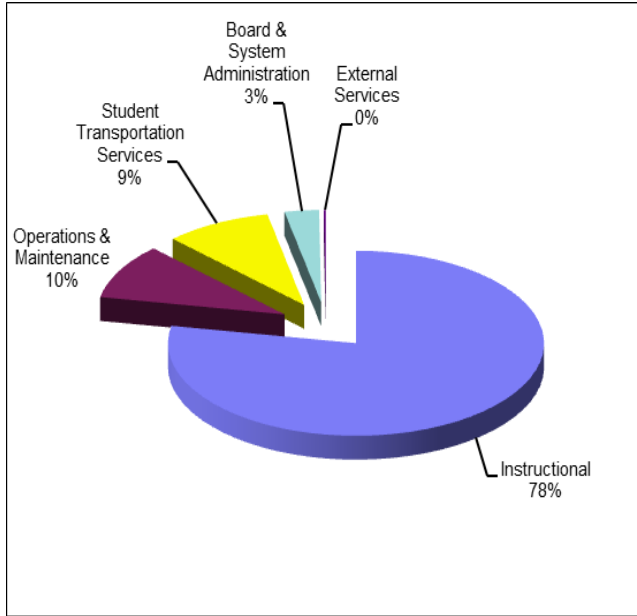
Expenses by Object 2013-2014

Capital & Debt Services 3%
Other expense 0%
Services, Contracts, Supplies 20%
Salaries, Benefits & Allowance 77%
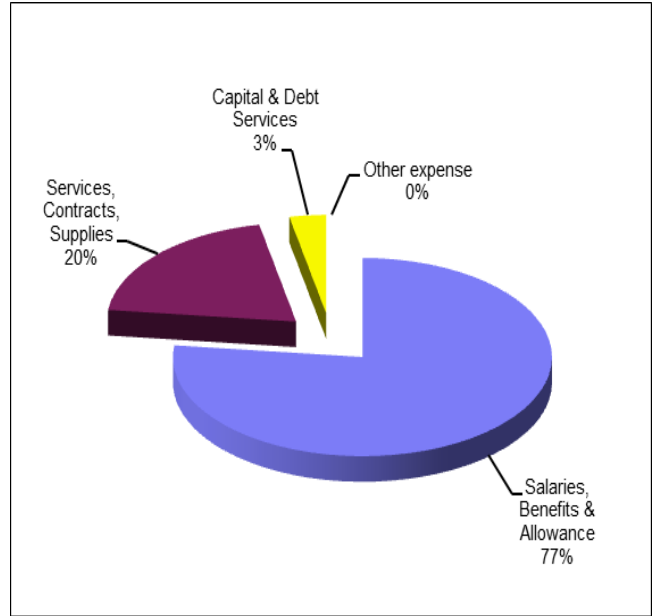
Spending Per Student							
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15 Budget**
Instruction*	$8,275	$8,230	$8,452	$9,582	$9,964	$9,903	$10,207
Operations and Maintenance**	933	960	943	946	$1,124	$1,112	$1,160
Transportation	1,443	1,442	1,518	1,627	$1,674	$1,661	$1,551
Board & System Admin	399	460	434	413	$495	$376	$416
Total spending per student (excluding external services)	**$11,050**	**$11,092**	**$11,347**	**$12,568**	**$13,257**	**$13,211**	**$13,334**

* Reported per student costs are based on grades 1-12 enrolment plus kindergarten at .50 FTE

** Operation & Maintenance spending per student, excluding debenture costs

2014-2015 Budget (and Update)

Revenue	2014/2015 Budget	2014/2015 Budget Update
Province of Alberta	$ 52,670,965	$ 53,392,920
Federal &/or First Nations	46,899	46,899
Other Alberta School Authorities	56,000	56,000
Out of province authorities	-	-
Alberta Municipalities-special tax levies	-	-
Fees	1,117,270	1,117,270
Other sales and services	374,174	374,174
Investment Income	148,500	148,500
Gifts and donations	20,000	20,000
Fundraising	850,000	850,000
Rental of facilities	23,000	23,000
Gains on Disposal of Capital Assets	7,000	7,000
Other Revenue	170,000	170,000
Total Revenue	**$ 55,483,808**	**$ 56,205,763**
Expenses by Program		
Instructional	$ 43,835,761	$ 44,206,811
Operations & Maintenance	5,452,821	5,452,821
Student Transportation Services	4,784,291	4,784,291
Board & System Administration	1,801,228	1,801,228
External Services	84,500	84,500
Total Expenses by Function	**$ 55,958,601**	**$ 56,329,651**
Expenses by Object		
Salaries, Benefits & Allowance	$ 42,857,974	$ 43,229,024
Services, Contracts, Supplies	11,168,988	11,168,988
Capital & Debt Services	1,731,639	1,731,639
Other expense	200,000	200,000
Total Expenses by Object	**$ 55,958,601**	**$ 56,329,651**
Surplus/(Deficit) of Revenues over Expenses	**$ (474,793)**	**$ (123,888)**

Budget Expenses by Program and Object
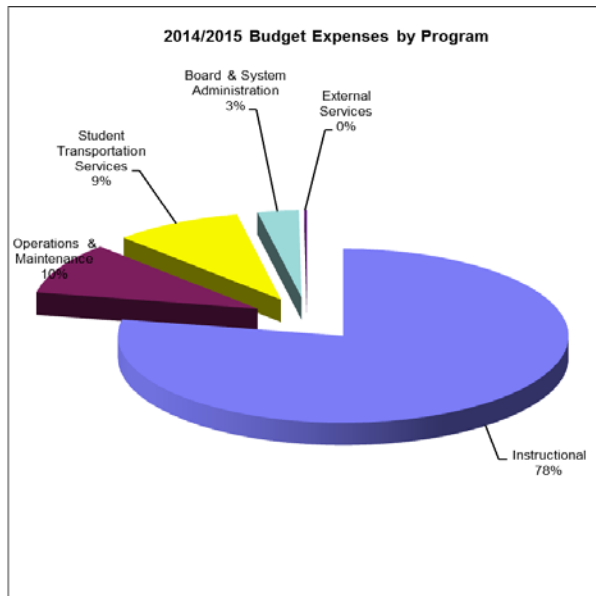
Budget Expenses by Program   **Budget Expenses by Object**
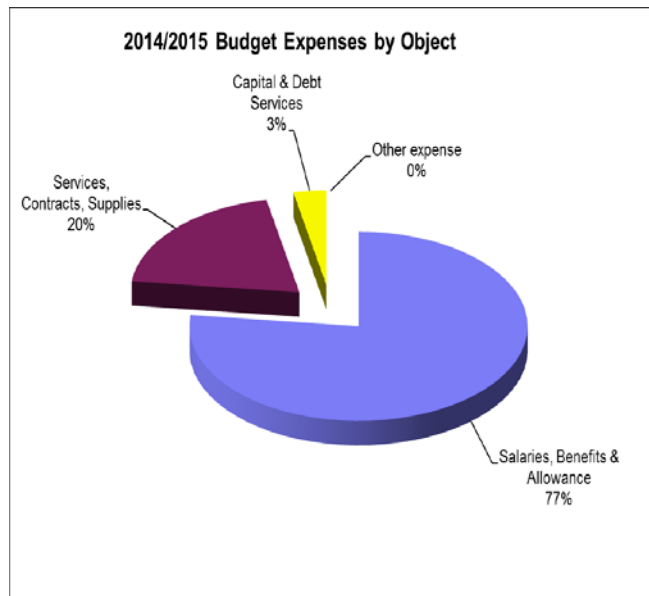
Section 4: Summary of Facility and Capital Plans (To date: July 2014)

The-jurisdiction facility and capital plans are available on the PHRD website:
www.phrd.ab.ca

NOTE: The following Long Range Capital Plan was originally adopted by the Board of Trustees at their March 15, 2006 Regular Board Meeting. Administration recommends the re-affirmation of the Long Range Capital Plan, with updates to prioritize our present needs, enrolment figures and cost estimates.

The following projects were listed under Alberta's Education Schools for Tomorrow Strategic Plan that was released in November of 2006.

Unfortunately approval has not yet been granted for this project:
- Barrhead Composite High School – Major Modernization & Right-Sizing
- Westlock Elementary School – Full Modernization (1970 section)

During 2012 - 2013 school year, the Neerlandia Public Christian School replacement school was announced with a planned opening for the 2016-2017 school year.

During the 2013 -2014 school year, the Dapp Modular and Modernization project was awarded and began to facilitate the consolidation of the Dapp, Jarvie and WR Frose schools into the new Pembina North Community School located in the original Dapp School.

For the 2013 – 2014 school year, a new capital request was added to the Capital Plan:
- Busby School – Gym Addition & Modernization

Background

The Pembina Hills Long Range Capital Plan was developed to assist the Pembina Hills Board of Trustees and Alberta Education and Infrastructure to identify the division's long-term building needs.

The Long Range Capital Plan is comprised of a Three (3) Year Capital and Ten (10) Year Facilities Plan. The Plan gives the Board of Trustees a framework within which to make decisions about how we will accommodate students, how the division transports students, where programs should be located and how to best invest government funding available for school buildings. At the heart of the Plan is the overarching goal of providing Pembina Hills' students with the best possible learning experiences.

The Long Range Capital Plan is a living document. While it provides general direction to the Board of Trustees, this plan does not prescribe a final outcome. The Board of Trustees will review the Plan each year to make sure it is still relevant, given changes in demographics or unforeseen changes in building conditions.

Declining enrolment is a key factor impacting planning for Pembina Hills Regional Division No. 7. Since 1995 our Kindergarten - grade 12 enrollment has decreased quite dramatically, resulting in an overall utilization rate of 67%

(based on the Area Capacity & Utilization Report provided by Alberta Infrastructure - March 17, 2014). This is far below the 85% rate required by government to make us eligible for funding to renovate or replace schools.

In developing the original Plan, the Board of Trustees asked our consultant Workun Garrick Partnership, Architecture and Interior Design to assess all our school buildings. We need this information so we can decide where best to invest our funding dollars over the long term.

As part of his assessment, the consultant flagged several schools for consolidation or retirement. For planning purposes, the Board of Trustees needs this information; however, the Board wants to reassure the communities served by these schools that this planning document is not the final word on these issues. Pembina Hills Regional Division No. 7 Administrative Procedure 70-2 provides guidance when it comes to decisions about keeping schools open. Under this Administrative Procedure, individual schools could operate for years, as long as enrolments are high enough to keep the school financially viable and the school building does not require major repairs.

The Board of Trustees is committed to working with communities to keep student populations at viable levels, while at the same time creating better learning environments to bring our facilities in line with the 21st century.

As part of developing this Long Range Capital Plan, the Board of Trustees was involved in three (3) rounds of consultation meetings in 2005 and 2006. During these meetings, the Board explained the planning process to the communities, explained the role and function of the Long Range Capital Plan and shared the consultant's initial recommendations.

Alberta Education considers the requests outlined in the Long Range Capital Plan along with requests received from school jurisdictions across the province.

NOTE: Priorities of the Long Range Capital Plan:
While the consultant assessed and made recommendations about all of the division's community schools, this planning document speaks specifically to the division's top priorities.

Three (3) Year Capital Plan

The Three (3) Year Capital Plan describes Pembina Hills Regional Division's top four (4) building priorities for the immediate future. The division's ability to complete the Three (3) Year Capital Plan relies mainly on funding availability from the province.

In order of priority, the projects to be undertaken under the Three (3) Year Capital Plan include:

Busby School
- Division Priority: 1
- Estimated Cost: $1,665,028
- Business case is required
- Location – Busby

Project Description/Education Purpose
- Addition of a new 430m^2 gymnasium and modernization of existing gymnasium (188m^2) for possible science/art and music/classroom space.

- The original school was constructed in 1947 making this the second oldest facility in our division with additions built in 1950, 1958, 1986 and a full modernization in 1986. The school has a capacity of 157 students and currently has a utilization of 77%.
- When Busby School was modernized in 1986, a portable gymnasium was built in the event the school would need to close due to declining numbers when the school had 50 students. Of course, since that time the numbers have increased substantially making the undersized gymnasium, with its low sloped ceiling inadequate for day to day physical activities.
- This facility does not have auxiliary space for music, art, science or enough classroom space in general so a modernization of the existing gymnasium into much needed space for the school.
- If this project is awarded, the need for the proposed modular would not be necessary.

Barrhead Composite High School

- Division Priority: 2
- Estimated Cost: $10,697,475
- Business case is required
- Location – Town of Barrhead

Project Description/Education Purpose

- Full modernization/Right-Sizing of Barrhead Composite High School to achieve operating capacity of 85% and re-planning of the facility to improve instructional efficiencies.
- The original portion of Barrhead Composite High School was constructed in 1958 and was expanded in 1961, 1962, 1969, 1980 and 1989. The total gross area of the school is 12,696.8 m2. The fixed capacity of the school is 1,250.
- The entire school is a mixture of masonry walls with steel joist and deck floor and wood framed roof structures. Crawlspaces exist under all areas of the school. Exterior finishes consist primarily of sand/cement stucco with a stone aggregate finish applied over masonry exterior walls, and there is a small section of brick veneer. Stucco was applied over rigid insulation and z-bars on the 1980 and 1988 sections. Upgrading of the interior finishes has been undertaken on an ongoing basis. A modernization of some of the mechanical systems was completed in the early 2000's.
- Enrolment at the school has declined significantly in grades 7-12 since 1995 and, although enrolment has stabilized somewhat over the past two (2) years, it is projected to decline further over the next five (5) years.
- Barrhead Composite High School has a capacity of 1,406 with a present enrolment of 768 FTE students representing a utilization rate of 55%
- The school was operated as a separate junior and senior high school until 1998 when the administration was combined to gain efficiencies. Outside of the mechanical system upgrade, the school has never undergone a major modernization. As a result of the age of the building, past additions, the enrolment decline, and changes in educational programming, the school requires right-sizing and re-planning of instructional space.

Westlock Elementary School

- Division Priority: 3
- Estimated Cost $5,799,750.00
- Business case is required
- Location – Town of Westlock

Project Description/Education Purpose

- Full modernization of the 1970 section of the school building
- Westlock Elementary School was constructed in 1970, and was added onto in 1986. The total gross area of the school is 5,201.3 m2 with a fixed capacity of 632.
- The school consists of a combination of steel stud/gypsum wallboard and masonry walls, and steel joist and deck floor and roof structures. Crawlspaces exist under all areas of the school. Exterior finishes consist

primarily of sand/cement stucco with a stone aggregate finish with metal-clad fascia. The original building has not been modernized. It was originally constructed as a junior high school.

- Enrolment at this school continues to be stable. It has shown a steady increase in Kindergarten - grade 6 since 1995. Projections are that enrolment will continue to increase over the next five (5) years
- Westlock Elementary has a capacity of 646 with a present enrolment in Kindergarten - grade 6 is 663 FTE, resulting in a utilization rate of 103%.
- A new modular was added to the existing school in 2012 to address the enrollment pressures.

Ten (10) Year Facilities Plan

The Ten Year Facilities Plan outlines Pembina Hills Regional Division's longer term plans with regard to the school buildings not listed in the Three Year Capital Plan. Necessarily, this long range plan must be flexible as it is subject to adjustment as a result of population shifts, changes in the condition of the division's schools and new developments. As the Three (3) Year Capital Plan is achieved, schools listed under the facilities plan will be re-positioned under the appropriate priority of the Capital Plan.

NOTE: The Board of Trustees has not assigned local priority numbers to the schools listed under the Ten (10) Year Facilities Plan.

Fort Assiniboine School – Located in the Hamlet of Fort Assiniboine

Project Description/Education Purpose

- Replace or continue to right-size and modernize the existing school to current standards, except the library, which is in good condition
- The original section of Fort Assiniboine School was constructed in 1953, expanded in 1957 (classrooms and gymnasium), 1963 (classrooms), 1966 (classroom, administration suite, change rooms and gymnasium expansion) and 1987 (school and community library and 2 portable classrooms).
- In 2006 the 1987 portables were relocated to Neerlandia School.
- The total gross area of the school is now 2,456.1 m2, with a fixed capacity of 218.
- The school consists primarily of wood framed walls, wood framed floor and roof structures, concrete slab on grade change room and washroom floors in the 1966 section, and concrete slab on grade floor in the mechanical room. The 1987 school and community library is of masonry construction. Crawlspaces are present under all areas of the school except where slabs on grade exist. Exterior finishes consist primarily of sand/cement stucco with a stone aggregate finish. Upgrading of interior and exterior finishes was undertaken in the mid to late 1980's.
- Enrolment at the school has shown a steady decline in Kindergarten thru grade 12 since 1995 and is projected to decline further over the next 5 years.
- The school is recognized as a Small School by Necessity. The school is situated along the southern boundary of its attendance area, with the closest schools to the south west located 41 km away, in the Town of Barrhead.
- There are many architectural and structural issues to be addressed at this school, along with mechanical and electrical issues. In addition to these issues, the facility needs to be re-planned to improve instructional efficiencies.
- The administration area of this school, and the shower room and change rooms for the gym area were modernized in 2007. Upgrades to two exterior entrances were completed in 2008.
- Effective 2011-2012 school year, this facility became a K-9 school
- Current enrolment is 103 FTE, resulting in a utilization rate of 47%.

R.F. Staples Secondary School – Located in the Town of Westlock

Project Description/Education Purpose

- Right-size and modernize the existing school as well as re-plan the facility to improve instructional efficiencies.
- The original portion of R.F. Staples Secondary School was constructed in 1951 and expanded in 1954. These sections of the school were demolished in 1983. Other sections of the school were constructed in

- 1956, 1958, 1960, 1963, 1964, 1965, 1971, 1983 and 1989. The total gross area of the school is 11,621.4 m2. The fixed capacity of the school is 1,120.
- The 1950's and 1960 and 1964 sections of the school consist of wood framed wall, floor and roof structures. The remaining areas are a mixture of masonry walls with wood framed floor and roof structures, and masonry walls with steel joist and deck floor and roof structures. Crawlspaces exist under all areas of the school. Exterior finishes consist primarily of metal cladding; with single wide concrete block masonry in some areas. The building received major modernizations in 1987 and 1989. Upgrading of the interior finishes has been undertaken on an ongoing basis.
- Enrolment at the school has declined in grades 7-12 since 1995 and is projected to decline further over the next 5 years.
- Current enrolment is 736 FTE students, resulting in a utilization rate of 54%.

Swan Hills School – Located in the Town of Swan Hills

Project Description/Education Purpose

- Right-size and modernize the existing school as well as re-plan the facility to improve instructional efficiencies.
- The original portion of Swan Hills School was constructed in 1960, and was expanded in 1962, 1964, 1974, 1975, 1989 and 1994. The total gross area of the school is 4,610.3 m2. The fixed capacity of the school is 507.
- The 1960 and 1962 sections of the school consist of wood framed walls, floor and roof structures, and the subsequent additions consist of masonry walls with wood framed floor and roof structures. Crawlspaces exist under all areas of the school. Exterior finishes consist primarily of sand/cement stucco with a stone aggregate finish, and metal cladding. The school was partially modernized in 1994, in conjunction with the last expansion. Subsequent interior upgrading has been undertaken using BQRP/IMP/IMR funds.
- A high school program was introduced at the school in 1996.
- Enrolment at the school has declined significantly since 1995. In 1995 a Kindergarten - grade 9 program was offered.
- Current enrolment is 296 FTE in Kindergarten – grade 12 resulting in a utilization rate of 58%.

Remaining Pembina Hills Regional Division No. 7 Community Schools

Project Description/Education Purpose

In accordance with Pembina Hills Regional Division No. 7 Administrative Procedure 20-9, the Board of Trustees will monitor the remaining division schools on a yearly basis in terms of facility health and enrolment levels. The Board of Trustees wants to reassure the communities served by these schools that this planning document is not the final word on these issues. Pembina Hills Regional Division No. 7 Administrative Procedure 20-9 provides guidance when it comes to decisions about keeping schools open. Under this administrative procedure, individual schools could operate for years, as long as enrolments are high enough to keep the school viable.

2014-2015 Modular application:

During this school year, Pembina Hills Regional Division No. 7 applied for modular units for the 2014 – 2015 school years to be placed at:

- Dapp School – 6 modular units and connecting links
  - This application occurred as a precaution just in case the modulars were not awarded under the Capital Plan.
- Busby School

Section 5: Challenges for the Future

Business & Communications Services

The Business & Communications Services Division of Pembina Hills Regional Division No. 7 includes the areas of communications, finance, budgeting, insurance and records

Business & Communications Services provides support to the Superintendent, Board, schools and services areas within Pembina Hills Regional Division No. 7, including its subsidiary, the Alberta Distance Learning Centre.

2013-2014 Highlights

Westlock North Consolidation

- In the fall of 2013 a Business Case for the consolidation of the 3 Westlock North Schools was finalized and presented to Alberta Education and Alberta Infrastructure. The Business Case presented both the education case and financial case for consolidation.

- From September, 2013 to March, 2014 the Pembina North Community School Transition Team continued to lead the planning process for the new school. Ad hoc committees were created to assist in the task.

- On January 30, 2014 the Province of Alberta announced 6 modular classrooms and a major modernization of Dapp School to accommodate the new Pembina North Community School.

- On February 12, 2014 the Superintendent presented the final school closure report for the 2013-2014 school year, recommending the closures of W.R. Frose School and Jarvie School.

- The school closure consultation process, in compliance with Alberta Regulation 238/1997 and Administrative Procedure 20-9, occurred from February 12, 2014 – May 14, 2014.

- At the May 14, 2014 Regular Board Meeting, the Board of Trustees considered the data gathered and made an informed decision with regards to the closure of W.R. Frose School and Jarvie School.

- The process used and data gathered from the Westlock North Consolidation is available on the Pembina Hills website @ http://www.phrd.ab.ca/Westlock%20North.php

Trustee Elections

- In October, 2013 trustees elections were successfully conducted in 6 out of 7 electoral subdivisions (an acclamation occurred in the 7th electoral subdivision). Four new trustees were elected to the Board of Trustees.

- A Trustee Orientation binder was created to assist the trustees in their governance role. In addition, Business & Communication Services staff assisted the Superintendent and Board in orientation sessions.

ADLC Service Agreement Amendment

- Assisted the Superintendent and Assistant Superintendent – ADLC in the discussions and development of the ADLC Service Agreement Amendment with Alberta Education – a process that began in the fall of 2013 and concluded with a 2-year Service Agreement Amendment to August 31, 2016 being approved June 25, 2014.

Communication Services

- A long range Communication Strategic Plan for Pembina Hills was developed.

- The Pembina Hills website was enhanced in the 2013-2014 school year to include new features, such as bus status reports and drop down menus for ease of use and to find information quickly. The website and be found at: http://www.phrd.ab.ca/index.php. The website serves as the main portal of information for the division.

- Various situational communication plans were developed and implemented throughout the course of the year.

Policy & Administrative Procedures

- During the 2013-2014 school year there were 85 review/updates to Pembina Hills' policy, guiding principles, administrative procedures, forms, and rates annexes. Each Service Area within Pembina Hills is responsible for the review and implementation of the administrative procedures and forms in their area of responsibility. Business & Communication Services staff are responsible for maintaining and posting of all policy, guiding principles, administrative procedures, forms and rates annexes.
- At the end of the 2013-2014 school year a draft re-write in the area of Board appeals, communication protocol, and parent inquiries was conducted for the purpose of providing clarity, consistency and transparency.

Financial System Conversions

- All Schools transitioned and are using the new KEV software for their school generated funds starting the 2013-2014 school year.
- The new software will enable parents to utilize electronic funds payment starting the 2014-2015 school year. Schools will be training on this new process during August & September 2014.

Internal Audits

- During the 2013-2014 school year, 14 internal audit visits were conducted, including Vista Virtual school. The financial documents were found to be in order and recommendations were made to Administrators for any areas of needed improvement.
- In addition, 3 external audit visits were conducted and no major concerns were noted by the Auditor.
- An onsite Enrolment Verification review was conducted by Alberta Education at Eleanor Hall School with only a few minor adjustments.

FOIP

- In addition to routine requests for information throughout the year, Pembina Hills, a FOIP complaint was launched against Pembina Hills, alleging that personal information was improperly collected and disclosed by the division in a letter. The Portfolio Officer found that Pembina Hills was not permitted to disclose the complainant's name in the letter. In the future, Pembina Hills will refrain from disclosing personal information about the complainant and ensure that third party personal information is not included in correspondence unless necessary in the circumstances.

Plans for 2014-2015

Business Strategies

- Actively support ADLC's operating plan and finance area
    - The revised ADLC organizational chart clarifies that the Business Service area of ADLC is the responsibility of the Secretary Treasurer. The Secretary Treasurer and Assistant Superintendent – ADLC will continue to work closely together to ensure that business services support the operations and Education Plan of ADLC
    - Beginning the 2014-2015 school year the Secretary Treasurer will be located at ADLC offices every Tuesday
- Online Parent Payments Initiative
    - Parents will be able to access a fee payment process through the school websites to pay Board and School directed fees

- o This should reduce the number of payments and collections processed by the School and Regional Office
  - o Reduce the teacher-student fee collection in the classroom, with a recommendation to centralize student fees collection processes through the school office. This was also an initiative of the C:2 Committee (a joint committee with Pembina Hills, ATA Local and a liaison from Alberta Education with a purpose of addressing teacher workload issues)
- EFT (Electronic Funds Transfer) payments to the majority of vendors
  - o Currently approximately 50% of vendor payments are made using EFT processes
  - o Target for 2014-2015 is to increase the percentage to 75-90%
- Accounts Payable Electronic Document Workflow transition
  - o Utilizing electronic invoicing from the SRB financial system, all invoices will be scanned and electronically approved, processed, and stored.
  - o This process will greatly enhance the workflow processes between Regional Office, schools and departments, provide an audit trail of authorizations, as well as reduce the need for storage space.
  - o Schools and departments will be able to view all invoices and authorizations electronically, increasing accuracy and internal controls
  - o The external audit team will conduct their review and testing using electronic documents
- SRB – Dashboard Reporting
  - o School financial reporting (school summary and detailed reports) will be placed on the school principal's dashboards

Communications Strategies

- Continued enhancement to the Pembina Hills' website, including the Board and Parent page
- Creation of an intranet site for staff - 'Staff Zone'
  - o Consult with each Regional Services Area to design and populate each area
  - o Creation of site designed for Administrator – 'Administrator Avenue'
  - o Transfer the Pembina Hills' professional development registration process to 'Staff Zone'
- Sessions on school websites will be offered during the skills training portion of professional development days in 2014-2015 (November, 2014 and March, 2015)

Facilities and Transportation Services

Facilities

The Facilities department is responsible for:

- IMR (Infrastructure Maintenance & Renewal)
- Major Modernization, New Construction & Capital work
- Maintenance of facilities – Electrical, Plumbing/Heating, Painting & General Repairs
- Card Access system
- Playground inspection & repairs
- Surveillance equipment
- Networking
- Caretaking services
- Groundskeeping
- OH&S

Highlights

New School at Neerlandia

On April 29, 2013, the Minister of Education announced the approval of a K-9 replacement school for Neerlandia. Jen-Col Construction Ltd. was awarded the contract for this project. Site work commenced on July 14, 2014. To date, the following work has been competed:

- all organic material has been removed off site
- surveys have been completed for the building footprint and elevations
- clay base is now complete for the structural slab and grade beams
- pilings installed
- grade beams for the gymnasium to be installed next.

The anticipated end date of construction will be June 30, 2016.

Pembina North Community School Modular Addition and Modernization

Following the Board's decision to move forward with the consolidation of Westlock North Schools, the PHRD Facilities team has been working hard to ensure that the modular classrooms are in place and ready to accommodate the students of Pembina North Community School at the beginning of the 2014 - 2015 School Year.

In January, the Province announced its approval of the Board's request for six modular classrooms and a full modernization of Dapp School. Phase one of the project, the addition of the modular classrooms, was opened up to receive tenders; a process which closed on May 21, 2014. On behalf of Pembina Hills, the firm of Workun Garrick Partnership, Architecture and Interior Design, Inc., received three (3) tenders for the Dapp School Modular Classroom Addition project.

At their May 28th Regular Meeting, the Board of Trustees passed a motion to approve the tender and awarding of the contract to **Monteith Building Group Ltd**.

Phase 1 of the project will include the delivery, set up, and installation of the six modular classrooms. This work is scheduled to be completed before the beginning of the 2014 - 2015 school year.

Phase 2 of the project will involve a complete modernization of the school building that will be home to Pembina North Community School.

Infrastructure Maintenance Renewal (IMR) Projects

The following projects are ongoing:

- Barrhead Composite – Front Entrance Renovation
- Barrhead Composite – North Wing Hallway T-Bar & Lighting reno
- Barrhead Composite – Roof Repairs – cafeteria
- Barrhead Composite – Computer Lab flooring
- Barrhead Elementary – Gym Doors & Hardware
- Dunstable – Bathroom reno – flooring & tiles
- Dunstable – Fire alarm system
- Fort Assiniboine – Washroom renovation
- RF Staples – Gym Air System – Phase II
- RF Staples – Roof Repairs – gym

The following projects are already complete:

- Barrhead Composite – Jr High Hallway T-Bar & Lighting reno – Phase II
- Barrhead Elementary – PA System replacement
- Fort Assiniboine – Corridor flooring
- Neerlandia Public Christian – Roof repairs
- RF Staples - Roof repairs
- RF Staples – Patch paving
- Westlock Elementary – Patch paving

<u>New Modular for Eleanor Hall</u>

The new modular has been installed and ready for occupancy for September 1, 2014.

<u>Capital Projects</u>

Our Facilities department completed many capital projects over the past school year. Some of the projects included:

- Barrhead Outreach - renovation to new location
- RF Staples – staff room renovation
- Barrhead Elementary – Time Out room renovation
- Construction of cabinets, book shelves, desk units for various school

Challenges

<u>Budget Challenges</u>

- Utilization rates continue to drop due to declining enrollment

<u>IMR Challenges</u>

Our Division has a back log of $64,011,059 in IMR projects to maintain our schools over the next 25 years (projections from AB Infrastructure provided in ReCapp). Critical areas are:

- Roofs that need to be replaced
- Upgrading in all areas to accommodate curriculum changes
- Mechanical systems not up to code
- Major modernization at several sites

Plans for 2014 - 2015

Our focus for 2014 – 2015 will be the following:

- Neerlandia Replacement school

- Pembina North Community School Modulars & Modernization

- Jarvie & WR Frose - Disposition of property and furnishings

- Our annual IMR and capital projects

- Continue to streamline our operations

- Working with decreased budget and still maintain the same level of service

- Continue to promote a safe work environment for students and staff through our OHS program

<u>Transportation</u>

Quick Facts

- Our buses travelled a total of 2,025,060 Km this year

- Drivers make a total of 27,600 trips (both AM & PM)

- From September, 2013 to March, 2014, spare drivers were hired to drive 1488 trips

- In the same time period, our buses made 435 field trips

Historical Ride Times - Average			
	Pickup Time	**Ride Time**	**# Routes**
1998-1999	8:03	41	92
1999-2000	8:06	38	92
2000-2001	8:05	37	92
2001-2002	8:08	36	92
2002-2003	8:07	34	88
2003-2004	8:08	35	88
2004-2005	8:10	34	87
2005-2006	8:04	34	87
2006-2007	8:00	41	82
2007-2008	8:02	38	83
2008-2009	8:02	35	81
2009-2010	8:01	35	81
2010-2011	8:01	35	75
2011-2012	8:00	35	74
2012-2013	7:56	42	75*
2013-2014	8:11	27	75*
*Addition of 2nd In-town bus run in Barrhead			

Highlights

New Website Information

Provides valuable information for parents, students and staff such as:

- Status report if buses are running late
- What criteria must be met before the buses will be cancelled?
- Are schools open if buses are not running?
- I want my child to go to a school outside our attendance area, what do I have to do?

Purchase of 6 New 70 passenger buses

- To be delivered in October, 2014

Government of Alberta Audit

- Our department was audited in February 2014 by the Government of Alberta Transportation for an assessment of our regulatory compliance
- Achieved 91.05% scoring
- To work toward 100% compliance, our department will improve the following:
  - Commercial Fleet Safety program – need to fine tune housekeeping such as pre-trip inspections & work order document retention
  - Commercial Fleet Maintenance – vehicle files to include printed work orders

New Bus Routing Software

- New routing program "Routefinder Pro" installed in the 2013 – 2014 school year
  - Software has improved routing efficiency to reduce yearly Km's and bus back tracking
- This year, our department will arrange for School Admin staff will be able to access programs with read only access to verify bus information for students

Driver Training & Recruitment

- Continued to run aggressive recruitment program for new spare drivers
- Our driver trainer is training on a continued basis & success rate of training is 100%
- Raised spare per day rate to compensate for the lack of benefits & to entice them to continue sparing

Challenges

Continued Impact of 2013 – 2014 Budget

- Loss of fuel price contingency funding (former subsidy of diesel fuel to $0.60/L effective April 1, 2013
- Loss of $408,274 in funding for 2013 - 2014

Plans for 2014 - 2015

- Continue to streamline all routes to lower ride time
- Consolidate north routes after the closure of Jarvie and WR Frose schools
- Maintain a high level of service with decreased funds
- Review driver job description and evaluation procedures
- Offering more inservices for drivers
- Instituting a transportation safety program for all elementary students

Employee Services

The Assistant Superintendent oversees the service areas of Human Resources, Payroll, and Facilities & Transportation. These areas serve the Superintendent, Board, Community Schools, ADLC and Service Areas. The uniting of Human Resources and Payroll into one service area has resulted in the designation of Employee Services.

Highlights

- Teacher Evaluation Tool was enhanced to align with Teaching Quality Standard and the Interim and Permanent Certificates
- Revised the Program Assistant Evaluation template
- Teacher Stabilization Program was launched with positive feedback (17 teachers approved)
- Built a detailed communication plan for administrative recruitment and hiring
- SRB dashboard is active and continues to be developed to meet the needs of staff
- PHRD C2 Committee presentation to stakeholder group in Edmonton (ATA sponsored)
- Northern Student Bursary nominee – Alyssa Bratt
- Excellence in Teaching nomination – Colleen Toews (semi-finalist)
- RINUW initiative – teacher evaluation
- Employee Services Changes:
  - Successfully united Human Resources and Payroll to become Employee Services
  - Successfully hired replacement staff
  - Cross training of staff to make systems and services more effective
- School Administrative changes 2013 – 2014 Recruitment
  - Charlene Assenheimer – Principal of Fort Assiniboine School
  - Brett Seatter – Principal of Colony Schools
  - Jason Wiks – Associate Principal of Pembina North Community Schools
  - Frank McCallum – transfer to Associate Principal of ADLC
  - Treena Bradbury – Associate Principal of Vista Virtual
  - Dave Garbutt – transfer to R. F. Staples Secondary School
  - Pierre Ouimet – transfer to Westlock Elementary School
  - Steven Kaplan – transfer to Barrhead Composite High School
- Sponsored staff to attend the Faculte St. Jean career fair - RINUW
- Attended Growth Expo and showcased PHRD to 800+ students - recruitment
- Trained all staff on the use of SRB (at community school locations) – initial training was for Principals and Administrative Assistants but was then extended to all staff
- Hired an individual to work with Dale Bujold to evaluate French Immersion teachers –
- Worked closely with EDB and ATA in supporting returning teachers – successfully garnered a professional relationship with coordinator
- CUPE Negotiations and ratification of a successful agreement – drivers and others in the Westlock Ward covered by CUPE will have a contract to begin the 2014-2015 school year
- ATA Agreement was successfully negotiated
- ADLC organizational changes

- Recognition Committee – 5 Essential Support Staff awards; 3 Master Teacher awards; 2 Contractor Services awards; 2 Community Partner awards
- New Teacher Orientation
  - Evaluation process
  - SRB
- Facilitate Support staff Discussions
- Update Support staff handbook
- Supported school administrators with recruiting
- Mentored 2 administrators in the evaluation process

Challenges

- Supporting ADLC's growth and development by assisting leadership in serving employees
- Supporting school-based administrators with staffing
- Supporting and Building strong service areas in Facilities/Transportation and Employee Services
- Maintaining the workforce

Plans for 2014-2015

- Work with principals to refine the Teacher Evaluation Process

  -To support Principals with teacher evaluations through coordination of Joyce Sherwin (ATA) to conduct the Teacher Growth, Supervision, and Evaluation Workshop
  - Provide follow-up and support through the evaluation process
- Working with the CTS bridging teacher and Wabash to enhance and expand the program
- ADLC – review job descriptions and alignment
- Review and align Facilities and Transportation job descriptions
- Personally welcome all new staff to PHRD

Education Services

PHRD's Education Services' purpose is to provide service and support for:

- The Accountability Pillar,
- School Improvement
- Curriculum and Instruction
- Staff Development

to the Board of Trustees, the superintendent, and to schools.

The Assistant Superintendent of Education Services also provides the management and leadership for Student Services and Information Technology Services.

Highlights

Creating Capacity for Sustained Independence /Autonomy

- The summary strategy of the Education Services department, stated above, was approached from several angles according to the various services managed in the group.
    - o Ed Services Administrators promoted and supported the implementation of a collaborative service delivery model (described further in Student Services section)
    - o The Ed Services Team members facilitated multiple levels of professional training to enhance site level supports. The key intent of this strategy was for our service staff to teach skills that are at the lower end of their spectrum to staff at schools. This would provide them with more time to focus on skills at the top, more specialized, end of their spectrum of skills.
    - o Staff who have caseloads were asked to focus the clients on their rosters toward achievable individual goals that created autonomy and independence. The record keeping tools that were provided included areas in which to provide an assessment of individual's progress toward counselling goals.
    - o The Early Education Team engaged in a distribution of responsibilities to balance the work of the documentation process between early learning staff. This process evolved as the year progressed and for 2014-2015, sites will have more autonomy over basic decisions and leaders can therefore be much more nimble in their capacity to make decisions that affect their clients. Various opportunities presented themselves and major steps were made to converting these programs in to a highly effective community of learners and services with a vision to creating coordinated programing in communities for all children aged 3-6.
    - o The attempt to maintain creative opportunities for all students in high school, despite geography and program limitations was a central focus of the Coordinator of Education Programs and Resources. Through time consuming partnership developments with industry and post-secondary, we finally achieved the grant funding to support Dual Credit programming in Welding and Health Care Aid.
    - o During the 2013-2014 school year, the Board supported 1.5 FTE for Collaboration Teacher Leads, in an effort to maintain some of the momentum of an emerging collaborative culture. The Lead Teachers were certainly challenged to support the strategies related to the Education Plan Priorities of Universal Design for Learning and Differentiated Instruction. The environment of collaboration was nevertheless sustained and the Leads worked with well over 60 different teachers and created 36 different and new lessons and units of instruction. Many teachers were supported in developing routines and structures to support Social Emotional learning, or "Block 1" learning environments. It was clear to administration and teachers that the work of supporting diversity was benefitted by the capacity of a peer to co-develop, co-create and co-present. The products of this work has begun to fill a small repository of exemplary practices that are being shared among our staff.   The value placed on this strategy was verified in the planning for 2014-2015 when administrators recommended an increase to 3.0 FTE and the re-establishment of a discretionary fund to support teacher release time for collaboration.

Building Awareness and Understanding of Services

- Moving from an Inclusive culture in schools to highly effective Inclusive practices built on a framework of Universal Design for Learning required that Education Services concentrate an effort in developing awareness and understanding about services that are provided centrally and how they are balanced with services that are intended to be site based. The intentional focus of the previous year was to identify and highlight the specific service roles. In 2013-2014, this conversation continued and was refined with individuals and between service departments. The feedback from administrators provided during school visits and the specificity of service requests through student services are examples that can serve as Evidence of improvement. Administrators expressed much more satisfaction, and limited dissatisfaction with the services they received. Also, they were much more accurate in their alignment of service requests with the types of service we have available. As a result, there was less time wasted in clarification and more time spent providing the service. This experience was also confirmed by the service staff in the field.

Accountability Pillar (Education Planning and Reporting)

- The effectiveness of the planning and reporting cycle continues to be improved each year. The alignment of jurisdiction priorities, school level priorities and personal growth plans is becoming more and more refined. The emphasis of leadership learning has been on developing the school PLC and doing so requires purposeful focus. The Education Plans for schools are providing that purpose. For several years now, School Education Plan templates have been formatted to focus development of 2 or 3 priorities and their associated strategies and key measures. The idea is that these priorities are the central topics of each school level meeting including data analysis days, Early Dismissals, school planning days and any other staff meetings, both formal and informal. The role of the school administrator as Instructional Leader continues to be a critical element of the success of purposeful school planning and school improvement.

- The Planning process included a collection and celebration of the student 'voice'. Student representatives from all schools had a chance to express their thoughts on what is engaging to them and how schools can support ALL students. Their voice became the critical content of subsequent conversations with stakeholders, administration and school staff.

- The most recent APORI data, detailed in this annual report reveal the results of this planning process, and of course of the expert work accomplished by leaders, coaches and school staff.

- The jurisdiction calendar's ever-changing nature has caused us to attempt alignment of PD across semesters. In 2012-2013, a Jurisdiction PD day was scheduled for December. This had mixed reviews relative to the timing of the Professional Development. The Jurisdiction Day was scheduled for early November in the 2013-2014 calendar. This placement was met with greater satisfaction and therefore was replicated for the 2014-2015 calendar. While this was resolved, another date caused concern. In order to acquire sufficient instructional days in the second semester, the "day in lieu for interviews" was moved from March to the end of June. There was some concern about this, particularly for schools that scheduled interviews in one week of evenings. Unfortunately, the same situation exists for the 2014-2015 calendar. Schools have been encouraged to consider teacher wellness when scheduling interviews.

Jurisdiction Understanding of Concepts and Practices associated with Universal Design for Learning

- It was intriguing to hear students use the language of Universal Design for Learning during the superintendent's student voice visits. We heard then use the words "multiple means…" and "different types of smart" when they described to us the types of things they love about school. They also described learning environments and activities that were exemplars of teacher implementation of UDL. We have teachers who have converted their entire repertoire of lessons into more universal design. This momentum continues not because of policy but because it has represented a solution for teachers to understand and address the diversity they face in their classrooms.

Curriculum Prototyping Partnerships

- In late summer 2013, a new and interesting challenge was posed for Alberta school jurisdictions. The Ministry posted an RFP, or Request for Proposals to lead the development of Curriculum Prototyping which would subsequently reflect the shifts in Inspiring Education and specifically, Curriculum Redesign. PHRD and ADLC were quick to initiate efforts to compose a proposal and like many boards across the province, quickly realized the enormity of the task. Meanwhile some key boards with more substantial resources offered opportunities for partnership and PHRD accepted the invitations. In time, the Ministry

accepted bids from the Calgary Board of Education, Edmonton Catholic and 4 others. PHRD therefore established its involvement at every level. Edmonton Catholic and its partners are working on prototyping specifically for Division 1 (grades 1-3). Calgary Board of Education (CBE) became the lead vendor for Divisions 2, 3 and 4 (grades 4-6, 7-9 and 10-12). In both instances, PHRD's readiness for change was critical benefit to our involvement. The work we have done to establish ourselves as highly effective as an inclusive rural jurisdiction, at developing and supporting a collaborative culture, and at supporting and promoting innovation, made it virtually seamless to involve our staff in this work. The existence of our Collaboration Lead Teacher strategy and the role described in their job description top "facilitate a community of practice' fit perfectly into CBE's vision of establishing a provincial network of innovators to build a curriculum in an iterative way, flexing and transforming as the needs of the students and communities changed over time. Similarly, PHRD's experience and entrepreneurial ethic in supporting innovators, and in particular with the implementation grants from ERLC, key Division 1 teachers have been identified to focus their learning in Numeracy and Math and to then lend our perspective to the deliverables produced by Edmonton Catholic. The final link in our already strong chain was the preparations we had provided for our administrators related to Inspiring Education. Again, the systems and structures that we had already established made it very easy to integrate learning opportunities and to facilitate professional dialogue. The Administrator's PLC and the school level PLC, and the PD structures built on collaboration, all came together to create an instance wherein PHRD was particularly poised to be ready to collaborate with the rest of the province. As a result, our Collaboration Lead Teachers became considered Community Conveners in the CBE project. A lead coordinator form ADLC became part of the Curriculum Synthesis Team. ERLC grant money was directed to support successful and effective cross-jurisdiction collaborating teachers in Div 1 Math and Div 3-4 ELA. PHRD subsequently hosted local educators' conversations and a regional meeting related to prototyping. These conversations are continuing in the digital environment created and shared by CBE: www.inspiredcurriculum.com. We are thrilled that our little district, 1/25th the size of CBE, can be a significant and respected collaborator in this exciting work.

Partnerships and Facilitation of Collaborative High School Programs

- Education Services and PHRD was benefitted by the role of Coordinator of Education Programs and Resources in 2013-2014, but the role has been removed for the future. That said, the coordinator was able to facilitates several unique and essential partnerships that provide students with indivisualized opportunities.
  - o The Wabash Welding project drew students from Westlock into an onsite professional work environment to learn about metal fabrication. The CTS Bridging teacher from Barrhead Composite provided the teacher guidance. This project is gaining increased local recognition as well as prominence provincially. It was accepted as a recipient of Dual Credit funding support for the 2014-2015 school year. The coordination of the application process requires significant administration, relationship development, and dialogue with partners.
  - o A second Dual Credit grant was awarded to support a second year of the Health Care Aid program. PHRD was one of many boards who spent considerable effort pioneering a program with post-secondary. Each of the struggles that we experienced offering the program at BCHS has contributed to learning about better ways to provide this program. In 2014-2015, the program will be facilitated through RF Staples school and has been streamlined and made more efficient and suitable to high school students.
  - o High schools experimented with 'myblueprint' as a resource tool for guiding students through a successful high school experience.
  - o Other data related to partnerships for students in High School:
    - o Dual Credit Strategy
      - ▪ Wabash Welding   6 Students   (69 credits)
      - ▪ Health Care Aide   16 Students   (credits not yet finalized)
    - o Video Conference Course Collaborations
      - ▪ Swan Hills and RF Staples
        - • Physics 20   2 students
        - • Science 10   13 students
      - ▪ Swan Hills and Fort Assiniboine
        - • Social Studies 7 Unit 11 FA students and 15 SH students

- ▪ Fort Assiniboine and Prairie Rose School Division
  - • Math 9   9 students
  - • Science 7/8   11 students
  - o RAP (Registered Apprenticeship Program)
    - ▪ BCHS   14 students   (185 credits)
    - ▪ RF   13 students   (credits not yet finalized)
    - ▪ SH   3 students   (credits not yet finalized)
  - o Green Certificate Program
    - ▪ BCHS   10 students   (68 credits)
    - ▪ RF   1 student   (10 credits)
  - o Work Experience
    - ▪ BCHS   61 students   (440 credits)
    - ▪ RF   (data collection in progress. 168 credits projected)
    - ▪ SH   32 students   (credits not yet finalized)

<u>Improving School to Home Communication in a Digital Age</u>

- • The use of technology as a means for communication has met some challenges as teachers and parents of adapted to different interpretations of purpose and different applications of the tools available. While PowerSchool continues to be the core Student Information System, its associated Gradebook has not been universally accepted as a valued tool for elementary teachers. They have continued to be disappointed with its aesthetic appeal and efficacy as a reporting tool. One school explored the potential of another layer called "Eluminate" which seemed to offer the kind of solution teaching staff were seeking. Meanwhile, other teachers explored the potential of other tools like blogging and electronic portfolios. An assessment of other Board's experiences was also sought and the Assistant Superintendent engaged in a significant dialogue with 8 other jurisdictions, each of whom were dealing with similar concerns and were seeking a way past the restraints of a spreadsheet based system.   After these explorations and piloted experiences were examined in the light of the intent of the Student Assessment, Evaluation and Reporting Administrative Procedure, we have moved to a slightly different view of the purpose and value of PowerSchool and a stronger desire to explore electronic portfolios as a more effective and modern way of communicating student progress. The fixed term, time bound rigidity of the PowerSchool tool is well complemented by the flexible, fluid, and evolving tools like electronic portfolios providing teachers with the capacity to show sequential progress over time, of individuals, as well as locked in, point in time status reports on achievement levels. Through these tools, teachers continue to seek the balance between formative and summative assessment and align that with reporting and communicating with parents.

<u>Managing Demand for Specialized Digital Resources and Tools</u>

- • Supporting innovation requires that we allow teachers to explore the capacity and effectiveness of tools. Certainly there are some tools that seem very effective on the surface but lack substance and purposeful implementation. PHRD teachers and administrators have refined their criteria for selection of technology based learning tools and software. More decisions are being made to select tools that fulfill a need rather than buying the tool and then looking for a place to use it. Effective tools gain a foothold when they are seen to demonstrate effectiveness across platforms and through a variety of users. The most effective move past individual use and smaller groups and gain a capacity for enterprise level solutions. Several examples are emerging. Google Drive is emerging as the main product for document sharing over other tools like Evernote or Dropbox and Edu-blog is surfacing as a viable solution for student portfolios.

- • Discovery Education, Learn360 and other learning resource consortiums are all very useful, but teachers had to go to each resource independent of the other to find resources. Late in the school year, PHRD completed a new affiliation with Calgary Board of Education to access the service of CORE (Collaborative Online Resource Environment). CORE represents an opportunity to be a single portal through which teachers can search for resources and obtain results from each of the providers with whom PHRD has licenses.

- • License agreements with Discovery Education and Learn360, subsequent Professional Development and the modelling, demonstration and support of coaches and other innovators resulted in high frequency usage of online resources.

  - • Learn360 had a total of **1,748** logins, downloads and access to media content in 2013-2014

- Discovery Science had a total of **27,737** resources accessed in 2013-2014, about double the usage compared to the year previous.
- In total, Discover Education had a total of **35,348** resources accessed by students and teachers in 2013-2014. It was notable that interactive media increased in usage while strictly streaming videos declined. This product allows teachers to save material on their desktops. Therefore many videos used in the year previous may reside locally now.

- The Learning and Technology Policy Framework served as a guiding document for a committee of teachers, administrators and the technology director who worked together to create a draft Digital Citizenship Administrative Procedure. This AP will provide the direction and guidance that teachers and others have sought relative to the proliferation of technology in all aspects of our students' lives. The draft is poised to be reviewed and then implemented at the start of the 2014-2015 school year.

School Improvement and Staff Development

- The comprehensive district PD Plan continues to be fine-tuned each year but overall, the model is a sound and effective means to engage teachers in collaboration. PHRD continued to facilitate a universal theme on Start-up day in August. Education Services provided site based administrators with the tools to facilitate a professional development day focused on jurisdiction priorities and applied to school level strategies. This process was well received and will be continued to initiate the 2014-2015 school year.

- A primary strategy of School Improvement and Staff Development facilitated by the Assistant Superintendent – Education Services is the organization of the Administrators' Professional Learning Community focused on Instructional Leadership. Administrators were equipped with a scope and sequence of topics to support professional learning at Administrators' meetings. This scheduled set of Professional Learning Community dialogues was designed around the Inclusion Rubric indicators that had the most pressing impact on schools – Climate, School Practices and Classroom Practices. In this process Administrators learned about the Collaborative Response Model and many began versions of implementation at their sites. This tangible, structured model was one example of the impact of this PLC structure. Other conversations focused on the look and feel of inclusion in our schools and the notions of when to provide students with opportunities for independence. The model overall, was very well received, and the group supported a continuation through 2014-2015.

- A key element of Jurisdiction PD continues to be Teacher Collaborative Groups created by aligning teachers with similar grade and subject assignments. While this process has had some challenges relative to group facilitation and leadership, these difficulties have not out-weighed the benefits described by the majority of participants. The PD Committee continued to explore opportunities to enhance group leadership. The group formation process intended to establish collaborative groups early continues to be a difficult event. It is an interesting challenge to create a balance between individual learning goals, values of group association, adults who like to be lead, and adults who like to take charge. We continue to use digital tools like the shared environment of Google Drive to aid in the process. The PD Committee is gaining value, credibility and passive authority as Professional Learning continues to evolve around a focus of engaging (adult) learners.

- With the support of Coop Pool funding, school administrators agreed to sustain the Collaboration Lead Teacher Strategy. The purpose is to facilitate collaboration and support innovation particularly in support of changes associated with Inspiring Education. Administrators recommended increasing this team from 1.5 FTE (two people) to 3.0 FTE (3 people) and also designated a discretionary fund to support teacher release time.

- Although the AISI High School Completion project was completed in 2012, the success of this project demonstrated by the numbers of credits achieved by students identified as at-risk of completion lead to a cooperative decision to maintain funding and support of High School Completion Liaisons, managed centrally by Education Services. The majority of these identified students are achieving graduation even though they would have likely not completed without this intervention.

- The exploratory work engaged in by the schools associated with the "School Improvement Funding" from the previous years has resulted in a couple of lasting practices.
  - The Rourke Reading web continues to be a strategy in the schools who embraced it as a solution for their reluctant readers.

- o Also, a unique support role called the Student Success Coach, has been maintained as a strategy resulting from the exploration of an on-site provisional psychologist. The concept of a different type of support role, specific to the needs of a situation, has begun to take hold in other schools as well. We are currently exploring the notion of a Youth Care Worker role to support a highly complex child in one of our schools. One school has requested, and offered to 'purchase', additional specialist time (although when budgets were made, the idea became untenable at this time).

- o One of the administrators applied Masters' research, combined with the capacity to acquire expensive resources, to the exploration of Levelled Literacy Intervention (LLI). LLI is a program based on the foundations of ERI and apples very similar process with the exception that LLI can be done in the context of a classroom rather than as a pull out activity. After three semesters of application, the findings were that the students achieved grade level reading skill and were sustained as effective readers. The program and the results were described to administrators who subsequently supported a jurisdiction strategy to explore further implementation and to analyze the effectiveness of this approach. Soon after that decision was made, the jurisdiction budget revealed a 'dividend' for schools. All the elementary schools chose to use some of their 'dividend' to purchase LLI resources. This strategy will be reviewed as we approach planning time in 2015.

Westlock North School Planning Process (Transition Team): Birth of Pembina North Community School

- During the Spring of 2013, Education Services became engaged in the process of planning for a new school in Dapp after the Board's motion to change the school from K-6 to a K-9. This motion reflected several years of dialogue relative to the communities north of Westlock and the challenges of demography, geography, and the associated economy of scale. The motion initiated a process to develop a Coordinating Committee and a Transition Committee. The work of the Transition Team has subsequently been completed. A new school identity has taken shape around foundation statements and a general sense of purpose with the context of a learning community. The Transition Team completed their mandate and handed the role of developing a school and its culture over to the administration of Pembina North Community School and a new school council.

Distributed Learning Strategy

- With an initially ambiguous direction and then after an uncertain start, the Distributed Learning Strategy has gained clarity and purpose. At first, it was overly focused on a single delivery method, Video Conferencing. However, after restructuring central administration's responsibilities the 'job to do' of the Distributed Learning Strategy was clarified. The key principle was the notion of 'one school', meaning the services available in PHRD could be and should be available to any student, regardless of geography. This meant a new level of interdependence and facilitated collaboration between schools. In 2012-2013, the Coordinator of Programs and Resources was tasked with facilitating a 'one school' concept. The result was several courses were offered to students at a distance through VC using facilitators in other schools and other jurisdictions. Some of this occurred again in 2013-2014, however the desire for this manner of delivery is more strongly felt in schools with fewer resources than in schools with more. Those who have the potential to deliver courses also seem to lack the impetus. That is, there is very little benefit to the presenting school, teacher and class. The complexity of timetables and the existing class sizes in 'delivering' schools makes the choice to delivery to another school difficult to support. That said, the smaller schools are continuing to find and use opportunities to explore mutually beneficial partnerships. It appears that units of study presented collaboratively across distance between teachers at two sites is as effective a means of collaborating as scheduled blocks for instruction of entire courses. Until the end of 2013-2014, PHRD had a position identified to facilitate the logistics and promote collaborations of this type. Unfortunately, the coordinating role has been removed from the list of services available through Education Services and principals from each site will need to sustain these types of opportunities on the strength of their interdependent culture.

Challenges

<u>Managing and coordinating a sustainable pace of change associated with Inspiring Education</u>

- The biggest temptation in a sea of change is to alter the course without purpose, or to be unknowingly diverted from a course despite the purpose.   The challenge for Education Services is to continue to support and guide the focus on what is highly effective for the students in PHRD communities. There are numerous interesting and intriguing possibilities where we can apply our energy. We must continue to assess possibilities that expend energy and resources on the value these opportunities have relative to our focus. This may mean saying 'no' or 'wait' at times. The challenge is that sometimes the requests or suggestions come from places of relative 'authority'; parents, trustees, local business, teachers or others. We are equipped for this challenge with a culture of reliance on sound research, practical experiences and a focused set of value based priorities collectively established. We have seen that this foundation has prepared us well for the transformative nature of Inspiring Education and therefore will sustain us through this time of change.

- A second related challenge is ensuring that the people, who include all stakeholders from children, to teachers, to support staff, to administrators, to parents and the community, understand, accept and support the path we are on. They must feel invested and the work of the past must remain honored and respected even though we are shifting to new patterns and new realties. Our tactic to address this part of the challenge is to lead by example and exemplar, to make the change attractive by demonstrating its positive affect on student learning, and to demonstrate the alignment of suggested change with respected research and to focused priorities on the Success of ALL students. This involves communication and structured supports, both of which we have in place and must therefore sustain.

<u>Diversity: Students with Complex Behaviors and other Issues</u>

- Feedback from schools has defined the critical nature of this challenge. Our students are very diverse. Empirically we know that there are more cases of autism in the North American population. But we do not have data that suggests that we have more students with physical or mental psychological disorders or mental illness.   It seems that as we come to understand individual, the uniqueness of the more challenging behavior kids is unveiled. Students with unique mental, social, emotional, and physical challenges almost seem to become amplified in these settings. Perhaps it is our own expectations or desire to be effective with these children that makes it appear that there are 'more' of these kids. Perhaps it has been increased empathy. In the past we might have used corporal punishment or segregation but as we move to instructional practices that provide for autonomy and choice in an inclusive environment an d culture, our classrooms become a little less structured and rigid.   Again though, we are equipped to manage this challenge. Our capacity for cooperation and collaboration and our universally common ethos that the child is the center and purpose of our work, will take us forward. We have many talented and caring people. The strategy to support diversity must be in empowering the people who work with children. Like so much of what we do in education, we must build and support the professional capital of our teachers and our staff.

<u>Managing the Scheduled Deferred Salary Leave of our Director of Student Services.</u>

- There is no doubt that the work of this individual is extensive and that even though we are confident in the temporary position we have filled in his absence, we will feel the absence of this valued and knowledgeable leader.

Plans for 2013-2014

<u>Listen, Observe and Anticipate needs:</u>

- We believe that as schools and teachers embrace the principles of Universal Design for Learning, and more specifically, explore the strategies of creating an effective social and emotional learning environment (Block 1), they will continue to unveil a new level of previously unobserved social emotional complexity. This will create some anxiety for staff untrained or unprepared to meet these needs. Education Service needs to be prepared with the supports for teachers, staff and students.

- We also anticipate that the changes associated with Inspiring Education will cause both excitement and distress with teachers. We need to continue to listen and observe the 'emotional state' of our teachers and support them appropriately.

Therefore, the focused strategy of Education Services will be to "Create capacity for Sustained Independence", using the following strategies.

Clarify Purpose

- Ed Services staff who work with 'caseloads' will analyze and refine these rosters to define individualized support plans to create capacity for sustained client independence.
- The Early Education Team will pursue a balance between individual, distributed and collaborative leadership responsibilities and progress to a community based service model with a vision to develop an age 3-6 service delivery team.

Align Systems

- The Ed Services administrators will facilitate the implementation of a collaborative service model with RTI defined clients which balances system and site level support and is guided by our principles of Inclusion.

Unleash Talent

- The Ed Services Team will facilitate an empowering professional training plan to enhance site level supports. (Workshops to train site level staff, lead teachers, classroom teachers and PA's).
- A "Community of Practice" model will be developed to support school level intervention and planning for students with behavior issues. (A coordination of supports and training through school based teams and new 'coaching' roles)
- Collaboration Lead Teachers will facilitate and lead the professional collaborations designed to support teachers' application of elements of Inspiring Education with a focus on building readiness for Curriculum Redesign.

System Structures

- Continue to 'rewire' the Early Learning team under the Early Learning / Inclusion Consultant and revision the program toward creating coordinated programing in communities for all children aged 3-6.
- Refine Roster updates using Google tools for submission of monthly data and reports.
- Continue to 'enact' the criteria for selecting ideas, resources and tools to 'sponsor':
    - Aligns with the framework of UDL by providing multiple means of: Representation, Action, Expression and Engagement
    - Directly linked to existing programs of studies (especially if correlated to specific learning outcomes)
    - Potential for effective 'return on investment' (ie that the 'resource' impacts a reasonable number of students for the amount of expenditure)
    - Subject to successful pilot and teacher demand
- Plan for the adoption and implementation of CORE (Collaborative Online Resource Environment).
- Continue to communicate the notion of every teacher as researcher.
- Continue to support Administrator's Professional Learning Community.
- Focus Jurisdiction PD on a classroom and student/teacher learning technology theme.
- Unveil, implement, and refine the Digital Citizenship Administrative Procedure.

Student Services

Student Services includes the areas of special education, early education, First Nations Métis & Inuit (FNMI), and partnerships with other agencies (Aspen Student Health Partnership, Health, Children's Services, Family Support for Children with Disabilities, Persons with Developmental Disabilities etc.)

Quick Facts

- At the end of the 2013/14 school year, there were 559 students who required more support than just good teaching practices (Levels 3 to 6 on our new RTI special education allocation model).

- The 49 students were identified at the top of the pyramid of need, who required significant support to ensure safety of themselves or others (Level 6 on our new RTI special education allocation model).

- The regional Intervention Team (Behaviour Specialists, FNMI Liaisons and the Coordinator of Intervention Practices) completed 4637 activities (one-on-one with children, coaching staff, observing, meeting with parents, assessment, etc.) to support students and/or their families during the last school year.

Challenges

Inclusion

- Inclusion of students with special needs, particularly those with complex needs, is not a goal that has an end point but rather is way of approaching the issue and requires continual reflection and refinement. PHRD has been involved in a number of actions that have served to build capacity and enhance our processes.

  - As part of the first PD day, schools began the year by reviewing a portion of our locally developed Inclusion Rubric, evaluating their school and developing plans for improvement.

  - Alberta Education has been reviewing the required criteria for Individual Program Plans (IPP). In 2012-2013, three of our schools piloted the Inclusive Education Planning Tool (IEPT), however, this program was cancelled. As a result, some schools have experimented with modifications to the IPP of students with mild/moderate needs to find formats that align better with inclusive practices, UDL and RTI, as well being conscious of the impact on teacher workload.

  - A community of practice (COP) was implemented to help develop school staff's capacity to support nonverbal students with Augmentative Assistive Communication (AAC). This COP involved some of our contracted Speech Therapists, outside consultants from Inclusive Learning Outreach and the Glenrose hospital, administrators, teachers and program assistants.   A full day workshop was provided to PA's in September by our Speech Therapists, so that they could better understand how AAC could be used. The teams then met monthly by video conference (VC) with locations at BES, Dapp, Eleanor Hall and the Glenrose Hospital to learn further information, problem solve and to share ways AAC had allowed the nonverbal student to better be included in the classroom and curriculum. In between VC meetings, consultants would visit the specific students to provide individual support to staff. Feedback about the COP was quite positive and tremendous gains were noted regarding the administrator's growth in understanding the educational implications of AAC.

- This was the first year of operating under our revised model for special needs funding allocation. We redesigned our funding allocation and identification model to a format that better aligns with best practice and recognizes school specific needs. The model aligns with a six level Response to Intervention (RTI) framework and schools worked with PHRD Student Services to classify students by the level of intervention they required, rather by their medical diagnosis. Feedback from school administrators was very positive regarding the model.

Initiatives and Partnerships

- Alberta Education directed Student Health Partnerships (SHP), Regional Educational Consulting Services (RECS) and Complex Needs to form Regional Collaborative Service Delivery (RCSD) partnerships that would start operating in September 2013 and be fully functioning by September 2014. The goal of the new model is to ensure that children and youth have the right supports and services in the right place at the right time, by the most appropriate person. Our local RCSD is Aspen Collaborative Services (ACS). This year we have been involved in the ACS Leadership and Governance teams to develop the budget and plan for setting up school linked teams of professionals. This involved 195 emails from our ACS coordinator and 18 meetings, but finally resulted in the approval of version #19b of a budget for next year.

Continuum of Services

- Some of the services required for students are provided through partnerships or by other agencies. This has required lobbying and problem solving with our partners. The most difficult situation continues to involve Speech Language services provided by Alberta Health Services (AHS). Speech and language are high priorities for elementary schools because these are prerequisite skills for learning to read, however, support of school aged children is a lower priority for AHS given their birth-to-death community support mandate. AHS also has difficulty recruiting new SLP's to work in our area when vacancies occur.

- Specialized consulting services have been provided to PHRD from Inclusive Learning Outreach (ILO) operated by Edmonton Public. These services became fragmented as the year progressed as many of the ILO staff took new positions with the imminent elimination of this services and the creation of RCSD.

Plans for 2014-2015

Enhancing inclusive practices

- Alberta Education continues to review the essential components for Individual Program Plans (IPP). As we attempt to address teacher workloads and create meaningful planning tools, IPP's will be an area of emphasis.

- Supporting the inclusion of students with behaviour and mental health disorders continues to be an extremely challenging and draining demand on school staff.

  - Building on the successful experiences of the community of practice for nonverbal students using augmentative assistive communication, a community of practice will be established to develop school capacity to support students with emotional and behaviour challenges.

  - Student Services and the RINUW committee will partner to provide mentoring and PD to support PA's and teachers supporting students with emotional and behaviour challenges.

  - Additional behaviour specialist time was approved from next year's budget. This service will provide for additional specialized support to schools.

Partnerships

- Our participation and feedback will be essential for making adjustments in service as the new RCSD model is implemented through ACS. Recruitment of services and highly specialized staff will likely be a ongoing concern.

Continuum of Services

- PHRD will also need to re-evaluate our Continuum of Supports and Services in light of any changes created by the new RCSD model.

Information Technology Services

Information Technology Services purpose is to provide an optimal technology infrastructure to support students, staff and stakeholders as related to teaching, learning and business functions to facilitate effective applications of technology within the school jurisdiction.

Highlights:

Evergreen & Hardware Procurement

- Current distribution of machines in PHRD:
    - Desktop machines : Last year:1376 →This year: 1066
    - Netbooks & Laptops: Last year: 1173 → This year: 1381
    - iPads: Last Year 456 -→ This year: 622
    - Chromebooks: Last Year 20 → This year: 290

Google Apps for Education (GAFE)

- One of the big promotion areas over the past few years has been to establish and grow the Google Education environment. This year it has really taken off as we have started to link more and more services to it. This synchronizes passwords with the Active Directory environment and will start to tie in Discovery Education.

Network Infrastructure

- Expanded the centralized computing core (VM Environment) which handles division servers and services. For the first time we are offering file storage from the main office meaning we will not be replacing individual servers in schools.

- Added a number of redundancy services that limit downtime and allow for the balancing of services between the PHRD and ADLC data centres.

- Have continued to expand wireless capacity to handle the influx of mobile devices. This includes PHRD managed equipment as well as the personal devices being utilized by staff and students

- Enhanced the ability to monitor and identify devices in the "wired" network and automatically place them in a guest environment (unmanaged devices) or on PHRD domain (managed devices). This insures security and stability of the network while still providing Internet access to all devices.

PowerSchool

- Regular updates and maintenance have resulted in the best year yet for PowerSchool in terms of uptime and performance.

CORE

- The CORE project represents collaboration between several school boards and provides the framework for integrating digital content. Built on the Equella tool it is a warehouse for contributing and locating digital material. This year the focus will be on setup and implementation but going forward it will need to be strategically integrated and promoted.

Edublogs

- In the coming year the Edublog tool is being added to PHRD's suite of student and teacher tools to allow for the creation of ePortfolio's. This will provide a safe environment for students to learn and demonstrate the digital citizenship skills they have been developing. The promotion, training and support of the tool will be critical to its success. To make the transition as smooth as possible it is being linked back to the existing PHRD Google Education Environment.

Challenges:

Supernet changes

- Axia, the vendor which supplies Supernet, has a new contract with the Alberta government but still seems to be experiencing transition pains as they have introduced a new customer management portal. They also appear to have had challenges working with other companies which manage the physical networks the run over (Bell and TELUS). This has caused delays and problems with troubleshooting and setting up new services.

New Devices / BYOD

- iPad use has continued to increase along with the emergence of other hardware such as Chromebooks. The discussion on Bring Your Own Device (BYOD) has moved to fruition as students have started to bring their own electronic devices into school in greater numbers. There has also been a challenge to balance data security with access which has driven a number of infrastructure projects. This will be an ongoing process are the ITS department works to provide universal Internet access and cloud based services while maintaining the safety of the "core" servers which house sensitive student and financial information.

Need to maintain strong relationships with other departments

- It is always critical to maintain strong communication channels. Information Technology Services tends to work in the background and can be forgotten until actual implementation activities start to take shape. It is important to keep the focus on learning and to make sure communication is flowing between team members as well as leaders in these departments. This is to make sure schools are receiving the best service possible.

PASI

- One of the big projects that will move into next phase this year is the Provincial Approach to Student Information (PASI) which synchronizes Alberta Education data with local school boards. Phase II of this project is to add marks synchronization to the existing student demographic processes. This is scheduled to be completed by September 1, 2015.

Digital Citizenship

- With the proliferation of digital content, student devices and social media the need for curricular support of Digital Citizenship has increased dramatically. Schools have begun to face a number of challenges in terms of social media use couple with the proliferation of handheld devices. In response a draft Digital Citizenship Policy document has been created. The implementation of that vision will occur in the 2014-15 school year. That will involve PD and technical supports as teachers and students incorporate elements of the policy into their daily routines.

Harmonizing of Staff Digital Resources

- Another initiative that was in the analysis phase this year was the unifying of digital resources so staff could easily find, use and share. After reviewing a number of options the communications team elected to utilize the existing website intranet tool. The IT department has facilitated this by including single sign on with the windows infrastructure. This is still a stop gap measure as resources have continued to proliferate in Google Drive and Weebly along with a number of legacy artifacts stored in Docushare. It will be an ongoing effort to try and pull these different resources together.

Plans for 2014-2015

Key Strategies

- Continue to look for new opportunities to work with other stakeholders
  - Engage students & parents whenever possible
    - o Investigate an advisory group

- o Provide opportunities for feedback in the form of surveys, e-mail, website and social media.
  - • Continue to Work with schools and other departments
    - o Develop joint projects and look for places where process standardization makes sense.
    - o Work with the Technology Advisory Committee (TAC) to develop long term technology plans and classroom integration (Digital Citizenship)
- • Refine Security and Data Management Policies
  - • With the Roll out of PASI and the continued implementation of SRB and Exchange ongoing review will be necessary to make sure security policies are being followed while still allowing staff to perform their duties in an optimal fashion.
- • Continue to Consolidate Infrastructure
  - • Collect information once and use in multiple places
  - • Use cloud based tools when possible (Google Education)
  - • Move away from School Servers. Starting to host files shares and other services from the main ITS server room in BCHS
- • Continue to invest in training along with research and development
  - • The training aspect is critical to keeping PHRD a leader in modern day education. Whether it is implementing iPads or architecting the most effective network and server solutions there is an evolving expertise that is needed. This also speaks to forming vendor partnerships and leveraging the investments PHRD has already made in its staff members.
  - • Part of this process is the need to allocate time to spend on special projects. Team members need time to use newly acquired skills and to source solutions to emerging challenges.

Assessment of Progress

- • Continue to survey staff on questions related to technology for the start and end of the school year. These reflect satisfaction and awareness of the PHRD technical services.
- • Formalize the base line for uptime of services. This can be used on an annual basis to identify success rates and any improvements or issues with service times.
- • There will be an annual increase in network speed. Benchmarks will be taken at the start and end of the school year from each site; both wired and wireless. This will provide or "tree top" view of the network performance.
- • Review planned projects to determine success or failure. Create a "lessons" learned summary.

Collaborations

- • Work with Community school stakeholders to make sure the ITS Department is delivering supports and technology that are relevant to their needs
- • Working with all departments and schools will be critical. This combination of technical and educational services will be essential to identifying and addressing 21st century learning needs. This includes the rest of Education Services, Maintenance and Transportation, along with office and school staff.
- • Will need to maintain strong communications lines with Alberta Education and other School boards to look for new and innovative ways to address emerging challenges.

Resources

- • Time is always a challenge. Especially carving out long term exercise as opposed to performing daily tasks

- Financial constraints are also an issue. Working toward a predictable and sustainable budget is an ongoing task
- Training services will also be needed to provide new skills to deal with the ever changing technology in the division. This includes strong vendor relationships and other partnerships.

Professional Growth

Describe how staff professional growth plans were reviewed (yours and your teams)

- Worked with Assistant Superintendent of Education services to develop personal plan
- Held discussion with staff members to develop individual plans in the context of the evolving technology and needs of PHRD ITS department.

Describe how growth plan goals were developed to reflect an assessment of needed improvements.

- Discussions with staff on future plans and the ongoing projects within the department

Describe how growth plan goals aligned the role of the staff member with the School Education Plan.

- Growth plans worked toward developing skills that make provide capacity within the department in order to maintain infrastructure and provide supports to educational services.

Describe how the strategy of reflective analysis of personal growth impacted practice and performance.

- The reflective review of staff growth focused on developing new skills in order to improve support and identify gaps in current skills sets.

Appendix 1: Measurement Data (Tables and Graphs)

Accountability Pillar Summary

October 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Pembina Hills Reg Div. No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.5	87.2	87.2	89.1	89.0	88.6	High	Maintained	Good
Student Learning Opportunities	Good	Program of Studies	77.8	78.2	78.7	81.3	81.5	81.1	Intermediate	Maintained	Acceptable
		Education Quality	89.5	90.1	89.5	89.2	89.8	89.5	High	Maintained	Good
		Drop Out Rate	4.8	6.8	6.4	3.3	3.5	3.6	Intermediate	Improved Significantly	Good
		High School Completion Rate (3 yr)	71.8	72.9	73.3	74.9	74.8	73.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	74.7	72.6	72.1	74.0	75.3	75.5	Intermediate	Improved	Good
		PAT: Excellence	14.0	14.1	14.9	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	86.3	84.6	81.5	86.4	84.2	83.4	Intermediate	Improved	Good
		Diploma: Excellence	19.0	12.9	13.2	21.0	19.5	19.1	High	Improved Significantly	Good
		Diploma Exam Participation Rate (4+ Exams)	39.4	46.8	46.8	50.5	56.6	55.9	Low	Declined	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	63.9	63.6	60.2	60.9	61.3	60.8	High	Improved Significantly	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	52.2	52.0	51.4	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	80.5	77.9	79.6	81.2	80.3	80.0	High	Maintained	Good
		Citizenship	81.5	80.1	80.0	83.4	8304	82.6	Very High	Maintained	Excellent
Parental Involvement	Issue	Parental Involvement	76.6	79.0	79.8	80.6	80.3	80.0	Intermediate	Declined	Issue
Continuous Improvement	Good	School Improvement	80.3	81.9	80.5	79.8	80.6	80.2	High	Maintained	Good

Notes:

1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science
(Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1,
English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Accountability Pillar Summary – FNMI Summary

October 2014 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Pembina Hills Reg Div. No. 7			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Drop Out Rate	4.1	8.5	17.2	7.8	8.5	9.3	High	Improved Significantly	Good
		High School Completion Rate (3 yr)	43.9	41.4	32.8	43.6	43.9	40.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	70.5	66.7	64.3	53.4	56.2	53.6	Low	Maintained	Issue
		PAT: Excellence	12.4	10.1	9.1	6.3	6.3	6.4	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma Acceptable	75.6	82.1	69.0	78.2	75.2	75.7	Low	Maintained	Excellent
		Diploma Excellence	20.0	3.6	1.8	10.4	8.4	8.0	High	Improved	Good
		Diploma Exam Participation Rate (4+ Exams)	8.8	27.6	21.5	18.9	21.2	20.0	Very Low	Declined	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	38.3	54.1	39.3	33.0	35.1	33.9	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	30.7	32.6	32.5	32.1	32.2	31.2	Very Low	Maintained	Concern
		Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2) Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal 1: An Excellent Start to Learning

Outcome 1.1 There are no required performance measures for this goal. School authorities are encouraged to incorporate early development data available at the local level.

Goal 2: Success for Every Student

Outcome 2.1 Students achieve student learning outcomes.

Accountability Pillar Measures: PDE Acceptable and Excellence (October, 2014)

2.1a   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).

Pembina Hills Regional Division No. 7 Diploma Exam Results

Exam Marks For Entire School Year

Subject	Standard	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14	
		PHRD	Prov	PHRD	Prov	PHRD	Prov	PHRD	Prov	PHRD	Prov	PHRD	Prov
(A) Math 30-2 (2013)	Average %	68.5%	62.3%	65.2%	61.2%	67.0%	59.9%	63.8%	61.0%	60.3%	57.4%	65.6%	60.1%
	Acceptable	91.0%	79.4%	85.5%	77.3%	95.1%	74.3%	84.6%	75.6%	72.3%	68.7%	78.3%	71.3%
	Excellence	23.6%	13.5%	17.4%	12.6%	13.1%	9.9%	9.9%	10.3%	13.3%	9.6%	20.3%	15.0%
Bio 30	Average %	65.8%	67.0%	56.0%	66.8%	67.2%	67.3%	64.1%	67.0%	66.3%	68.9%	68.1%	68.9%
	Acceptable	77.4%	83.0%	59.5%	81.4%	83.5%	81.9%	76.2%	81.8%	82.8%	84.3%	85.8%	85.2%
	Excellence	27.7%	26.6%	12.9%	28.1%	28.2%	29.8%	21.9%	28.1%	20.3%	32.4%	26.5%	31.7%
Chem 30	Average %	57.4%	64.9%	59.5%	66.6%	61.5%	64.3%	57.9%	64.9%	61.7%	66.7%	67.0%	68.2%
	Acceptable	63.7%	76.3%	71.9%	79.0%	70.2%	75.1%	60.2%	76.7%	71.9%	78.8%	83.5%	81.3%
	Excellence	15.4%	27.7%	17.4%	29.9%	23.1%	27.7%	12.9%	28.4%	22.8%	31.8%	30.5%	35.0%
ELA 30-1	Average %	61.2%	64.0%	62.8%	63.0%	62.5%	62.8%	62.0%	63.7%	61.9%	63.5%	62.6%	64.1%
	Acceptable	82.2%	86.1%	86.2%	85.1%	87.3%	84.4%	86.2%	86.0%	90.2%	85.9%	87.8%	87.1%
	Excellence	8.4%	12.3%	10.7%	10.1%	8.3%	10.1%	5.3%	11.3%	7.3%	10.5%	7.7%	11.7%
ELA 30-2	Average %	66.6%	64.0%	65.0%	64.4%	62.8%	64.2%	62.8%	65.1%	66.8%	65.2%	66.9%	65.9%
	Acceptable	87.7%	88.2%	90.7%	88.8%	90.3%	88.6%	89.9%	89.5%	93.1%	89.5%	90.6%	89.7%
	Excellence	7.4%	8.5%	8.4%	9.8%	7.8%	9.1%	4.6%	10.7%	11.2%	11.1%	14.1%	13.1%
Phys 30	Average %	55.2%	65.0%	62.6%	61.9%	62.7%	64.7%	63.2%	66.7%	60.5%	66.9%	67.5%	68.8%
	Acceptable	59.4%	79.3%	76.3%	73.9%	71.2%	76.7%	74.2%	81.0%	71.9%	81.1%	83.2%	83.0%
	Excellence	7.2%	23.1%	18.6%	20.3%	22.7%	27.7%	22.6%	30.3%	15.6%	30.3%	33.6%	34.1%
(P) Math 30-1 (2013)	Average %	68.8%	66.8%	68.0%	68.0%	69.2%	66.7%	66.0%	67.0%	75.0%	68.8%	64.3%	63.9%
	Acceptable	86.7%	82.1%	82.0%	82.9%	83.2%	81.0%	87.8%	81.8%	92.2%	80.3%	78.7%	74.6%
	Excellence	31.0%	26.3%	29.7%	29.7%	31.0%	28.7%	21.1%	27.1%	40.6%	35.4%	26.6%	27.2%
Sci 30	Average %	68.9%	66.4%	69.2%	65.1%	72.4%	65.0%	68.4%	64.9%	70.8%	67.3%	70.5%	67.5%
	Acceptable	86.2%	86.0%	90.5%	80.1%	94.1%	80.4%	85.7%	79.8%	90.0%	84.1%	88.9%	85.1%
	Excellence	20.7%	20.9%	28.6%	22.8%	35.3%	21.0%	21.4%	22.0%	20.0%	25.8%	38.9%	25.5%
Soc 30-1	Average %	61.8%	66.0%	58.3%	64.6%	60.0%	63.8%	60.3%	65.2%	62.1%	64.8%	60.3%	64.5%
	Acceptable	79.9%	84.2%	68.5%	84.5%	73.0%	82.8%	77.8%	86.2%	83.9%	85.4%	77.8%	85.5%
	Excellence	14.6%	21.4%	8.9%	16.1%	10.2%	14.9%	7.6%	16.7%	7.5%	15.2%	9.9%	14.2%
Soc 30-2	Average %	67.0%	66.2%	61.5%	64.3%	64.2%	65.2%	60.1%	63.6%	63.4%	63.6%	66.0%	64.3%
	Acceptable	88.6%	85.6%	80.6%	85.0%	85.3%	85.6%	72.4%	83.0%	80.8%	82.4%	87.6%	83.9%
	Excellence	19.0%	20.2%	6.1%	13.7%	12.6%	15.9%	10.5%	13.7%	13.6%	13.9%	16.3%	14.8%
All Subjects Combined	Average %	64.1%	65.3%	62.8%	64.6%	65.0%	64.4%	62.9%	64.9%	64.9%	65.3%	65.9%	65.6%
	Acceptable	80.3%	83.0%	79.2%	81.8%	83.3%	81.1%	79.5%	82.1%	82.9%	82.1%	84.2%	82.7%
	Excellence	17.5%	20.1%	15.9%	19.3%	19.2%	19.5%	13.8%	19.9%	17.2%	21.6%	22.4%	22.2%

Accountability Pillar Measures: High School Completion (1 year delay) **(May 2014)**

  2.1b   High school completion rate of students within three years of entering Grade 10.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
HS completion 3 years	69.9%%	69.7%	70.0%	70.4%	71.1%	76.0%	72.9%	71.8%
HS completion 4 years	75.8%	75.0%	75.0%	75.8%	75.3%	75.7%	79.4%	77.4%
HS completion 5 years	75.8%	78.4%	76.4%	76.6%	77.9%	76.6%	79.6%	82.5%

Accountability Pillar Measures: Drop Out rate   **(1 year delay)**

  2.1c   Annual dropout rate of students aged 14 to 18.

	2006	2007	2008	2009	2010	2011	2012	2013
Drop Out Rate	8.8%	8.0%	8.5%	8.1%	7.0%	5.4%	6.8%	4.8%

Accountability Pillar Measures: Transition Rate (6 yr) **(1 year delay)** **(May 2014)**

  2.1d   High school to post-secondary transition rate of students within six years of entering Grade 10.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Transition Rate 4 years	37.4%	37.5%	32.4%	33.1%	34.7%	29.3%	38.1%	32.0%
Transition Rate 6 years	53.4%	58.8%	57.3%	54.2%	49.9%	52.2%	52.0%	52.2%

Accountability Pillar Measures: Rutherford Scholarship Rate (Revised) **(1 year delay)** **(May 2014)**

  2.1e   Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Rutherford Scholarship Eligibility Rate	55.4%	48.9%	55.9%	60.9%	63.6%	63.9%

Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams) **(1 year delay)** **(May 2014)**

  2.1f   Percentage of students writing four or more diploma exams within three years of entering Grade 10.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
4+ Diploma exams by 3rd year	52.0%	41.1%	45.0%	47.1%	44.6%	49.0%	46.8%	39.4%

  2.1g   Percentage of students who achieve the acceptable standard, and the percentage of students who achieve the standard of excellence in courses tested by Provincial Diploma Exams. Using final marks (combining school and exam marks).

See chart below (next page)

Pembina Hills Regional Division No. 7

Provincial Diploma Exam Courses - Final Marks (Entire School Year)

Subject	Standard	2009/10		2010/11		2011/12		2012/13		2013/14	
		PHRD	Prov	PHRD	Prov	PHRD	Prov	PHRD	Prov	PHRD	Prov
(A) Math 30-2 2013	Average	69.2%	63.8%	70.9%	63.3%	67.0%	64.1%	68.5%	62.3%	70.2%	64.2%
	Acceptable	98.6%	89.6%	96.7%	89.1%	93.4%	89.8%	92.8%	86.0%	97.2%	87.0%
	Excellence	21.7%	11.5%	24.6%	10.6%	12.1%	11.6%	22.9%	10.6%	25.9%	15.3%
	# of writers	69	10,639	61	10,811	91	9,993	83	9,645	143	11,934
	Participation	17.8%	21.8%	18.2%	22.1%	19.9%	21.6%	25.0%	29.9%	31.1%	21.6%
Bio 30	Average	63.4%	70.4%	70.3%	70.9%	68.9%	70.9%	70.4%	72.0%	72.8%	72.2%
	Acceptable	86.2%	93.0%	93.5%	93.1%	93.3%	93.6%	95.3%	94.2%	95.1%	94.5%
	Excellence	13.8%	31.6%	34.1%	32.9%	21.9%	32.8%	28.1%	36.0%	37.7%	36.0%
	# of writers	116	22,346	170	22,822	105	23,300	64	22,025	162	21,656
	Participation	41.5%	45.3%	44.9%	46.7%	48.7%	47.1%	32.2%	42.4%	34.2%	41.7%
Chem 30	Average	68.4%	70.6%	71.3%	69.5%	66.0%	70.0%	70.7%	70.7%	72.5%	72.1%
	Acceptable	93.4%	91.0%	95.2%	89.6%	90.3%	90.5%	93.0%	91.2%	93.3%	92.6%
	Excellence	24.0%	33.4%	33.7%	31.2%	21.5%	32.2%	31.6%	33.9%	36.0%	37.5%
	# of writers	121	18,934	104	18,793	93	19,927	57	15,897	164	19,118
	Participation	35.2%	39.1%	33.8%	39.8%	38.9%	40.4%	23.6%	31.7%	29.3%	35.0%
ELA 30-1	Average	69.3%	67.8%	68.4%	67.7%	67.5%	68.2%	69.0%	68.2%	69.0%	68.5%
	Acceptable	99.4%	96.6%	98.9%	96.5%	98.9%	97.1%	99.2%	97.0%	99.6%	97.0%
	Excellence	18.9%	15.3%	17.1%	15.4%	10.6%	16.2%	13.0%	15.8%	15.5%	16.8%
	# of writers	159	29,150	181	29,070	189	29,330	123	28,411	271	28,671
	Participation	57.7%	59.9%	58.8%	60.0%	62.1%	60.2%	38.4%	54.4%	49.0%	54.4%
ELA 30-2	Average	66.3%	64.7%	64.3%	64.7%	64.1%	65.4%	67.9%	65.7%	67.6%	66.4%
	Acceptable	97.2%	95.8%	97.1%	95.6%	99.1%	96.3%	99.1%	96.1%	97.7%	96.9%
	Excellence	5.6%	6.2%	3.9%	6.2%	2.8%	7.2%	6.9%	7.7%	9.4%	9.2%
	# of writers	107	14,314	103	14,557	109	14,560	116	15,068	128	15,887
	Participation	21.3%	28.1%	22.0%	29.2%	21.1%	29.1%	40.8%	27.2%	31.9%	28.2%
Phys 30	Average	70.7%	68.9%	70.5%	70.1%	71.1%	71.4%	67.4%	71.3%	73.9%	72.9%
	Acceptable	94.9%	91.5%	89.4%	90.9%	90.3%	92.5%	87.5%	92.5%	97.6%	93.3%
	Excellence	28.8%	26.6%	33.3%	31.5%	35.5%	34.4%	21.9%	34.2%	40.0%	38.8%
	# of writers	59	10,361	66	10,660	31	10,562	32	8,920	125	10,758
	Participation	18.3%	22.3%	20.5%	22.9%	19.9%	22.5%	10.6%	17.4%	17.4%	20.2%
(P) Math 30-1 2013	Average	71.2%	71.0%	71.5%	70.4%	70.4%	70.7%	74.7%	72.1%	72.0%	70.0%
	Acceptable	94.6%	92.6%	90.3%	91.9%	98.9%	92.5%	95.3%	91.3%	94.7%	89.4%
	Excellence	31.5%	33.2%	35.4%	32.0%	26.7%	32.6%	39.1%	37.7%	34.3%	32.6%
	# of writers	111	22,918	113	23,034	90	21,693	64	19,840	169	21,314
	Participation	42.5%	45.9%	41.5%	46.9%	44.1%	46.7%	19.5%	16.8%	23.9%	37.6%
Sci 30	Average	70.6%	67.4%	72.9%	67.7%	68.6%	68.0%	71.1%	69.6%	72.9%	69.7%
	Acceptable	95.2%	92.2%	100.0%	93.2%	92.9%	92.4%	100.0%	93.9%	96.3%	94.7%
	Excellence	28.6%	20.8%	29.4%	21.2%	14.3%	21.9%	23.3%	25.8%	40.7%	26.1%
	# of writers	21	4,941	17	5,008	14	5,874	30	5,506	54	7,103
	Participation	6.1%	10.1%	7.7%	10.0%	7.9%	11.5%	11.6%	9.8%	6.6%	13.0%
Soc 30-1	Average	67.4%	69.3%	67.8%	69.0%	66.4%	69.8%	68.3%	69.8%	68.4%	69.7%
	Acceptable	95.8%	97.3%	99.3%	96.9%	95.6%	97.7%	100.0%	97.7%	98.5%	97.7%
	Excellence	20.8%	21.1%	15.3%	20.5%	13.3%	22.2%	17.2%	22.1%	17.7%	21.0%
	# of writers	168	23,484	137	23,608	158	23,489	93	22,312	203	21,992
	Participation	44.7%	49.8%	52.1%	52.3%	53.2%	52.0%	34.2%	46.1%	39.9%	45.5%
Soc 30-2	Average	63.0%	64.7%	65.8%	65.4%	64.4%	65.0%	64.0%	65.2%	67.1%	65.9%
	Acceptable	93.9%	94.4%	98.9%	95.0%	93.3%	94.6%	94.4%	94.0%	95.5%	94.3%
	Excellence	3.1%	9.1%	11.6%	10.6%	10.5%	10.8%	6.4%	11.3%	11.8%	12.7%
	# of writers	98	14,904	95	16,546	105	17,199	125	17,959	178	19,173
	Participation	19.4%	30.4%	25.1%	34.8%	30.2%	36.0%	42.8%	34.0%	39.0%	35.5%
All Subjects Combined	Average	68.0%	67.9%	69.4%	67.9%	67.4%	68.4%	69.2%	68.7%	70.6%	69.2%
	Acceptable	94.9%	93.4%	95.9%	93.2%	94.6%	93.7%	95.7%	93.4%	96.6%	93.7%
	Excellence	19.7%	20.9%	23.8%	21.2%	16.9%	22.2%	21.0%	23.5%	26.9%	24.6%
	Participation	30.5%	35.3%	32.5%	36.5%	34.6%	36.7%	27.9%	31.0%	30.2%	33.3%

2.1h	Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	201-14
Percentage of students on honour roll	20.5%	22.0%	24.6%	27%	25.0%	27.4%	27.0%	25.5 %

2.1i	Number and Percentage of students (in grades 10-12) qualifying for provincial extracurricular events.							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students qualifying for provincial extra-curricular events	131	149	149	97	96	111	109	126
Percentage of students qualifying for provincial extra-curricular events	11.6%	13.3%	15.0%	9.4%	10.1%	11.7%	12.2%	14.1%

2.1j	Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total Counselling FTE in PHRD schools	n/a	6.25	7.14	6.425	7.25	7.35	7.2	7.9

	Site	FTE assigned	Site	FTE assigned	Site	FTE assigned
	BCHS	1.0	Eleanor Hall	0.2	Swan Hills	0.3
	BES	1.0	Fort Assiniboine	0.2	Vista Virtual	2.0
	Busby	0.1	Jarvie	0	WES	1.0
	Dapp/colonies	0.1	NPCS	0.1	WR Frose	0.1
	Dunstable	0.1	RF Staples	1.6	Total for the year:	7.9

2.1k	Number of coded students (any code) who graduate. (Number of code 41 and 42 students who receive a certificate of school completion and attend grade 12 ceremonies with their peers.)							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of coded students who graduated	39/58	30/46	36/51	49/59	22/53	50/52	25/41	32

2.1l	Percentage of students with Individual Program Plans (I.P.P).							
	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-2012	2012-2013	2013-14
Percentage of students with IPP's	19.4%	19.5%	18.8%	18.8%	18.1%	18.6%	18.4%	18.3%

Outcome 2.2 Students demonstrate proficiency in literacy and numeracy

Accountability Pillar Measures: PAT Acceptable and Excellence (October 2014)

2.2 a   Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

		Achievement Test Results Multi-Year (Cohort)

		Pembina Hills Regional Division No. 7									
Subject	**Standard**	**2009/2010**		**2010/2011**		**2011/20112**		**2012/2013**		**2013/2014**	
		PHRD	**Prov**	**PHRD**	**Prov**	**PHRD**	**Prov**	**PHRD**	**Prov**	**PHRD**	**Prov**
ELA 3	Acceptable	77.5%	81.6%	87.1%	81.8%	81.5%	81.9%	81.0%	81.5%	**78.7%**	78.0%
	Excellence	10.3%	19.5%	13.6%	17.5%	14.2%	20.4%	9.5%	17.8%	**9.1%**	15.3%
	Participation	92.3%	91.1%	93.0%	91.0%	92.3%	91.6%	93.4%	91.3%	**89.9%**	91.6%
Fr LA 3	Acceptable	73.5%	84.1%	79.5%	80.6%	51.6%	82.1%	60.6%	79.7%	**74.3%**	74.7%
	Excellence	5.9%	16.3%	15.4%	15.8%	3.2%	14.5%	6.1%	12.4%	**5.7%**	10.3%
	Participation	100.0%	97.3%	94.9%	94.6%	93.5%	96.3%	90.9%	96.2%	**94.3%**	95.3%
Math 3 (All)	Acceptable	new form		80.8%	77.4%	76.0%	76.8%	78.4%	76.5%	**74.1%**	74.0%
	Excellence	new form		27.2%	26.0%	20.3%	25.5%	20.0%	25.5%	**17.5%**	25.1%
	Participation	95.9%	94.2%	93.0%	91.6%	91.7%	92.0%	93.4%	91.5%	**90.2%**	92.4%
ELA 6	Acceptable	83.7%	83.3%	82.6%	83.0%	83.9%	82.7%	80.1%	82.5%	**82.5%**	81.9%
	Excellence	13.3%	18.9%	13.7%	18.5%	9.8%	17.8%	6.7%	16.3%	**13.9%**	17.6%
	Participation	90.3%	90.7%	89.9%	90.8%	93.3%	90.8%	91.0%	90.8%	**90.4%**	90.4%
Fr LA 6	Acceptable	90.3%	88.3%	89.7%	89.4%	87.5%	89.3%	71.4%	88.6%	**90.3%**	88.0%
	Excellence	9.7%	15.9%	10.3%	17.1%	12.5%	17.3%	0.0%	16.3%	**12.9%**	15.6%
	Participation	100.0%	97.5%	96.6%	97.3%	87.5%	97.3%	96.4%	98.0%	**100.0%**	97.6%
Math 6 (All)	Acceptable	new form		75.3%	73.7%	72.3%	74.7%	64.4%	73.0%	**72.2%**	73.5%
	Excellence	new form		13.7%	17.8%	12.3%	16.6%	8.3%	16.4%	**8.6%**	15.4%
	Participation	96.4%	93.4%	90.2%	90.7%	92.6%	91.0%	90.7%	90.9%	**91.1%**	90.7%
Science 6 (All)	Acceptable	77.6%	76.8%	73.9%	76.2%	76.5%	77.8%	71.5%	77.5%	**74.8%**	75.9%
	Excellence	25.4%	26.4%	20.9%	25.0%	17.9%	28.2%	14.7%	25.9%	**17.9%**	24.9%
	Participation	90.3%	90.5%	90.5%	90.5%	93.3%	90.8%	90.7%	90.9%	**91.4%**	90.2%
Social Stu 6 (All)	Acceptable	71.0%	71.0%	70.1%	71.1%	68.1%	73.2%	63.8%	72.7%	**69.8%**	70.4%
	Excellence	15.1%	16.4%	15.5%	18.5%	12.3%	19.5%	9.9%	19.0%	**10.0%**	16.6%
	Participation	90.0%	90.3%	90.9%	90.5%	93.3%	90.7%	91.0%	90.1%	**90.7%**	89.6%
ELA 9	Acceptable	69.7%	79.3%	72.7%	79.1%	71.3%	77.4%	77.4%	76.4%	**76.3%**	76.3%
	Excellence	7.0%	15.0%	11.5%	16.3%	14.3%	16.4%	14.8%	14.7%	**10.3%**	15.0%
	Participation	80.6%	89.8%	81.4%	88.9%	82.6%	88.9%	82.5%	87.5%	**83.5%**	88.3%
Fr LA 9	Acceptable	n/a		84.6%	88.8%			82.4%	87.2%	**100.0%**	86.5%
	Excellence	n/a		15.4%	15.0%			5.9%	13.9%	**0.0%**	11.1%
	Participation	n/a		84.6%	97.0%			100.0%	97.1%	**100.0%**	96.8%
Math 9 (All)	Acceptable	new form		64.3%	66.1%	60.3%	66.4%	64.8%	66.5%	**62.8%**	67.1%
	Excellence	new form		17.7%	17.3%	14.3%	17.8%	15.5%	18.2%	**16.2%**	17.3%
	Participation	94.6%	92.4%	80.9%	89.5%	84.7%	89.2%	84.5%	88.4%	**83.4%**	89.2%
Science 9 (All)	Acceptable	64.1%	73.6%	72.8%	74.8%	72.5%	74.1%	70.5%	72.6%	**73.9%**	73.2%
	Excellence	12.2%	17.7%	23.1%	20.8%	19.2%	22.4%	16.8%	19.9%	**17.2%**	22.1%
	Participation	81.5%	90.4%	83.0%	90.0%	84.5%	90.1%	84.9%	88.8%	**84.5%**	89.6%
Social Stu 9 (All)	Acceptable	62.0%	68.9%	55.7%	67.2%	59.9%	68.9%	66.7%	65.3%	**64.5%**	65.5%
	Excellence	11.3%	18.8%	14.2%	19.0%	12.3%	19.1%	20.6%	18.7%	**15.5%**	19.9%
	Participation	83.5%	90.2%	81.3%	88.8%	83.2%	89.1%	84.2%	88.3%	**83.8%**	88.7%
	Acceptable	72.2%	76.4%	76.1%	75.0%	71.8%	75.4%	71.8%	74.5%	76.5%	73.6%
	Excellence	13.5%	19.0%	17.1%	19.7%	14.7%	20.4%	13.7%	19.2%	13.6%	18.9%

Note: these agregates are a unmodified average of the raw numbers in this chart and differ slightly from Overall Percentage described in the Accountability Pillar result
Please refer to the Accountability Pillar Summary when referencing Overall Averages.

Outcome 2.3 Students demonstrate citizenship and entrepreneurship.

Accountability Pillar Measures: Citizenship (May, 2014)

2.3a   Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	69.2%	74.0%	71.0%	72.5%	74.1%	78.7%	78.1%	80.2%
Teachers	91.8%	82.6%	88.5%	87.5%	92.4%	90.8%	88.4%	93.3%
Students 4, 7 & 10	63.1%	67.5%	68.2%	73.1%	71.6%	72.5%	73.8%	71.1%
Aggregate	74.7%	74.7%	75.9%	77.7%	79.4%	80.7%	80.1%	81.5%

Accountability Pillar Measures: Work Preparation (May, 2014)

2.3b   Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	71.0%	74.6%	65.8%	67.7%	68.8%	74.4%	70.6%	73.3%
Teachers	91.8%	87.9%	82.6%	83.3%	89.9%	88.9%	85.1%	87.7%
Aggregate	81.4%	81.2%	74.2%	75.5%	79.3%	81.7%	77.9%	80.5%

2.3c   PHRD Satisfaction survey: Percentage of parents satisfied with behavior expectations at their children's school. (I am satisfied with the behavior expectations at my child(ren)'s school… My school is effective in its approach to student discipline… I think the rules in my school as fair (reworded for students in 2008-09))

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	78.4%	81.1%	85.5%	85.9%	No Survey	93.4%	94.2%	92.3%
Staff	76.4%	78.2%	80.2%	85.4%	No Survey	88.0%	81.0%	84.2%
Students 4-6	80.1%	81.8%	83.6%	79.5%	No Survey	83.2%	78.9%	77.8%
Students 7-12	65.4%	67.9%						

2.3d   Number of ongoing service projects/groups facilitated by the school in which students participated.

2.3e   Number and Percentage of students involved with or who participated in service projects.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Service Projects	106	110	103	121	120	123	101	116
Number of students involved in service projects	3642	3607	3793	3843	3847	3538	2469	3429
Percentage of students involved in service projects	86.0%	85.4%	93.0%	100%	100%	99.1%	99.9%	98.8%

2.3f   Number and Percentage of students grade 7-12 who receive citizenship awards (including the PHRD award to students in grade 9 and 12).

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of PHRD students receiving citizenship awards	79	64	66	75	95	74	43	59
Percentage of students receiving citizenship awards	4.1%	3.3%	3.4%	3.9%	5.2%	4.1%	2.0%	3%

2.3g	Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12). NEW in 2012 (Student Logins per year) (Previously: Percentage of active School-to-Work transition binders developed by students (grades 7-12).							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Active School to Work transition binders	41.9%	44.4%	54.7%	58.8%	65.3%	Binders no longer tallied	No data	1483 logins

2.3h	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. (SIMILAR MEASURE BELOW… BUT THIS ONE IS ONLY OFF-CAMPUS… DOES NOT INCLUDE ADLC, OUTREACH ETC)							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 10-12 students earning credits in off-campus programs	32.5%	39.1%	36.6%	55.9%	59.4%	63.8%	51.3%	25%

2.3i	Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods. (IE TAKING 3 OR MORE COURSE CREDITS IN A NON TRADITIONAL CLASSROOM SETTING… LIKE OFF CAMPUS, DISTRIBUTED LEARNING, OUTREACH…)							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
# of students taking advantage of alternate delivery methods	500	361	506	657	685	578	431	555
% of students taking advantage of alternate delivery methods	44.1%	32.2%	50.2%	63.9%	72.1%	61.0%	48%	61.9%

2.3j	Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percentage of students taking part in career decision sessions	79.3%	79.8%	83.7%	69.5%	90.0	81.4%	72%	64.6%

2.3k	Number of parents participating in sessions for students on career decision-making.							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
# of parents involved in career decision making sessions	137	252	283	391	417	230	188	219

Outcome 2.4 The achievement gap between First Nation, Métis and Inuit (FNMI) students and all other Students is eliminated

Accountability Pillar Measures: PAT Acceptable and Excellence (October, 2014)								
2.4a Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Acceptable Standard %		67.6	62.2	58.4	60.4	65.7	66.7	70.5
Standard of Excellence %		7.6	5.2	7.7	5.3	11.9	10.1	12.4

Accountability Pillar Measures: PDE Acceptable and Excellence (October, 2014)								
2.4b 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).								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Acceptable Standard %		71.4	92.6	73.1	> 6 N	55.9	82.1	75.6
Standard of Excellence %		19.0	0	3.8	> 6 N	0	3.6	20.0

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Accountability Pillar Measures: High School Completion **(1 year delay)** (May, 2014)

2.4c **High school completion rate of self-identified FNMI students within three years of entering Grade 10.**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
HS completion 3 years %			36.4	27.1	30.2	26.9	41.4	43.9
HS completion 4 years %			47.7	49.2	47.9	29.8	21.8	51.3
HS completion 5 years %			61.2	52.6	60.8	45.5	39.6	29.8

Accountability Pillar Measures: Drop Out rate **(1 year delay)** (May, 2014)

2.4d **Annual dropout rate of self-identified FNMI students aged 14 to 18.**

	2006	2007	2008	2009	2010	2011	2012	2013
Drop Out Rate %			23.5	17.8	18.4	24.6	8.5	4.1

Accountability Pillar Measures: Transition Rate (6 yr) **(1 year delay)** (May, 2014)

2.4e **High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Transition Rate 4 years %			23.4	22.0	24.2	13.6	4.1	15.5
Transition Rate 6 years %			36.5	22.4	33.0	31.9	32.6	30.7

Accountability Pillar Measures: Rutherford Scholarship Rate (Revised) **(1 year delay)** (May, 2014)

2.4f **Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Rutherford Scholarship Eligibility Rate %	55.6	30.0	28.3	35.7	54.1	38.3

Accountability Pillar Measures: Diploma Exam Participation Rate (4+ Exams) **(1 year delay)** (May, 2014)

2.4g **Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.**

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Participation in Diploma Exams 4+ Rate %	30.8	18.1	10.1	26.9	27.6	8.8

Goal 3: Quality Teaching and School Leadership

Outcome 3.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Accountability Pillar Measures: Program of Studies (May, 2014)

3.1a **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.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	79.8%	79.9%	78.8%	76.8%	75.4%	78.9%	76.5%	78.7%
Teachers	83.5%	80.5%	81.1%	82.2%	84.1%	84.6%	83.6%	82.5%
Students 4, 7 & 10	67.1%	71.9%	76.9%	77.7%	75.2%	75.3%	74.6%	72.1%
Aggregate	76.8%	77.4%	78.9%	78.8%	78.3%	79.6%	78.2%	77.8%

3.1b **(ACOL Measure – In-service Jurisdiction Needs)** (May, 2014) **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.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Teachers	79.7%	78.4%	79.1%	80.0%	83.5%	83.7%	78.6%	80.4%
Aggregate	79.7%	78.4%	79.1%	80.0%	83.5%	83.7%	78.6%	80.4%

3.1c **PHRD Satisfaction survey: Percentage of parents satisfied with the range of programs or classes offered at the school.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	75.6%	85.8%	89.4%	88.7%	No Survey this year	91.5%	90.0%	90.0%

3.1d **PHRD Satisfaction survey: Percentage of students satisfied with opportunities to choose high school courses and programs.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Students 7-12	81.8%	86.3%	91.0%	92.6%	No Survey this year	93.6%	93.2%	90.3%

3.1e **PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.**

	2006-07	2007-08	2009-10	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	88.1%	92.4%	89.6%	89.6%	No Survey	93.2%	93.4%	93.8%
Staff	100%	100%	99.1%	99.1%	No Survey	97.9%	98.5%	97.8%
Students 4-6	93.4%	92.2%	88.5%	88.5%	No Survey	93.0%	91.8%	91.9%
Students 7-12	85.1%	85.0%						

3.1f **PHRD Satisfaction survey: Percentage of parents and students satisfied with their teachers.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	87.1%	91.8%	89.0%	88.1%	No Survey	91.5%	92.6%	92.6%
Students 4-6	90.0%	90.7%	84.5%	85.6%	No Survey	86.7%	87.4%	86.8%
Students 7-12	81.8%	79.6%						

3.1g **PHRD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	90.9%	93.8%	90.8%	89.4%	No Survey	92.2%	93.8%	94.2%
Staff	92.6%	82.1%	85.5%	86.0%	No Survey	94.2%	89.0%	88.1%
Students 4-6	92.8%	93.0%	86.8%	79.0%	No Survey	89.6%	84.5%	83.5%
Students 7-12	91.4%	88.5%						

3.1h **PHRD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.**

(My child (ren) is/are using computers in his/her/their learning… I infuse technology into my instruction… I am satisfied with opportunities to use computers for learning.)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	79.4%	86.2%	87.2%	90.4%	No Survey	92.6%	95.4%	95.9%
Staff	88.6%	94.6%	76.4%	97.1%	No Survey	78.7%	75.2%	84.2%
Students 4-6	90.2%	85.0	86.3%	84.4%	No Survey	86.8%	89.3%	90.5%
Students 7-12	76.3%	78.2%						

3.1i   Number and percentage of certificated staff acting in a leadership role.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percentage of certificated staff acting as lead teachers	16.2%	25.6%	21.9%	24.2%	33.2%	49.5%	47%	59%

3.1j   Professional Growth, supervision and   measures: The percentage of teachers having personal professional growth plans that are aligned to their school's improvement plan. (Amended in 2010-2011)

All full time classroom teachers' personal professional growth plans aligned with their schools' improvement plans.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
# of certificated evaluations	n/a	94/118	78/85	70/71	49/54	56/66	43/43	46/47
% of certificated evaluations	n/a	80%	92%	98.5%	91%	84.9%	100%	98%
# of non- certificated evaluations	n/a	96/121	163/168	158/161	131/132	164/166	148/197	61/106
% of non- certificated evaluations	n/a	79%	97%	98%	99%	99.4%	75.13%	58%

3.1k   The number of teachers accessing resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Barrhead Composite High School	13	63	204	797	510	523	428
Barrhead Elementary School	45	104	138	180	223	355	191
Busby school	27	31	25	62	58	78	52
Dapp School	27	73	70	106	103	84	81
Dunstable School	17	41	64	79	52	92	47
Eleanor Hall School	36	77	158	183	260	161	90
Fort Assiniboine School	19	66	85	131	146	71	39
Jarvie School	12	35	44	99	37	43	19
Neerlandia Public Christian School	19	67	72	88	119	56	50
RF Staples School	61	187	282	272	197	282	247
Swan Hills School	55	132	195	357	292	237	176
Westlock Elementary School	25	67	197	318	299	418	273
WR Frose School	14	47	46	76	42	59	44
ADLC				50	27	24	0
Barrhead Public Library				3	2	1	3
County of Barrhead				1	1	1	0
Hillman Colony				2	5	1	1
LTS				128	66	56	71
Outreach Barrhead				6	7	3	6
Outreach Westlock				11	6	21	8
Support Services Barrhead				86	46	73	16
Support Services Westlock				20	18	13	2
Regional Office				255	227	362	657
Sunnibend Colony				4	5	7	0
Trustees				11	4	3	0

Total for the Jurisdiction	376	990	1580	3325	2752	3024	2501

3.1l   Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Barrhead Composite High School	3.31	2.92	3.25	2.8	2.29	1.61	1.52
Barrhead Elementary School	9.15	10.82	8.52	4.22	3.31	2.93	2.48
Busby school	2.7	3.03	1.66	1.83	1.2	1.16	1.16
Dapp School	3.93	3.97	3.23	3.85	1.96	1.87	1
Dunstable School	2.47	2.53	2.27	1.73	0.87	0.53	0.61
Eleanor Hall School	6.73	8.4	6.73	6.6	2.35	1.12	0.74
Fort Assiniboine School	4.63	4.93	4.07	3	1.13	0.63	0.6
Jarvie School	1.83	2.13	2	2	1.04	0.59	0.72
Neerlandia Public Christian School	6.97	6.83	6.23	6.33	3.3	1.93	1.85
RF Staples School	4.74	3.67	3.76	3.72	2.68	1.93	2.01
Swan Hills School	3.86	3.91	3.49	1.84	1.44	1.28	0.95
Westlock Elementary School	10.48	11.17	9.9	10.06	3.87	2.33	1.62
WR Frose School	3.97	4	3.13	3.13	1.26	0.72	1.09
Average for the Jurisdiction	4.67	4.67	4.42	3.75	2.19	1.66	1.41

3.1m   Average age of computers in schools.

	Primary User Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-2014
Barrhead Composite High School	Students	6.6	4.82	5.69	2.52	2.69	1.49	1.83
	Staff	5	6	1	2	0.21	1.11	2.07
	School	8.38	4.98	4.65	2.41	2.78	1.42	1.85
Barrhead Elementary School	Students	5	6	4.5	3.25	1.6	1.86	1.28
	Staff	9	1	2	3	1.98	0.27	1.27
	School	6.6	4	3.5	3.19	1.73	1.3	1.27
Busby school	Students	5	6	5	1.83	2.1	2.42	3.42
	Staff	6	1	2	3	3.11	0.77	0.72
	School	5.19	5.05	4.63	1.98	2.2	2.18	2.9
Dapp School	Students	2	3	4	1	1.1	2.1	1.83
	Staff	2	3	1	2	1.15	2.26	2.16
	School	2	3	3.25	1.27	1.12	2.16	1.89
Dunstable School	Students	9	1	2	3	2	1.26	1.29
	Staff	1	2	3	4	1.8	1.27	2.27
	School	7.86	1.14	2.14	3.14	1.96	1.26	1.4
Eleanor Hall School	Students	0	1	2	4	0.32	1.23	1.41
	Staff	0	1	2	4	0.45	1.38	2.38
	School	0	1	2	4	0.35	1.25	1.5
Fort Assiniboine School	Students	0	1	2	2.43	1.89	0.96	1.51
	Staff	1	2	3	4	0.5	1.25	1.88
	School	0.29	1.29	2.29	2.78	1.63	0.99	1.55
Jarvie School	Students	7	8	9	1	2.33	3.12	4.09
	Staff	7	8	9	1	0.93	2.9	3.9

	School	7	8	9	1	1.98	2.09	4.06
Neerlandia Public Christian School	Students	7	1	2	3	2	0.293	1.3
	Staff	7	1	2	3	1.71	1	2
	School	7	1	2	3	1.91	0.37	1.37
RF Staples School	Students	6.83	4.67	2.59	3.59	2.4	1.72	1.17
	Staff	8	1	2	3	2.2	1.42	2.41
	School	7.09	3.96	2.48	3.48	2.35	1.68	1.33
Swan Hills School	Students	2.58	2	2.61	2.48	2.33	1.69	1.85
	Staff	2	3	3	4	3.85	1.07	1.75
	School	2.46	2.21	2.69	2.68	2.53	1.61	1.84
Westlock Elementary School	Students	5.67	6.67	4.92	1.27	1.66	2.3	1.91
	Staff	9	1	2	3	2.18	0.91	1.57
	School	7.18	4.09	3.61	1.94	1.86	2.05	1.86
WR Frose School	Students	8	1	2	3	2.4	2.64	2
	Staff	7	1	2	3	2.53	2.93	2.46
	School	7.71	1	2	3	2.43	2.67	2.08
Average for the Jurisdiction		**5.75**	**3.74**	**3.64**	**2.81**	**2.01**	**1.77**	**1.72**

Goal 4: Engaged and Effective Governance

Outcome 4.1 The education system demonstrates collaboration and engagement.

Accountability Pillar Measures: Parental Involvement (May, 2014)

4.1a   Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	70.2%	71.9%	71.8%	69.4%	69.2%	69.8%	72.2%	67.9%
Teachers	92.6%	81.1%	82.2%	87.0%	90.8%	88.3%	88.1%	85.2%
Aggregate	81.4%	76.5%	77.0%	78.2%	80.0%	80.5%	79.0%	76.6%

Accountability Pillar Measures: Education Quality (May, 2014)

4.1b   Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	84.3%	82.7%	82.2%	78.5%	81.3%	86.6%	84.4%	84.8%
Teachers	96.6%	93.6%	94.1%	92.6%	97.0%	95.6%	95.9%	96.1%
Students 4, 7 & 10	87.7%	87.4%	86.3%	86.3%	86.8%	88.3%	89.8%	87.5%
Aggregate	89.5%	87.9%	87.5%	86.7%	88.4%	90.2%	90.1%	89.5%

4.1c   (ACOL Measure – Satisfaction with Program Access) (May, 2014) **Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	63.7%	59.7%	59.3%	60.3%	57.8%	62.5%	59.7%	60.9%
Teachers	67.9%	74.6%	73.7%	76.0%	77.2%	80.4%	77.4%	79.3%
Students 4, 7 & 10	78.5%	79.2%	79.8%	82.7%	82.3%	81.0%	80.9%	79.5%

Aggregate	70.0%	71.2%	70.9%	73.0%	72.4%	74.6%	72.7%	73.2%

4.1d   PHRD Satisfaction survey: Percentage of parents, staff and students satisfied with the overall quality of education the school provides.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	89.1%	92.6%	90.9%	91.2%	No Survey	90.6%	92.5%	91.5%
Staff	95.4%	98.1%	96.4%	96.4%	No Survey	94.2%	96.7%	97.4%
Students 4-6	91.20%	93.30%	n/a	90.1%	No Survey	90.7%	88.9%	89.5%
Students 7-12	88.20%	90.30%						

4.1e   PHRD Satisfaction survey: Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable" (Revised 2012).   A, B or C …

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	83.9%	87.4%	96.3%	95.1%	No Survey	96.3%	96.7%	97.3%
Staff	100%	98.2%	94.2%	98.4%	No Survey	98.4%	99.3%	99.1%
Students 4-6	93.5%	95.0%	n/a	93.1%	No Survey	97.4%	95.0%	96.2%
Students 7-12	91.3%	92.2%						

4.1f   PHRD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
(The School Council at my... child(ren)'s... school has a meaningful role…)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	80.8%	89.0%	92.3%	98.1%	No Survey	90.1%	92.8%	90.8%
Staff	84.2%	79.2%	86.1%	90.8%	No Survey	90.8%	89.4%	89.4%

4.1g   PHRD Satisfaction survey: Percentage of teachers (and students) who are satisfied with opportunities to be involved in decisions affecting the school (and students).
(I am satisfied with the opportunities for involvement in decisions... affecting education at my child(ren)'s school… affecting my school… affecting students.)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	80.9%	84.5%	82.2%	80.9%	No Survey	88.7%	89.5%	88.1%
Staff	86.7%	74.5%	86.1%	83.2%	No Survey	87.1%	83.7%	86.3%
Students 7-12	64.0%	64.8%	77.9%	67.4%	No Survey	75.5%	74.3%	69.7%

4.1h   PHRD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	93.0%	94.7%	94.0%	92.9%	No Survey	95.7%	96.8%	96.6%
Staff	97.2%	98.2%	97.1%	95.8%	No Survey	96.7%	94.9%	97.4%
Students 4-6	94.8%	94.3%	91.5%	91.0%	No Survey	93.6%	92.5%	92.2%
Students 7-12	88.0%	88.9%						

4.1i   Amount of money acquired from third parties in support of community schools.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total money received from third parties for projects	$113,260	$115,433	$118,550	$76,916	$120,915	$66,650	$17,500	$25,150

4.1j   Number of parent/community volunteers in schools.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of volunteers in schools	965	875	916	937	1021	1081	819	1055

4.1k   Number of school activities/events taking place in the community.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of school activities/events in the community	318	255	261	254	269	309	362	253

Outcome 4.2 Students and Communities have access to safe and healthy learning environments.

Accountability Pillar Measures: Safe and Caring (May, 2014)

4.2a   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.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	82.2%	82.7%	79.4%	83.9%	84.6%	87.0%	85.3%	87.1%
Teachers	94.2%	88.4%	92.5%	90.9%	95.2%	93.8%	93.6%	95.6%
Students 4, 7 & 10	72.5%	79.4%	79.7%	82.8%	80.7%	82.1%	82.9%	79.7%
Aggregate	83.0%	83.5%	83.9%	85.9%	86.8%	87.7%	87.2%	87.5%

Accountability Pillar Measures: School Improvement (May, 2014)

4.2b   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.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	76.4%	75.6%	73.5%	68.7%	70.6%	77.4%	79.4%	77.8%
Teachers	70.8%	73.3%	67.7%	80.6%	82.0%	83.2%	83.2%	83.3%
Students 4, 7 & 10	71.6%	81.9%	79.8%	83.9%	83.1%	82.6%	83.1%	79.8%
Aggregate	72.9%	76.9%	73.7%	77.7%	78.6%	81.1%	81.9%	80.3%

4.2c   PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.

(I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).   7-12: I have opportunities to participate in extra-curricular activities.   4-6: I can choose to participate in intra-mural activities.)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Parents	91.9%	90.9%	89.6%	89.2%	No Survey	90.6%	81.7%	82.6%
Students 4-6	93.2%	94.1%	88.6%	87.3%	No Survey	93.2%	92.8%	91.8%
Students 7-12	87.8%	90.9%	92.7%	90.9%	No Survey			

4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.								
	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Parents	88.0%	90.7%	93.2%	94.90%	No Survey	96.2%	96.9%	96.6%
Staff	93.3%	89.3%	97.3%	94.50%	No Survey	97.5%	96.4%	96.5%
Students 4-6	90.2%	89.3%	90.4%	88.40%	No Survey	91.3%	89.4%	87.9%
Students 7-12	78.8%	78.0%						

4.2e PHRD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.								
Aggregated Character Education Questions	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Parents	85.4%	89.7%	89.2%	87.6%	No Survey	93.4%	93.4%	93.5%
Staff	87.8%	87.4%	88.6%	89.8	No Survey	90.6%	88.4%	91.3%
Students 4-6	83.7%	84.0%	79.1%	78.2	No Survey	81.1%	80.4%	78.0%
Students 7-12	69.0%	70.5%						

4.2f PHRD 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…)								
	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Staff	88.7%	81.5%	82.2%	86.6%	No Survey	81.4%	77.9%	80.0%
Students 4-6	85.1%	86.1%	75.4%	73.2%	No Survey	75.1%	72.9%	70.0%
Students 7-12	73.7%	74.1%						

Outcome 4.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

4.3a Balanced operational budget. (System, and by site or department).								
Number of schools who used operating reserves	**Recent results**							
	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
	5/20	9/18	10/18	11	4	5	9	5 (per budget)
4.3b Percentage increase to Instructional Materials Fee (IMF).								
	2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Percentage increase to Instructional Materials fees	0%	0%	0%	0%	0%	0%	0%	0%

2014-2015 Calendar

PHRD Community Schools Calendar 2014-2015

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Note: Jan 28 is also an Exam Day

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Legend:

#	1st & Last Day for Students
#	Civic/Stat/Board Holidays
#	No staff/students days
#	PAT/PDE days
#	In Lieu of P/T/S Interviews
#	PD day (no students)
#	Convention (no students)
#	Staff day (no students)
#	Early Dismissal (-60 min)

Community School Calendar Approved by Board Motion # 6232/03/14