



**PEACE WAPITI
PUBLIC SCHOOL DIVISION**

Educating Today for Success Tomorrow

2019-2022 ANNUAL EDUCATION RESULTS REPORT & THREE-YEAR PLAN



**EDUCATING TODAY
FOR SUCCESS TOMORROW**

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Follow these links to access digital versions of the [2019-2022 Three-Year Education Plan and Annual Education Results Report](#), and the [PWPSD Budget](#).

Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Education Plan for the three years commencing September 1, 2019 for Peace Wapiti Public School Division was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 provided final approval of the Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan for 2019-2022 in December, 2019.

Board Chair
Kari Scheers

Vision

Peace Wapiti Public School Division inspires all learners to become confident, collaborative and ethical citizens motivated with a passion to achieve a sustainable future.

Peace Wapiti Public School Division (PWPSD) is adapting and will continue to adapt in response to the changes in our environment. We will continue to incorporate relevant technologies into our curricula and into our management practices so that all our employees will be able to function effectively and efficiently by optimally using the expanding technologies in their teaching and operating practices.

Our identified goals indicate a commitment to all our students. They will be aware of their own responsibilities for both their behaviors and their learning in a setting in which only the highest standards and expectations are acceptable. These expectations have been communicated to both our student and our parent communities.

Our goals for Peace Wapiti Public School Division also reflect our commitment to providing equitable services in all our schools. Recognizing the diversity of the communities we serve, we will ensure that all our schools have the resources to deliver a high quality, appropriate program to all our students, including those with inclusive needs.

We are committed to achieving greater involvement in the governance and operation of Peace Wapiti Public School Division. Our goals reflect this commitment. We hope to involve all our stakeholders in meaningful, two-way communication and we will solicit timely, serious and relevant input as we allocate our resources and conduct the business of the school system. Results of students' performance will be communicated to our stakeholders.

Our Division employs talented and professional teachers. We will continue to ensure that their performance is exemplary and provide them with every opportunity to enhance and enrich their teaching skills and knowledge to best serve the students of our Division.

Highlights

Capital and Facility Projects

Peace Wapiti Public School Division has been working closely with the County of Grande Prairie in the allocation of a suitable site for a replacement school for Harry Balfour on the east side of Grande Prairie. The County of Grande Prairie has acquired the land for a new school, which would service the remaining students at Harry Balfour.

PWPSD also continues to see enrolment pressure increase at Peace Wapiti Academy (PWA). Current enrolment at PWA is 548 students with 21 students coded as having severe educational needs. Enrolment is projected to increase to 613 students in the upcoming 2020-2021 school year – a utilization rate of 85 per cent. This rate is projected to increase to 662 students or 90 per cent utilized in 2022. Utilization is expected to reach 100 per cent in the 2023 school year. A replacement school for Peace Wapiti Academy would alleviate enrolment growth pressures and eliminate the need for our students to be transported through the City of Grande Prairie, reducing early morning pick-ups and late drop-off times for hundreds of other students at feeder schools.

Certificated Staffing 2019-2020

PWPSD provides the following enhancements to staffing:

- ATA/PWPSD Mentorship Partnership. This program will impact 18 teachers in 2019-2020. Mentor teachers are provided with sub coverage to support their development as mentors within their school to new teachers. The intent of the program is to provide new teachers with ongoing support within their school throughout their first year of teaching.
- Empower Reading, a Literacy remediation program and other Literacy intervention programs add 2.40 certificated staff in the schools. A Literacy Intervention Coach and 9806 annual hours of EA time to implement Literacy Intervention programs.
- PWPSD has maintained a commitment to employ 3.0 FTE Community School Liaison Workers with Social Work background to enhance the current model of support for student mental health. This group contributes to the Wellness Committee in Peace Wapiti that is promoting wellness in our staff as well as students.
- PWPSD continues to support a full time Triple P practitioner shared between PUF programming and school age needs.
- Implementation of the Student First Framework for Learning supports the ongoing attention to PWPSD's Quality Learning Environment within our Collaborative Response Model to ensure appropriate process in the selection of accommodations and interventions for the identified needs of students.
- Inclusive Education Coaches. Dedicated 6.7 FTE to Inclusive Education Learning Coach positions. Staff that are dedicated to collaborating with teachers, outside partners, parents and support staff to ensure identification through screening, appropriate assessments, programming and interventions are in place.

- New Teacher Support. Continued investment in two Instructional Coaches for the 2019-2020 school year. The Instructional Coaches will support Literacy and Numeracy training for all teachers new to PWPSD through a coaching model.
- Literacy/Numeracy ECS to Grade 6. All experienced teachers across PWPSD will continue to be able to access professional development coaching support through the PWPSD Literacy and Numeracy Instructional Coaches for the coming year.
- Technology Instructional Coaches. Two Education Technologists for PWPSD for the 2019-2020 school year provide professional development support aimed at increasing the use of technology in supporting instruction.

Dual Credit

PWPSD has collaboratively expanded new Dual Credit partnership with Northern Lakes College, Grande Prairie Public School District and Grande Prairie Catholic School District for the 2019-2020 school year under the new dual credit framework. All three districts in the Grande Prairie area will offer Introduction to Surveying, Educational Assistant and Health Care Aide Dual Credit programming in all our high schools. Single university transfer courses have also been added to our course selection for students.

PWPSD will also continue to offer the second year of the Power Engineering and the Waste Water Operator Program through Northern Lakes College. We are also supporting various Dual Credit Courses through Grande Prairie Regional College in the areas of Safety Tickets, Medical Terminology, Psychology, Calculus and Introductory Cree. We have also expanded single university transfer courses in the area of Business Administration for the 2019-2020 School year.

Student Wellness

Data collected from our principals in a survey regarding priorities, identified a need to attend to the social, emotional health of our students. For the 2019-2020 school year, our Wapiti Wellness Committee that includes our CSLC's, FCSS counselors, MHCB Program Manager and Wellness Coach as well as four administrators and our PCS partners have identified the best universal and classroom supports to develop in our schools. A Wellness Pyramid that includes a three-year implementation plan has been drafted. Mini workshops, in-service and collaboration are available for every school to enhance their culture of wellness. Wellness planning for 2019-2020 is guided by the data collected in the past two school years and is supported by staff who have completed a standard set of training and certification for programming that is prevention focused. PWPSD's QLE has adopted wellness at the core of the model which supports our Accommodation Guide and best universal strategies for Health and Wellness continuum of supports. A software program, Social Express has been adopted by the District and after a targeted trial last year that was successful; a district license has been purchased to support the exceptional social, emotional learning needs of identified students.

Early Learning

2019-2020 is the third year PWPSD Kindergarten teachers and instructors continue to pilot the Early Years Evaluation (EYE) Teacher Assessment. This tool provides formative and instructionally relevant

information in the areas of Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development. Teachers will be using a common set of center-based activities to collect data and the individual report generated from the data collection will be used as the first report to be shared with parents. PWPSD supports two collaboration days a year for the Kindergarten staff to meet and collaborate to continue to develop the highest quality of learning environments. A Report Card Committee will continue to work to develop a reporting system that will correlate the assessed areas as they reflect curricular outcomes. 2019-2020 will see continued collaboration with PWPSD's K-3 Instructional Coach consultants from

Peace Collaborative Services and kindergarten staff during district-based professional development days to continue to build continuity in our approach to literacy, numeracy and social emotional learning as well as through the sharing of resources and ideas in an online folder.

Additional attention is being dedicated to the social emotional development of our kindergarten children with many of our programs trialing the resources from Think Equal, an international resource that utilizes literature to promote role playing and experiences to grow empathy, self-awareness, celebration of cultural diversity and respect.

PWPSD Inclusive Education and the Program Unit Funding support a full-time Triple P Practitioner (Positive Parenting Supports) in addition to the .4 FTE time that we purchase from our community partner, FCSS. These practitioners provide supports to families who have children identified with severe and mild/moderate disabilities as well as parents within our school age population. They provide families with individualized sessions, run small group sessions and share the positive behavior plans with school staff to reinforce home strategies. Data collected from the last two years support the continuation of this position and continued focus on parental involvement.

Transitioning From School Age to Life

PWPSD in partnership with the Northwest Regional Learning Consortium and two local school districts have teamed together to host an Open House Information evening showcasing the many community services and supports available to families that have youth with developmental disabilities. The introductions and networking available on this evening supports our students transitioning into the adult world and navigating the system to access necessary supports for post-secondary living. Exit slips from last year's event have guided the development of the 2019 -2020 program.

Indigenous Education

PWPSD has an Indigenous Education Coordinator, Brigitte Benning, who will be working with school administration and the Indigenous Liaison Workers to support staff and students in their journey of reconciliation. We will focus on building foundational knowledge and understanding of the Truth and Reconciliation Commission, the impact of residential schools and the *Indian Act*. District professional development will provide opportunities for staff to increase knowledge and understanding of our First Nation, Métis and Inuit history and developing ethical relationships to close the gap in achievement between our Indigenous and non-Indigenous people. As with any good professional development related to effective teaching strategies, which demonstrate effectiveness with First Nation, Métis and Inuit students, it will also be effective for reaching our other students.

Support Staff

School-based and externally provided professional development opportunities are provided to our over 130 full time equivalent Educational Assistants. We have dedicated 28,000 annual hours of support to our students with mild to moderate disabilities and 102,000 annual hours of EA support to our students with severe disabilities. Additionally we provide 5738 hours of speech assistance time for implementing programming that is supervised by a Speech Language Pathologist. Ongoing training is required for all of our Educational Assistants. This may be targeted individually at a school level or provided centrally. Professional development opportunities include personal care, alternative communication programs, reading and numeracy interventions, articulation and language development, sensory activities, and fine and gross motor skill-building activities. Inclusive Education Learning Coaches are dedicating time to the development of skills and abilities in our Educational Assistants in the areas of delivering developmentally appropriate functional life skills, positive behavior supports and developing skills of independence in the students they are working with.

Project Independence

“Project Independence” is a relatively new initiative for Peace Wapiti Public School Division as we formalize the implementation after analyzing the impact at one school. It is a new approach to how we support our students with an intentional lens of facilitating student success with a focus on building independence and self-advocacy skills. The initial impetus of the project was recent research showing the grim statistics for students with autism after graduation as well as the unintended negative effects of excessive utilization of Educational Assistants and proximity (some of which had profoundly negative effects on students). We saw signs and symptoms of these effects in many of our schools and needed a solution to the problem. Through both formal and informal study in this area, we highlighted a variety of research-based strategies to employ on a school/district level. Although this initiated with an autism focus, we quickly saw that many students, neurodiversity to neurotypical could benefit from this approach – and our credo was born: Good for All, Critical for Some. After a year of discussion, study, data collection (both regionally and locally), examining that data, determining our mission, vision, values and goals, our team was ready to roll out the first formal year of implementation at Harry Balfour School (our ‘test site’).

Our identified outcomes are:

- Reinforcing that teachers are the main drivers and programmers of student success
- Building EA capacity with a focus on developing independence/self-advocacy in students
- Scaffolding student skills to promote their independence
- Effective communication between all team members
- Student success is a shared responsibility

Specialized Training for the Complex Needs EA Cohort

We have a small number of students who meet the criteria for complex needs (as per Alberta Education Definition) and in collaboration with our PCS partners, Inclusive Education Learning Coaches and Administration, we have created a professional learning community for the staff and

support staff that work with the identified students. We are front loading training into specific staff to build skills and knowledge for the behavioral and cognitive complexities of the students and increasing the overall capacity within our district at the same time. This cohort will receive training such as Non-violent Crisis Intervention, communication, using visuals, regulation strategies, self-care, Theraplay and more to best equip them for the successful implementation of programming.

Collaborative Response Model/Student First Framework for Learning

A comprehensive district-wide model has been established for all schools, comprised of three essential components which work together: Embedded Collaborative Team Meetings, Learner Profile/Assessment, and Continuum of Supports Pyramid. This Student First Framework for Learning model assures:

- support for students is proactive upon entry (school or grade progression)
- focus is on individual student performance and student wellness
- formalized embedded collaboration focuses on student learning progress and student wellness
- an ongoing formative assessment system drives instruction and programming
- student progress and programming is the responsibility of a collaborative team
- at-risk students receive interventions that are inclusive during both core instruction and additional time and instruction
- interventions for struggling students are school-wide and systematic and data driven
- the student receives the appropriate level of support needed
- the utilization of a district-wide software system that creates a Student Learner Profile, IPP and/or Early Intervention Plan.

Achievement and Diploma Analysis

PWPSD's grade 6 and 9 students continue to perform near provincial results in all areas but grade 6 math, mirroring increases and decreases in performance outcomes with the province. Mathematics remains an instructional improvement priority for PWPSD.

In both grades 6 and 9, in measured areas of excellence, student performance declined slightly in the subject areas of Language Arts and Science, and increased slightly in the subject areas of Mathematics and Social Studies.

PWPSD saw significant improvement over last year's results in four of ten courses for students who achieved the Acceptable Standard. A drop in Social Studies 30-2 will be reviewed by high school administrators and teachers in each of our high schools.

PWPSD students in Math 30-2, Physics 30, English 30-1 and 30-2 scored higher than their provincial counterparts. PWPSD's Biology 30 outcomes were shy of provincial averages two per cent respectively, making improvements over 2018 results.

Our most significant improvement in 2018-2019 was in Math 30-1 and Math 30-2. Math 30-2 showed improved results again this year while our Math 30-1 results were maintained.

The number of students achieving the Standard of Excellence were encouraging, with maintenance and or increases seen in Biology 30, Science 30, Math 30-2 and Physics 30.

PWPSD Comprehensive Leadership Development

As a learning organization, the development and ongoing refinement of leadership development is a crucial component in building system capacity to support teaching and learning within our Quality Learning Environment. PWPSD believes that leadership is something that is developed and cultivated. The tenets of support are outlined below:

- **Current Administrators** are supported in their own professional learning through supporting one conference registration annually. In addition to this, the Administrator Professional Development Committee will annually plan professional learning to be built into our regular Administrator meeting schedule. Assistant principals work closely with their principals in planning their professional learning annually. School principals will also submit an annual professional growth plan to the Superintendent or designate for review and discussion in reference to the Leadership Quality Standard.
- **New Principals** are provided formal mentorship for a period of one year. PWPSD will support four release days throughout the year for a new principal and a mentor principal. The program will be based on the following pillars: ongoing support, dialogical or learner centred, job embedded, collaborative in nature, and learner driven. The mentor will be arranged in cooperation with the new principal through PWPSD Central Office. Each mentorship pair will have the opportunity to chart their own learning plan of support and some recommended topics.
- **All New Administrators** are supported to attend Start Right which is facilitated by the College of Alberta School Superintendents (CASS) and Leadership Essentials for New Administrators offered by the Alberta Teachers' Association.
- **Leadership Explorations** will be introduced this year. This program will aim to support strategic leadership development across PWPSD. The new program will be one year in length and be comprised of five Saturday sessions, be modelled on the Leadership Quality Standard and be comprised of a balance of professional reading and local contextually relevant case studies and presentation by established leaders.

Combined 2019 Accountability Pillar: Overall Summary

Measure Category	Measure	Peace Wapiti School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.5	89.4	89.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.9	81.0	80.5	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	88.2	90.2	88.7	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	2.3	2.5	2.1	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	80.7	77.8	77.6	79.1	78.0	77.5	High	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	71.9	73.4	72.4	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.6	13.5	12.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.8	81.9	79.2	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	14.3	15.7	12.5	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	39.8	38.6	38.6	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	61.7	55.1	55.5	64.8	63.4	62.2	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	49.7	50.3	51.2	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
	Work Preparation	81.5	81.1	80.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	81.4	82.2	81.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	80.7	80.1	79.5	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	80.3	83.2	81.5	81.0	80.3	81.0	High	Declined	Acceptable

Combined 2019 Accountability Pillar: First Nations, Métis and Inuit Summary

Measure Category	Measure	Peace Wapiti School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	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	2.7	2.9	2.5	5.4	4.8	5.6	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	67.2	71.5	68.5	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.4	64.0	60.1	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	11.0	6.7	6.5	7.4	6.6	6.5	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	76.7	73.9	77.2	77.1	76.7	Low	Maintained	Issue
	Diploma: Excellence	8.5	9.0	7.7	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	21.8	18.5	21.5	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	35.6	32.8	35.6	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.8	21.1	38.0	34.2	33.0	32.8	Low	Maintained	Issue
	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	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Outcome 1: Alberta's students are successful

Performance Measure	Results (in per centages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall per centage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.4	73.5	70.4	73.4	71.9	74.0	Intermediate	Maintained	Acceptable	74.5	74.8	75.1
Overall per centage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.6	12.1	12.1	13.5	13.6	14.0	Intermediate	Maintained	Acceptable	14.3	14.6	14.9

Strategies

District Principal

To build high quality early childhood educational experiences that meet the demands of our ever changing demographic. This will include the management of Program Unit Funding, programming for students with Mild/Moderate needs in preschool years, coordinate Professional Development for Kindergarten; monitor the implementation of the Early Years Evaluation Teacher Assessment in the Kindergarten program; plan appropriate Professional Development for Educational Assistants; coordinate services for students who may be accessing services through Family Services for Children with Disabilities, Peace Collaborative Services or through private agencies; and develop, supervise and monitor off site programs.

Junior Kindergarten

Grow and ensure that all of our communities have access to high quality pre-school experiences. Attend to the curriculum that is provided and ensure it is developmentally appropriate as well as meeting the variety of needs within the program. Will continue to evaluate expansion opportunities where space and opportunity allow.

Literacy Interventions

Maintain the level of support to Literacy Interventions across the District. This includes dedicated FTE to the coordination, monitoring and support of the programming as well as ensuring there is adequate training for professional and support staff. A wide variety of programs to draw from to meet the identified disabilities, professional and support staff to implement the programming and the resource materials necessary for programming. Training needs are ongoing and must be monitored to be current and effective. Time is dedicated to the data collection and tracking of the trialed interventions and progress. This helps guide the planning for the future.

Numeracy Interventions

The KeyMath resource kit is being utilized for remediation throughout our elementary and junior high population. It is prescriptive and is the response to the KeyMath assessment tool we are using across

the District. After tracking a sample of interventions last year we have analyzed the progress and agreed to use the resource kit for students who are referred and whose assessment indicate a fit.

Dossier

PWPSD continues to review the effectiveness of a software system that supports CRM and is able to access PowerSchool student information and create electronic documents such as Individual Program Plans, Student Action Plans and Early Learning Plans. All identified students who require specialized programming, modifications, accommodations and/or interventions will have documents prepared using Dossier software. Training and implementation was set up to ensure every school has a resident champion. Additional support is provided by Inclusive Education Coaches. For the 2019-2020 school year, all students with an identified severe disability or a mild/moderate disability will have Individualized Program Plans (IPP) created on Dossier, as well as any student requiring accommodations in the academic stream. Site-based support is delivered by Inclusive Education Learning Coaches to support all classroom teachers in their IPP development. All IPPs, Student Learner Profiles (SAPs) and Early Learning Plans will be completed using Dossier. Feedback has been gathered by users and customization for PWPSD continues.

Dossier software also supports the documentation and visual representation of the Collaborative Response Model [CRM] process. The purpose of the software is to complement and support the CRM process of supporting individual student success. The software will allow for better tracking of supports provided to students, both in terms of what supports are offered and the effectiveness of the supports. This will help inform future planning for inclusive supports and transitions for students across PWPSD.

Student & Staff Wellness

As a continuation of the programming created from the original Classroom Improvement Funding, PWPSD is promoting wellness in our staff and students. Initiating professional development that is built on the premise or evidence that staff who are well are more effective teachers is part of the District professional development plan. Input from our PCS partners, FCSS and CSLC's have developed plans to support a culture of wellness in our district where students and staff are connected, feel safe, cared for, respected and that they belong. This will contribute to student achievement, as their engagement will increase as their ability to regulate and positively participate increases.

Teacher Recruitment

PWPSD has seen a decrease in the number of applicants for advertised teaching jobs throughout the District. Job postings are receiving less applications and schools are taking longer to fill vacant positions. As a school district we always want to have the best possible candidate in front of students and will therefore be broadening our recruitment scope and increasing our efforts in an attempt to attract and retain more applicants to our district for current and possible enrolment and staffing needs. In 2019-2020, we will continue to strengthen our relationship with Grande Prairie Regional College and conduct pre-screening interviews with all 4th year students as part of job preparation and relationship building.

Attendance Accountability

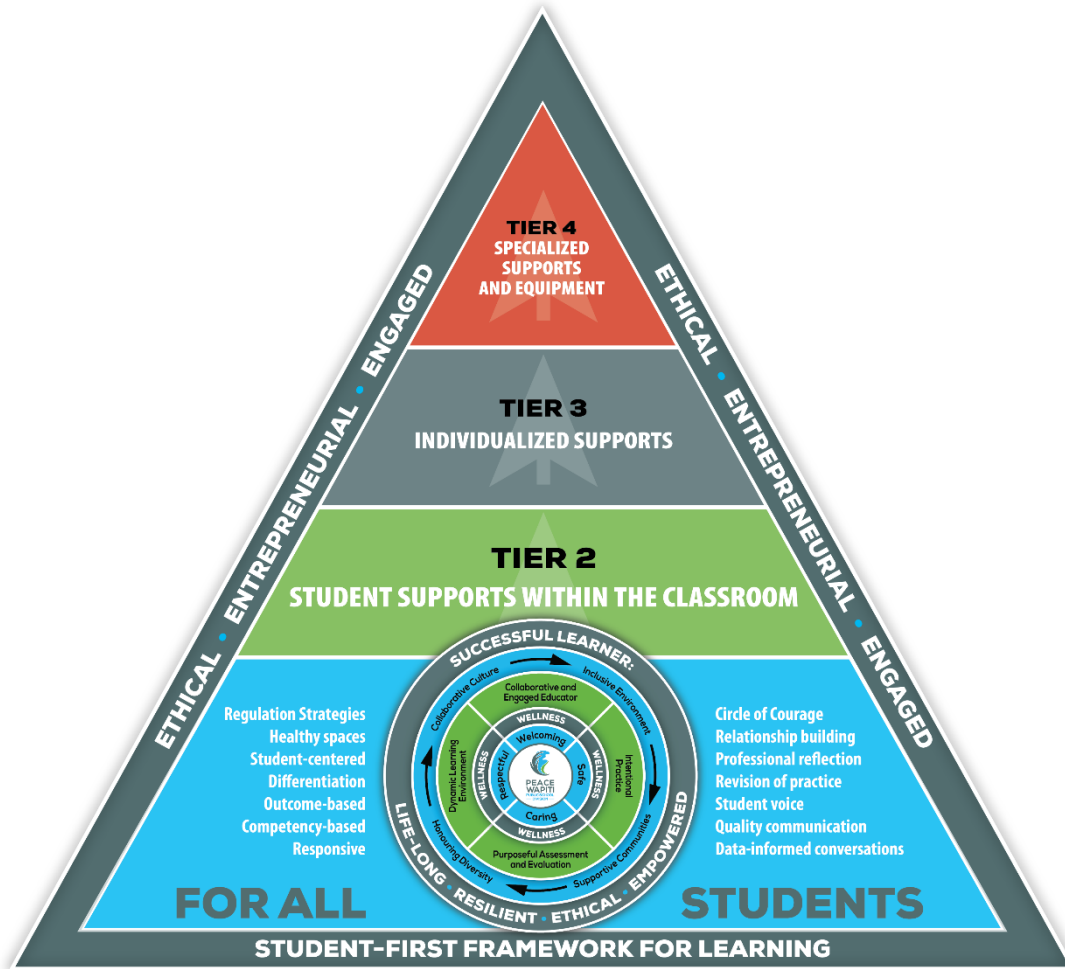
In 2018-2019 PWPSD revised attendance codes and a new attendance campaign entitled “Here for Me. Here For You” was launched. The campaign focused on three strategic areas to improve attendance and change the culture around school attendance and school absences. We will continue to actively communicate the importance of positive attendance behaviors and the link to positive student achievement this year.

- For the parent, “Here for You” means being there for their child to ensure they attend school, while modeling a positive attitude about school attendance.
- For the teacher, “Here for You” means they provide a supportive, encouraging environment that addresses the barriers affecting a child’s school attendance (anxiety, non-supportive home, quick to give in to minor illnesses). Also, the teacher’s purpose is to literally be physically there to receive and educate the student.
- The student needs to find reasons to be there for themselves – “Here for Me”.
As a district, we have revised attendance codes, revised out Attendance Policy and created an Administrative Procedure to support positive attendance, improve information access on attendance for schools, remove attendance barriers for students and families and look to improve the culture of attendance throughout the school division.



Project Independence – Capacity Building of Educational Assistants

To increase student achievement and independence, a professional development learning series has been developed. To do this, we created one-hour long professional development sessions for educational assistants and delivered with the intent to share the same information with teachers in a different format. We utilized the most recent and respected resources along with our own experiences to create these materials and had significant successes already. Because the basis relies on these 27 research based strategies, we are able to more purposely and cognitively choose effective and appropriate strategies in our IPP creation and communication with parents. Each presentation has a data collection component and we can better collect specific student data: both baseline as well as any subsequent student data to show growth. We will monitor the number of teachers including these research based strategies into their IPPs and then report on the number of those students that met the goal(s) when these were in place. If we are successful, we will see a greater percentage of students achieving their goals and seeing a variety of student supports provided by both teachers and EAs on this road to success. A side component of this project is the increased job satisfaction, sense of efficacy and overall confidence we see in the EAs that participated. This had and will continue to have an impact on student engagement, initiation and independence.



This year, all PWPSD schools are continuing with the Collaborative Response Model. As part of supporting this in all schools, we have developed and are supporting schools in the use of the Student Framework for Learning. Schools and PWPSD Central Office are supporting the following:

- Staff will have access to all site data; supporting discussions around the distribution of resources and providing lead indicators of the effectiveness of school and site initiatives.
- Staff will have access to a digitally-based workflow management system that helps coordinate team commitments to students. This is a software feature embedded within Dossier.
- Student support and accommodation guides have been developed and distributed for Division I & II and for Division III & IV.
- Support our teachers' involvement in the development of Alberta Education curriculum and assessment.
- Align school improvement plan strategies related to Achievement Test with coaching projects, where possible.
- Individual schools are required to review and address Achievement Test results as applicable in their School Improvement Plans.

Outcome 1: Alberta's students are successful (continued)

Performance Measure	Results (in per centages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall per centage of students who achieved the acceptable standard on diploma examinations (overall results).	78.5	76.1	79.5	81.9	79.8	80.5	Intermediate	Maintained	Acceptable	81.0	81.5	82.0
Overall per centage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	9.2	12.8	15.7	14.3	14.7	Intermediate	Maintained	Acceptable	15.0	15.4	15.8
Performance Measure	Results (in per centages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Per centage of students who completed high school within three years of entering Grade 10.	75.8	74.9	80.2	77.8	80.7	81.0	High	Improved	Good	81.5	81.8	82.0
Per centage of students writing four or more diploma exams within three years of entering Grade 10.	47.4	37.1	40.2	38.6	39.8	40.0	Low	Maintained	Issue	40.3	40.6	40.9
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	1.4	2.3	2.5	2.3	2.2	Very High	Maintained	Excellent	2.1	2.0	2.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.9	51.5	51.8	50.3	49.7	50.0	Intermediate	Maintained	Acceptable	51.0	52.0	53.0
Per centage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	52.5	58.8	55.1	61.7	62.0	Intermediate	Improved	Good	62.5	63.0	63.0

PWPSD has invested significant resources in enhancing flexibility at the high school level. The positive trend in dropouts and high school completion seems to be linked to this investment. Improving transition results has been a challenge in that our geography is a significant barrier to transition. PWPSD's new Dual Credit Programs offered within our more rural communities is critical to addressing transition rates.

A continued area of concern is the per cent of students writing four or more diplomas within three years of entering Grade 10. PWPSD plans to explore a possible relationship between the transition rates and the per cent of students writing four or more diplomas. Site discussions with high school principals will work to identify possible causes of this trend and possible solutions.

Strategies

Increasing Completion Rate Strategies

- PWPSD Alternative Education Program will work cooperatively to provide outreach to students who choose alternative education.
- Peace Wapiti Public School Division opened a new outreach school in the Grande Prairie area, Peace Wapiti Enterprise Centre. This site is the hub of support for students in the southern part of the school district.

- High school students who have exited without meeting completion requirements are enrolled in an Alternative Education Program which provides individualized programming for high school students in order to meet completion requirements.
- Continuation of the High School Flexibility Enhancement Project at Peace Wapiti Academy and Beaverlodge Regional High School.
- Credit Recovery – Our three largest high schools have continued the implementation/maintenance of credit recovery programs. Peace Wapiti Academy's CONNECT and Credit Recovery classes at Beaverlodge Regional High School continue to develop and evolve.
- All high schools within PWPSD have implemented the Collaborative Response Model that fits well with the strategic framework in Supporting High School Completion provided by Alberta Education.
- Close monitoring and follow-up with students across the District by our Alternative Education Department and resources for students needing extra supports for high school completion.

Lowering Drop Out Rate Strategies

- Increase the number of CTS, locally developed courses and one-credit courses to enhance choice.
- Employ two full-time Educational Technologists and investigate best practices in technology to enhance student engagement, achievement and completion rates.
- Partner at a regional level with Child and Family Services Authority (CFS), Alberta Health Services and other districts to continue with the Success in School Plan for Children and Youth in Care.
- Credit recovery programs will provide students with alternate means to maintain graduation plans. Having a plan for success, and support in achieving that plan, may result in fewer dropouts or increase the number of 'returnees'.
- Close monitoring and follow-up with students across the District by our Alternative Education Department and support for students needing extra supports for high school completion.
- Continue to employ an Elder in BRHS to provide encouragement and support to our First Nation Students.

Improving Transition Rates Strategies

- Enhance Dual Credit Program offerings through new partnership with Northern Lakes College in the Educational Assistant, Health Care Aide, Introduction to Surveying, Oilfield Operator, Water and Wastewater Operator and Power Engineering programs. These programs will be in addition to existing Dual Credit partnerships with GPRC. For the 2019-2020 school year, we have expanded single course university transfer course offerings for our students. The newly added course options will be available asynchronously.
- Promote the Registered Apprenticeship Program (RAP).
- Collaborate with Grande Prairie Public and Grande Prairie Catholic School Districts to host an information session with service providers from Persons with Developmental Disabilities (PDD) and Assured Income for the Severely Handicapped (AISH) and other

applicable outside agencies to support our students with exceptional needs and their families with their transition from high school.

- Our Inclusive Education Coaches and our Inclusive Education Teachers provide support to these students and their families through the use of a Transition Guide and invite service providers from Persons with Developmental Disabilities (PDD) and Assured Income for the Severely Handicapped (AISH) and other applicable outside agencies to be a part of the transition plan.

Increasing Rutherford Scholarship Strategies and Increasing Number of Students who wrote four or more Diplomas

Some schools continue to challenge the historical culture embedded within high schools that meeting the minimum diploma requirements is sufficient.

- Increase the number of CTS and Locally Developed Courses that capture a higher level of interest in a greater number of high school students. In addition, offer these courses not only in the traditional method, but also through alternative methods such as distance learning, PAVE, one Credit Wonders and reimaging of Alternative Education within PWPSD.
- The Curriculum and Instruction Department is working to ensure that all schools are developing more comprehensive approaches to providing academic advice to students.
- Familiarize parents with high school dash one and dash two courses and post-secondary requirements and pre-requisites.
- Guidance counsellors providing career counselling to students and using 'myBluePrint' as a post-secondary planning resource.

Additional Strategies Implemented to Address Areas Identified as “Issue”

- Administration has also been provided an important and powerful analysis tool through Dossier where they can view the diploma results to look for instructional areas of success and areas for closer analysis, discussion and possible instructional improvement strategies.
- The District has established and continues to support an 'On Your Mark Program' to provide extra tutoring to students who are writing diploma exams. This program addresses Social Studies, Mathematics and the Sciences.
- Six Professional Development days will allow teachers to focus on improving the learning environment for students without missing valuable classroom time. Using a community of practice approach, district professional development will be structured over two District Professional Development Days as a series. Each session will be a half-day session and be a Collaborative Learning Environment where the learning is participatory in nature with connection to ongoing learning that can help teachers in their school collaborative teams. All sessions will be directly linked to the Quality Learning Environment and the new Teaching Quality Standard descriptors. In doing so, it is our goal to provide all PWPSD teachers a rich and varied professional development support plan that they can individualize to their specific needs.

Outcome 1: Alberta's students are successful (continued)

Performance Measure	Results (in per centages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Per centage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.5	82.2	80.5	82.2	81.4	82.0	Very High	Maintained	Excellent	82.5	82.8	83.0

While results are very positive for PWPSD, we are concerned about the drop in citizenship. In completing an inventory of citizenship initiatives undertaken in all our schools, we have seen that student leadership and citizenship opportunities for students to be engaged in their school, local and global communities are abundant. We will continue to work with all our schools on improving citizenship. Also we have introduced a new Digital Citizenship resource for all grades across the District in 18-19 and will continue to use this resource throughout the District.

Strategies

Successful at Work Strategies

- Offer students leaving our schools an opportunity to earn required credits through diverse off campus programming offerings.
- Monitor Alternative Education Programs and present educational options to at-risk students and their parents.
- Promote the Registered Apprenticeship Program (RAP).
- Support Skills Canada Competition.
- Continue partnerships with CAREERS: The Next Generation (CNG) and oil companies to provide career path opportunities in the oil field – fourth Class Power Engineering and Oil Field Operator through Northern Lakes College.
- Partner with CNG, Northern Lakes and local municipalities to provide career path opportunities in water treatment.
- Support Green Certificate Program completion.
- Offer credit recovery programs at our high schools.
- Provide a myBlueprint account for post-secondary planning to all junior high and high school students.
- Provide learning opportunities that help build responsible citizens.
- Recognize and celebrate citizenship activities and accomplishments.
- PWPSD is supporting the PSBAA in offering an opportunity for high school students to engage in a learning opportunity in Edmonton and Red Deer.
- Publicize terminology related to citizenship in the Alberta Education surveys.
- Support the development of student leadership groups such as *Rotary Interact*.

Outcome 1: Alberta's students are successful (continued)

Performance Measure	Results (in per centages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Per centage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	68.1	66.9	71.5	73.6	69.7	71.0	n/a	n/a	n/a	74.0	74.5	74.7

Strategies

Lifelong Learning Strategies

- Model life-long learning in our schools by supporting adult learning opportunities – Mighty Peace Teachers Convention, Northwest Regional Learning Consortium, District PD and School-Based PD.
- Support student use of individualized online enrichment resources and connection with online learning as a life-long learning tool.
- Support post-secondary coursework for teachers.
- Implement school policies, which encourage students to take one additional learning activity while at school.

Outcome 2: First Nations, Métis , and Inuit students in Alberta are successful

Performance Measure	Results (in per centages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall per centage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	63.2	59.0	57.4	64.0	59.4	60.0	Very Low	Maintained	Concern	61.0	62.0	63.0
Overall per centage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.7	6.0	6.9	6.7	11.0	11.5	Low	Improved	Acceptable	11.8	12.0	12.5
Overall per centage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	71.2	68.7	76.4	76.7	75.8	76.0	Low	Maintained	Issue	76.5	77.0	77.5
Overall per centage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	3.8	5.0	9.1	9.0	8.5	9.0	Very Low	Maintained	Concern	9.3	9.6	10.0

The FNMI Program at PWPSD has transformed into 'Indigenous Education Services', which now has a clarified purpose and comprehensive values. Through forming an Indigenous Education Advisory Committee, reflecting on our Accountability Pillar Results for AERR, and responding to the Truth and Reconciliation Calls to Action, the clarified purpose of our programming is now: "PWPSD Indigenous Education Services functions to support the positive experiences and success of Indigenous students", with the following three values:

1. Supporting the holistic well-being and academic success of all Indigenous students, resulting in increased retention and graduation rates across the District.
2. Ensuring that schools are equipped to create learning environments that allow for increased understanding of and respect for Indigenous peoples.
3. Fostering opportunities for truth and reconciliation through building and strengthening community relationships.

Due to the changes within the ATA Teaching Quality Standards, many educators have been seeking support in learning how to apply foundational knowledge of First Nations, Métis and Inuit peoples within their classroom. We responded by providing ample professional development opportunities through sessions during the PWPSD teacher professional development days, as well as school-based PD and collaboration times with the Indigenous Education Coordinator. Superintendents, Principals and Assistant Principals are also included in this PD as the Leadership Meeting Days focus was on Education for Reconciliation. In addition, the Assistant Superintendent and Indigenous Education Coordinator meet with each school to create an action plan to best support their Indigenous student success.

PWPSD is committed to enhancing the well-being and educational opportunities for our Indigenous students. This commitment goes beyond academic success as we are attending to social-emotional needs, participation and engagement that benefits the students directly and supports student achievement. PWPSD continues to support students through Indigenous Liaison Workers and professional staff through our Indigenous Education Coordinator. We continue to improve on programs such as the Indigenous Speaker Series, providing scholarships to Indigenous students, and eventually creating an Indigenous student council for the District. Furthermore, we continue to increase culturally appropriate literature in the school libraries and classrooms and counseling offices.

The purpose of these initiatives is to improve the success of Indigenous learners attending PWPSD schools by increasing attendance, graduates, and improved performance on Provincial Achievement Tests and Diploma Examinations. PWPSD partnered with Horse Lake First Nation to provide new Indigenous programs supported by the *Innovative First Nation Education Grant*. These programs include Grad Elder Coaches, Cooking in Cree junior high option, Family Fairs on the Reserve, and building collaboration with the staff at the education center at Horse Lake First Nation. Time is dedicated to enhancing relationships with the Chief and council of HLFN, community members, parents and the education director and staff at the education center with the goal of increasing parent engagement in the education of the HLFN students who attend PWPSD schools. Recognizing that parent and community engagement will support student achievement and success.

Strategies:

The PWPSD Board and staff, including the Indigenous Liaison Workers have embraced the Alberta Education First Nation Métis and Inuit Project Policy Framework goals. Effective since the 2016-2017 school year, these positions have become predominantly embedded staff within the school they serve, with the purpose of further enhancing relationships and participating in the division-wide Collaborative Response Model. Their roles and responsibilities continue to evolve as we learn about the promising practices for supporting success of our Indigenous students.

Specific initiatives planned for the next three years include:

- Opportunities for leadership, educators and support staff to participate in PD that enhances knowledge and understanding of Indigenous culture and history.
- Plan school-based, district-wide, and tri-district cultural celebrations and activities that promote positive consideration of diversity.
- Foster stronger relationships with community agencies and resources to assist in bringing Indigenous worldviews into schools.
- Create an Indigenous Student Council that can provide mentorship to students, and feedback to the District.
- Indigenous Education Coordinator to support school leadership in creating action plans to best support their Indigenous student success.
- Work with each school to respond to their specific outcome goals for Indigenous students (i.e. Attendance in grade 9, PAT standard of excellence, etc.)
- Implement stronger attendance motivators for Indigenous students, such as reward-based culture clubs and activities, and graduation ceremonies.
- Identify barriers preventing learner's success and create strategic plans with actionable items assigned to staff through the CRM process.
- Indigenize physical school environments through increasing the presence of Indigenous worldviews and visuals that encourage a sense of belonging.
- Support for an Indigenous Education Coordinator and Indigenous Liaisons through providing collaboration opportunities.
- Participation with the Alberta Research Network in a research project specific to our Indigenous students' educational success. Analysis of the results and action plans.
- Additional support at Hythe Regional School and Beaverlodge Regional High School has allowed the principals to develop specialized classes and supports for Indigenous students. These supports include the enhanced SLP service, the attendance room, cultural curriculum and an Inclusive Education Coach to support students and teachers in improving academic results.
- Provide personalized supports for students experiencing attendance problems at Hythe Regional School.
- Partner with Horse Lake First Nation on the Innovative First Nation Education plan. Initiatives targeting developing leadership skills in our First Nation students include the Equine Program and the support for transitioning to post-secondary initiative including building connections with Grande Prairie Regional College staff.

Outcome 2: First Nations, Métis , and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in per centages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Per centage of self-identified FNMI students who completed high school within three years of entering Grade 10.	54.1	59.2	74.8	71.5	67.2	69.0	Intermediate	Maintained	Acceptable	70.0	71.0	72.0
Per centage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	20.8	19.7	26.3	18.5	21.8	22.0	Very Low	Maintained	Concern	23.5	26.0	27.5
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.9	2.2	2.3	2.9	2.7	2.5	Very High	Maintained	Excellent	2.3	2.0	2.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.3	56.2	36.8	21.1	40.8	42.0	Low	Maintained	Issue	44.0	46.0	48.0
Per centage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	33.3	40.7	32.8	35.6	37.0	Very Low	Maintained	Concern	39.5	41.0	43.5

While we surpassed the provincial results in the majority of First Nation Métis and Inuit measures, this is still an area of growth for PWPSD. We recognize that closing the achievement gap between Indigenous and non-Indigenous students requires a holistic approach for both the student and the school district. As the Truth and Reconciliation Commission Call to Action #10 highlights, this gap must be closed through providing sufficient funding to support programming and students, implementing culturally appropriate curricula, supporting language revitalization, engaging with communities, and honoring Treaty relationships. We address these calls in various ways:

- The Indigenous Education Coordinator meets and works with each school leader to create an action plan to best support the success of their schools Indigenous students.
- We assist educators in implementing culturally appropriate curricula by offering professional development opportunities, sharing resources regularly, and offering presentations to classrooms. We are also working on creating more district resources.
- Support for language revitalization is growing, as Hythe Regional School continues to open up for Cree Language Classes to their students. In addition, schools across the District have been offering Cree Language opportunities through after school clubs and classroom presentations.
- We have worked to better community engagements through sitting on more committees, partnering with neighboring districts, collaborating with the post-secondary institutions, attending events such as graduation celebrations at Horse Lake First Nation and Kelly Lake Cree Nation, and hosting family fairs between Horse Lake First Nation and Hythe Regional School.

This past year has seen an increase in honoring Treaty relationships through providing Treaty and Land Acknowledgement presentations to students K-12, educators, school councils and broader leadership. In addition, the Indigenous Education Coordinator worked with the PWPSD Board to implement a district policy to recognize Indigenous Land and Peoples, and to provide resources for schools.

Beyond Call to Action #10, we have reflected on our districts specific rates. A major focus has been on improving the high school to post-secondary transition rate for our Indigenous students. We are increasing the time that Indigenous students spend at the local post-secondary institution through sending students to the Spirit Seekers Youth Conference and the Circle of Indigenous Students Welcoming Celebration. We have also created a post-secondary education specific component of the Indigenous Speaker Series, where Indigenous role models who are currently enrolled in a college or university program come speak with classes. These sessions provide students with inspiration, tools for success, and important relationships in their own community. In the future, we hope to have a transition program created for our high school with the largest number of Indigenous students, Beaverlodge Regional High School. Our Indigenous Education Coordinator has also joined the Indigenous Employment Society committee as a means to connect students to the mentorship program situated at Grande Prairie Regional College.

Indigenous Educational Strategies

- Continue with the district developed PD plan that provides professional development for the administration, teachers and Indigenous Liaison Workers.
- Establish professional development collaboration with NRLC to support educator and liaison networking and growth of capacity support students.
- Maintain current support for the Indigenous Program and current budget to support Indigenous learners while also expanding on services offered.
- Provide increased support to schools in better supporting their specific Indigenous population through meetings with Indigenous Education Coordinator.
- Create transition programs to address the low rate of Indigenous students enrolling in post-secondary education through partnering with Grande Prairie Regional College.
- Create more district specific resources to assist educators in delivering culturally appropriate curricula.
- Partner with Peace Collaborative Services to enhance professional services such as OT/PT/SLP to Indigenous students.
- Increase language revitalization opportunities for Indigenous students, as well as opportunities to partake in cultural activities.
- Emphasize positive role modeling for our students through PWPSD's Indigenous Speaker Series Program.
- Strengthen relationships with the urban community through partnering with neighboring districts and local agencies such as the Grande Prairie Friendship Centre.
- Strengthen relationship with Horse Lake First Nation and Kelly Lake Cree Nation through hosting family fairs, attending community events, and inviting participation in district events.
- Parents of Indigenous students are invited into the school community and provided with opportunities to become involved in the schools.

- Provide personalized supports for students experiencing attendance problems at Hythe Regional School and Beaverlodge Regional High School.
- Attendance Project: All students benefit from attending school regularly. Schools allow and encourage students to develop not only academically, but also develop unique skills they may possess and improve upon their strengths. Students who do not attend school regularly miss out on these opportunities, as well as opportunities for establishing relationships and learning how to interact with others. Through the use of school and Board policy to track attendance and communicate to parents/guardians, PWPSD will address poor attendance earlier in the year. Attendance data relating to Indigenous students from Horse Lake First Nation is shared monthly with the Chief and Band Manager.
- Celebrate diversity and provide Indigenous cultural educational opportunities and awareness (e.g. Orange Shirt Day) for the schools and greater school community.

Outcome 3: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in per centages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Per centage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	78.9	81.2	79.3	81.0	80.9	81.2	High	Maintained	Good	81.5	81.8	82.0

Strategies

New Teacher Support

Investment in two Instructional Coaches for the 2019-2020 school year. The Instructional Coaches will support Literacy and Numeracy training for all new PWPSD teachers through a coaching model. Every new Grade ECS to 6 teacher will participate in the coaching professional development. This will lay the foundation for research-proven best practices in Literacy and Numeracy across PWPSD. The coordinators will also be available to support new PWPSD teachers through resource assistance, mentoring and other professional learning through communities of practice.

ATA/PWPSD Mentorship Partnership

This program will impact 12 new and 12 experienced teachers in 2019-2020. Teachers are provided with substitute teacher coverage to support collaborative meeting time at the school level. The program supports training days for mentor teachers. Mentors and protégés work together on self-identified areas of need. This program is offered in partnership with the Alberta Teachers' Association Local.

Literacy/Numeracy ECS to Grade 6

For the coming year, all experienced PWPSD teachers will have access to professional development coaching support through the PWPSD Literacy and Numeracy Instructional Coaches. The Instructional Coaches will be available to work with teachers in the areas of Balanced Literacy and Numeracy to support teacher development within PWPSD's Quality Learning Environment Framework. Specific PD sessions will also be offered on the District Professional Development days.

Technology Instructional Coaches

PWPSD has employed two Education Technologists for the 2019-2020 school year. These certificated teachers provide professional development support aimed at increasing the use of technology in supporting instruction. Services provided by the two Education Technologists include group presentations, one-on-one lesson development, modeling, Professional Learning Communities leadership and leadership in Digital Citizenship, data analysis, Collaborative Response Model, PowerTeacher Pro professional development/implementation and ongoing teacher and administrator support.

Contextually Relevant PD Options

Each school has opportunities throughout the year to pull from all or any of the above resources along with outside or locally-developed professional development topics and structures to address professional learning needs. Site level learning needs are determined by each school community under the leadership of the site principal. All site-based PD days and topics are gathered centrally and shared between schools to promote learning opportunity sharing and collaborative delivery of relevant and effective professional development.

Professional Learning

This year, the professional development plan to support teachers across a number of areas are structured in two parts. In the mornings, we will use a community of practice approach where professional development will be structured over the two district professional development days as a series. The mornings will provide teachers with a variety of options to suit their individualized learning needs. The afternoons will consist of focus groups allowing the opportunity for rich collaboration amongst teachers of similar assignments. These groups will be led by a facilitator to help guide the group and generate meaningful discussion around teacher pedagogy, assessment, and curriculum. District Professional Learning days have been structured to support the implementation and of PowerTeacher Pro student information software.

- Align School Improvement Plan strategies related to Achievement Tests and Diploma Exam achievement with local professional development and communities of practice.
- Establish a variety of administrator committees, including district professional development, health and wellness, leadership development and Indigenous Education advisory committee.
- Education Officers operate as liaisons who meet routinely with school administration to provide support, direction and supervision to school instructional leaders.
- School-based Administrator PD aligned to ongoing PWPSD Initiatives embedded at each District Administrator meeting starting in January and running through to the end of the school year. The Administrator PD Series will be in line with the new Leadership Practice Standard and follow a design-based (iterative and responsive) and research-based approach.

General Strategies

- Support English as a Second Language (ESL) programming where applicable.
- Financial support for teachers who wish to take Masters level course work.
- Work with Grande Prairie CAREERS: The Next Generation to offer Dual Credit and Industry exposure opportunities to students.
- Continued support of One Credit Wonder programming.

Outcome 4: Alberta's education system is well governed and managed

Performance Measure	Results (in per centages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Per centage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.6	89.3	88.4	89.4	88.5	89.0	Very High	Maintained	Excellent	89.4	90.0	90.5
Per centage of teachers, parents and students satisfied with the overall quality of basic education.	88.9	87.7	88.1	90.2	88.2	89.0	High	Maintained	Good	89.5	90.0	90.5
Per centage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.4	78.2	81.5	81.1	81.5	81.8	High	Maintained	Good	82.0	82.3	82.5
Per centage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	68.1	66.9	71.5	73.6	69.7	70.0	n/a	n/a	n/a	71.0	72.0	73.0
Per centage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.3	78.8	79.6	80.1	80.7	81.0	High	Maintained	Good	81.3	81.5	81.8
Per centage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.7	80.5	81.0	83.2	80.3	81.0	High	Declined	Acceptable	82.0	83.0	83.5

Strategies

Improved or Existing Strategies

- Work with the Northwest Regional Learning Consortium (NRLC) to fulfill staff professional development needs.
- Lobby government on matters that impact the quality of educational services in PWPSD classrooms.
- Meet annually with all School Councils in the spring.
- Attend joint meetings of our Municipal counterparts.

Parent Involvement Strategies

- Provide available information on student achievement to all stakeholders through annual division and school results reports.
- Enhance the delivery of programs and services in partnership with Family Support for Children with Disabilities, Family and Community Support Services, French as a Second Language, Student Health Program, Child and Family Services Authority, Alberta Health Services, Addictions, RCMP, and John Howard Society.
- Expand online communication with parents through PowerSchool.

- Using the criteria outlined in Phase 1a, of the Board Self-Evaluation document, provide for Generative Governance meetings between the Board and selected school communities.

Quality of Basic Education

- Partner with Peace Collaborative Services to coordinate services for students in PWPSD and neighboring school districts. Alberta Health Services, Child and Family Services, FCSS and other agencies provide services to our students.
- Partner with NRLC to offer Educational Assistant training programs for the same dates as Teachers Convention, as well as offering training for specialized programming.
- Partner with local districts and community funding to offer a Reading University Summer Program to reluctant Grade 3 readers.
- Support the ongoing refinement of the CRM in all schools.
- Continue to partner with the Alberta Teacher's Association (ATA) local and provincial levels to offer a mentorship program for new teachers.
- Expand Junior ECS programming and plan for expanding onsite playschools.
- Implement the CRM software developed by Dossier to support staff discussions. This software has been developed for data management of students and tracking the support services provided.

Screening

Effective screening practices utilized from Kindergarten to Grade 11. Approved screening tools support the identification of individuals that may require further assessment and attention. This process is mandated for all students in the area of Literacy and Numeracy. The collection and visual display of this information increases teachers' ability to flag individuals. This ensures a high level of scrutiny and promotes professional dialogue about the academic and social-emotional performance of all PWPSD students. PWPSD has a comprehensive screen plan embedded with its Collaborative Response Model in the areas of Literacy, Numeracy and social emotional areas.

Student First Framework for Learning

A visual representation of the continuum of support and services for PWPSD. It highlights universal practices for a Quality Learning Environment and the supports, services and interventions staff and students may access to address their needs. The framework ensures that appropriate exploration and selection of supports and services are accessed. This framework has wellness at the core and includes a wide variety of strategies to support student health. Best universal practices, high quality interventions and accommodations are promoted as well as guidelines for the process, that include baseline performance, trialed interventions and the collection and recording of essential data. It promotes the fair distribution of services and access to appropriate targeted interventions. Increased attention to the referral process, trialing of universal and classroom interventions for a set period of time, with data collection being necessary criteria prior to referral for assessment.

Wellness Pyramid

A visual representation of the continuum of essential elements for building a culture of wellness. It is in addition to our Student First Framework for Learning and is the model for the core of wellness in our QLE. In recognition of the demands placed on classroom teachers we have developed a model that has support available to grow the knowledge and understanding of the elements identified and was created with the goal of creating a culture of wellness that benefits students and staff.

Inclusive Education Coaches

Dedicated 6.7 FTE to Inclusive Education Learning Coach positions. Staff are dedicated to collaborating with teachers, outside partners, parents and support staff to ensure identification through screening, appropriate assessments, programming and interventions are in place. Instructional leadership is provided to analyze data, differentiate instruction, guide interventions with monitoring and supervision and assist to develop specialized programming for exceptional students. The Student First Framework for Learning represents PWPSD's continuum of supports and the Inclusive Education Learning Coach teamwork with PWPSD teachers to access additional supports and services across the continuum. This professional collaboration supports the ongoing development of the Collaborative Response Model.

All Inclusive Education Learning Coaches have Level B assessment certification, and will continue to grow skills in positive behavior support through workshops with Shane Lynch and online learning through Relias.

Peace Collaborative Service Delivery

Continue PWPSD's partnering with Peace Collaborative Services (PCS) to coordinate and deliver professional support services in the areas of Occupational Therapy (OT), Physiotherapy (PT), Speech Language Pathology (SLP), Educational Psychologist and emotional, behavioral support. Move Mental Health Therapist contracts from AHS to PCS to ensure an educational delivery model is utilized. Collaborate with our neighboring school districts to build mental health supports to our schools. Utilize these services to build capacity in our schools and include therapists in the development of quality learning environments, with an emphasis on developing Inclusive Learning environments.

General Strategies

- Provide support for Safe and Caring school programs Medic Alert, AEDs, First Responders, School Resource Officers, Violence Threat Risk Assessment certification and Non Violent Crisis Intervention training.
- Promote programs through school newsletters, media, and websites.
- Collaborate with staff with analysis of PAT and Diploma results to determine instructional and curricular support.
- Implementation of the Safe and Caring Policy so all students feel welcome at PWPSD.
- Continue to reinforce the QLE model to guide a high standard of instruction, utilization of evidence-based best practices.
 - Provide web-based information to parents and teachers on the safe use of the internet. Provide parents with access to software, which restricts student access to inappropriate websites.

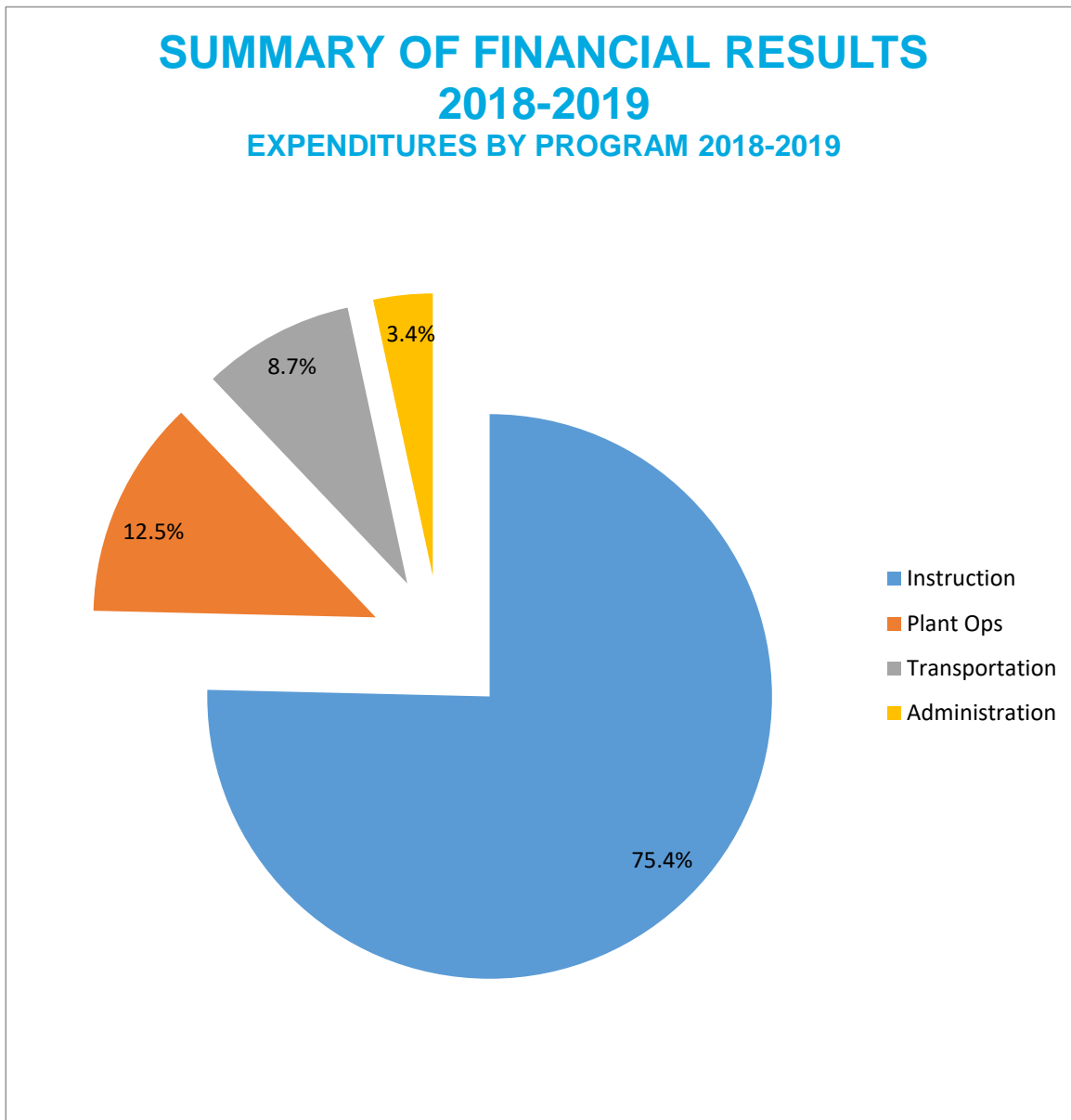
- Partner with AHS and local districts to maintain a Community School Health Initiative.
- Continue to partner with AHS to provide evening workshops to our families in the area of ADHD, Anxiety and Vaping.
- Partner with AHS to promote prevention education at General School Councils' Meeting on health issues of concern in Northern Alberta.
- Partner with AHS and local districts to develop the Youth Day Program, which has a mental health therapy as well as an educational component.
- Partner with CFS, in the Success in Schools Program, in order to collaborate and provide more timely and sensitive information to schools regarding students in CFS care.
- Partner with local Hutterian colonies to provide quality educational programming, while respecting the views of the colony in each of the nine colony schools within the PWPSD attendance boundaries.
- Grow partnership with GPPSD and GPCSD with the MNCB grant initiatives and shared resources.

Future Challenges

While the recent changes to the economy has impacted all of Alberta, the Grande Prairie area economy has been more positive than most. As a result, student populations around Harry Balfour School, Clairmont Community School and Peace Wapiti Academy (PWA) continue to show growth. While the opening of Whispering Ridge Community School in the spring of 2018 will address growth pressures at the K-8 level, the straight-line enrolment projections for PWA suggest it will move past 100per cent utilization by 2022.

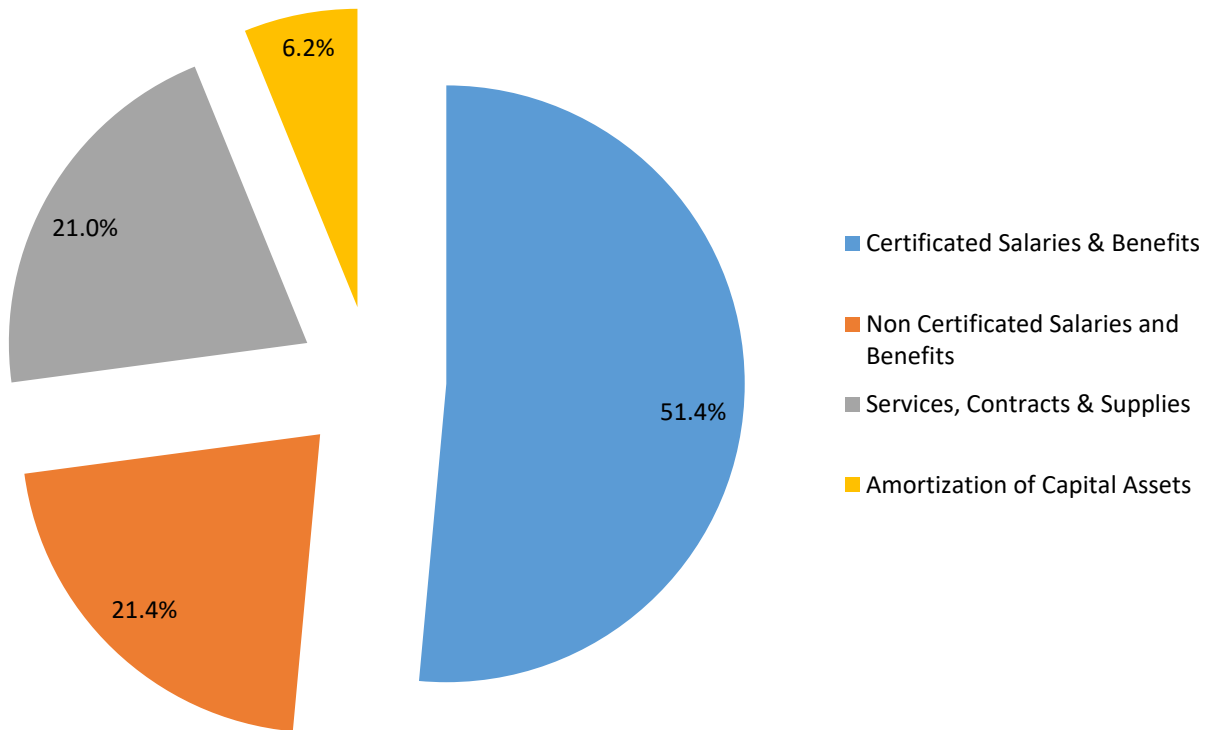
In addition, the continued growth of Grande Prairie creates longer bus ride times. Locating our newer schools outside of the City of Grande Prairie will significantly reduce ride times for Bezanson and Penson students. These challenges are not dissimilar to those faced throughout the jurisdiction. Funding for transportation has failed to keep pace with the cost of its provision and, not surprisingly, we have seen increased ride times for students throughout the jurisdiction. Fewer routes covering the same geographical area with pockets of rural depopulation has produced unacceptable ride times for many PWPSD students.

Summary of Financial Results



- For more information on School Generated Funds; contact the school principal or Ralph Paquin, Secretary Treasurer, Peace Wapiti Public School Division.
- Follow this link to directly access the digital version of the [Audited Financial Statements August 31, 2019](#).
- Alberta Education has further information on [School Jurisdictions Financial Statements](#).
- Follow these links to access digital versions of the [2019-2022 Three-Year Education Plan and Annual Education Results Report](#), and the [PWPSD Budget](#).

TOTAL EXPENDITURES BY TYPE 2018-2019



PEACE WAPITI PUBLIC SCHOOL DIVISION NO. 76

Summary by Program

BUDGET 18-19 (May 2018)

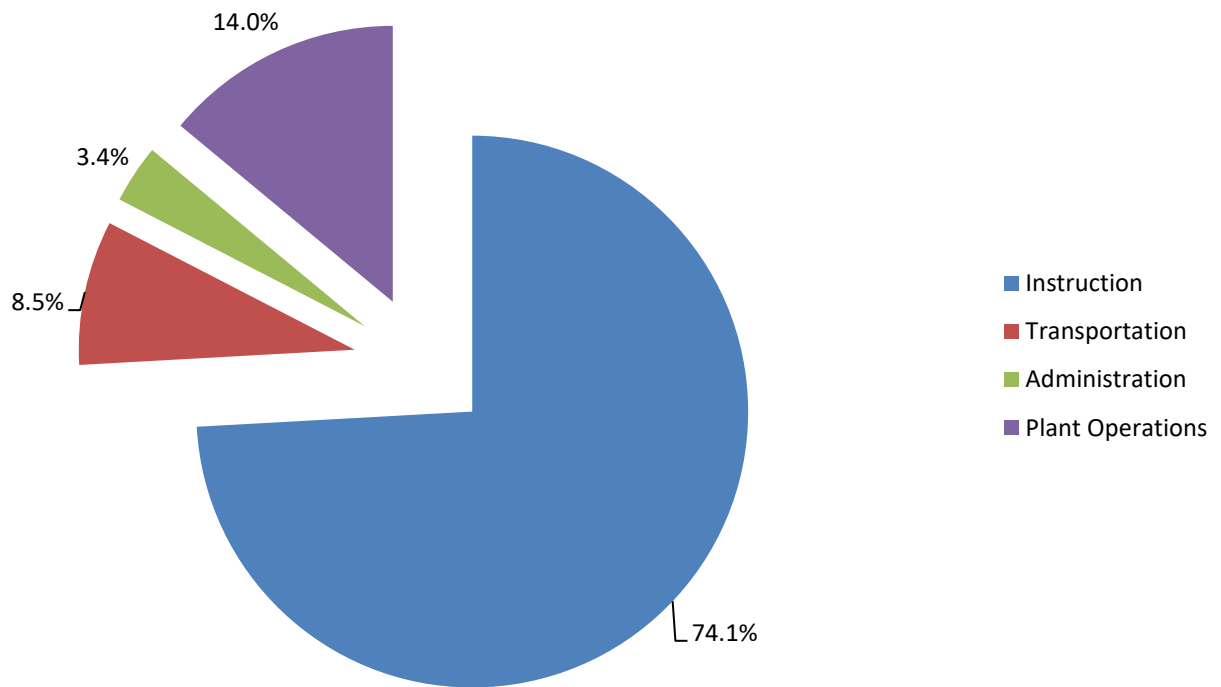
Activity	Budgeted Revenue	Budgeted Expense	Net Surplus (Deficit)
Instruction	\$ 63,756,010	\$ 63,613,203	142,807
Administration	\$ 2,982,170	\$ 2,982,170	-
Transportation	\$ 6,637,000	\$ 7,250,807	(613,807)
Plant Operation	\$ 10,779,003	\$ 10,808,003	(29,000)
Total	\$ 84,154,183	\$ 84,654,183	(500,000)

ACTUAL 18-19

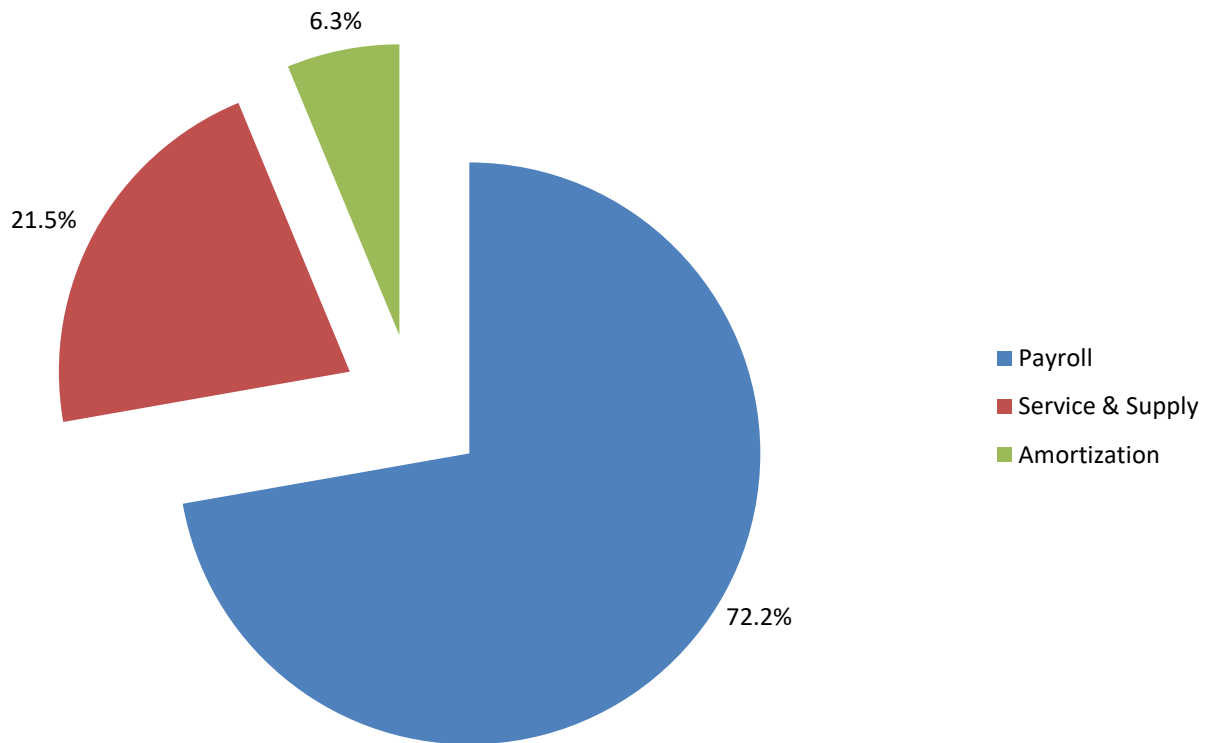
Activity	Actual Revenue	Actual Expense	Net Surplus (Deficit)
Instruction	\$ 64,167,846	\$ 63,500,771	667,075
Administration	\$ 2,974,754	\$ 2,857,523	117,231
Transportation	\$ 6,749,222	\$ 7,331,835	(582,613)
Plant Operation	\$ 10,577,177	\$ 10,559,059	18,118
Total	\$ 84,468,999	\$ 84,249,188	219,811

Accumulated Surplus	At August 31	
	2019	2018
Unrestricted surplus	\$ -	\$ -
Operating reserves	\$ 3,898,923	\$ 3,898,923
Accumulated surplus from operations	\$ 3,898,923	\$ 3,898,923
Investment in tangible capital assets	\$ 11,809,807	\$ 11,906,949
Capital reserves	\$ 5,697,102	\$ 5,380,149
Accumulated remeasurement gains	\$ -	\$ 97,002
Accumulated surplus	\$ 21,405,832	\$ 21,283,023

BUDGETED EXPENDITURES 2019 - 2020 (November, 2019)



BUDGETED EXPENDITURES 2019 - 2020



2019-2020 Summary (November, 2019)

	Revenue	Expenditures	NET	Expenditures as % of TOTAL
Instruction	\$62,323,207	\$62,757,136	\$ (433,929)	74.1%
Transportation	\$ 6,736,744	\$ 7,169,232	\$ (432,488)	8.5%
Administration	\$ 2,822,513	\$ 2,902,513	\$ (80,000)	3.4%
Plant Operations	\$ 11,112,765	\$11,839,076	\$ (726,311)	14.0%
TOTAL	\$82,995,229	\$84,667,957	\$ (1,672,728)	100%

To access digital versions of the 2019-2022 Three-Year Education Plan and Annual Education Results Report, and the PWPSD Budget, visit [PWPSD District Reports](#).

Capital and Facilities Projects

Peace Wapiti Public School Division is very pleased with the significant investment over the 2018 period regarding infrastructure Maintenance and Renewal (IMR) in roofing, mechanical, electrical, construction and painting.

PWPSD's Three Year Capital Plan is intended to deal with its most urgent facility needs. Three projects have been identified in the [2020-2023 Capital Plan](#).

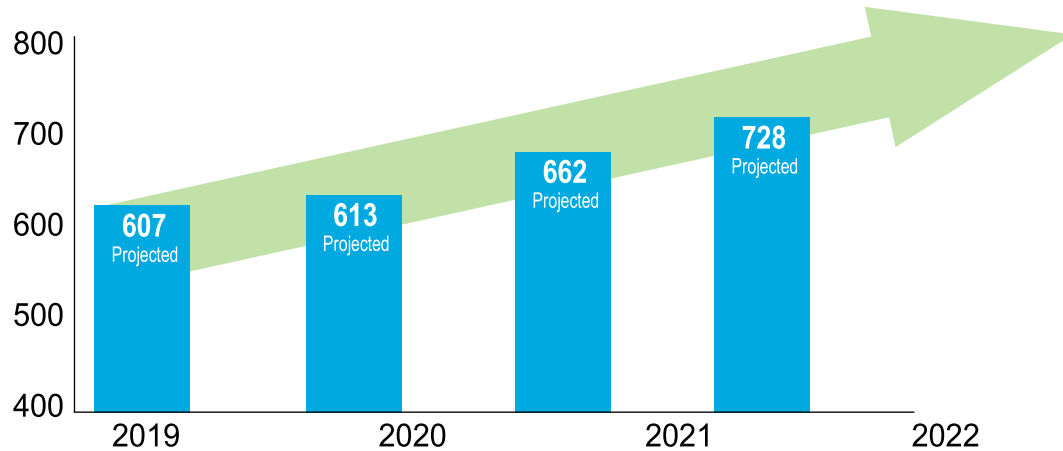
1. **Continue the replacement process for Harry Balfour School** by constructing a new K-8 school built to a capacity of 650 students with build out to 900 students. The preferred location would be in a residential development east of Grande Prairie.

While the construction of the approved Whispering Ridge Community School provided relief from enrolment pressure on Peace Wapiti Public School Division infrastructure, it does not fully address the recommendations of the Clancy Report. In keeping with this document, the Board desires to continue to work with Alberta Education, Alberta Infrastructure and sister jurisdictions to remove Peace Wapiti schools from the Grande Prairie city limits. It remains a priority of Peace Wapiti Public Schools to address the issue of excessive ride times for rural students.

The replacement school will serve the current Harry Balfour School (HBS) attendance area. In September 2019, HBS is projected to reach 56.85 per cent utilization. The student population growth rate at HBS over the past six years has ranged from 1.4 per cent during September 2010 to September 2011, to 16 per cent during 2013 to 2014. The average annual growth in population during the eight-year period spanning September 2010 to September 2018 is 7.5 per cent. We believe the 7.5 per cent enrolment growth projection is reasonable considering the student growth during the economic downturn of 2016-2017 still saw an enrolment increase of 8.3 per cent.

2. **New 9-12 school located north of Grande Prairie** with proposed opening capacity of 900 students with build out to 1100 students. This school replaces Peace Wapiti Academy and will accommodate the rapid growth in student population in the current Peace Wapiti Academy attendance area.

This school would serve students from Peace Wapiti Academy's current attendance area. In the 2018-2019 school year, Peace Wapiti Academy was at 78.53 per cent utilization. Increased cohort sizes at Whispering Ridge Community School, Harry Balfour School and Clairmont Community School, combined with stable enrolment at the other feeder schools (Bezanson and Penson) and abundant residential development within this attendance area indicate continued rapid growth in student population. Straight-line enrolment projects this school to have an average student population increase of 5.1 per cent over the next five years and reach 100 per cent utilization by September 2022. Given the continued pace of development in the County of Grande Prairie subdivisions surrounding the City of Grande Prairie, it is entirely conceivable that this number will be much greater.



Note: Chart includes enrolment corrected for severe student utilization.

The school could be located on one of the two school sites identified; a designated site-possibly adjacent to, or immediately west of the Crosslink County Sportsplex or a site within the Clairmont West area. Constructing a replacement school for Peace Wapiti Academy would accomplish important outcomes for both Peace Wapiti Public School Division and Grande Prairie Public School District. Ride times would be significantly reduced by providing high school service to Peace Wapiti students in the County of Grande Prairie; eliminating the additional time required to transport students through the city while simultaneously reducing the early morning drop off and late pick up of hundreds of other students at numerous feeder schools. Peace Wapiti would gain a facility with a physical plant and location ideal to accommodate a growing population and it is anticipated one of the neighbouring sister school boards would obtain a centrally located school capable of relieving pressure on their own infrastructure and/or potentially reducing/eliminating any current lease agreements. A new high school would also allow for increased programming opportunities for our students moving forward.

3. **New K-8 school located north of Grande Prairie within the Clairmont area** with proposed opening capacity of 350 students with build out to 600 students. This school will relieve the enrolment pressure that is building at Clairmont Community and Robert W. Zahara schools due to continued population growth in these two communities and in the surrounding rural area.

WRCS currently sits at 82 per cent utilization and we predict enrolment will continue to increase due to continued high-density residential development in the school's attendance area.

As indicated earlier, Clairmont Community School has been experiencing enrolment pressure that the Board has sought to address through the purchase of modular classrooms. This new school would serve the growing population of the Hamlet of Clairmont. Clairmont Community School sits at a deceiving utilization rate of 68.8 per cent. The pace of development has been steady and, while slower in recent months, development of single and multi-family residences in the north continue. Projections indicate that the school will, even with the recent purchase of two modular classrooms by Peace Wapiti Public School Division, exceed a utilization rate of 85 per cent by the 2022-2023 school year.

This follows the pattern of consistent enrolment growth in this attendance area, with the largest cohorts occurring at the K - Grade 2 levels (average of 52 students), compared to an average cohort in Grades 3 - 8 of 40 students. There are currently three major residential developments underway, or in the planning stages, which will add significantly to the student population. The County of Grande Prairie has designated two school sites in the Clairmont Heights Area Structure Plan. PWPSD is interested in pursuing partnerships with Grande Prairie and District Catholic School Division, the County of Grande Prairie, and private businesses in the development of this facility.

4. **Modernization of Bonanza School** – Bonanza School opened in 1957, followed by additions in 1963 and 1965, and a modernization in 1986. The school is currently 77.18 per cent utilized.

While enrolment has been consistent over the years, the combination of an aging facility and a rising Facility Condition Index – currently sitting at 18 – necessitates updating the facility. Bonanza School is a School of Necessity and is geographically necessary to provide high quality education to area students.

Parental Involvement

Opportunities for parental involvement in PWPSD's improvement plans include:

- Highlights from the District Three Year Plan are shared at an annual General School Council meeting.
- School Councils review school-based Three-Year Plans.
- District Three-Year Plan is posted on our website.
- Budget priorities were set using input obtained at the General School Councils Meeting.

Timelines and Communication

This plan is communicated to the parents and public through the following:

- School Councils
- Online at <http://bit.ly/pwsd-districtreports>
- The Council of School Councils that meet annually
- Public Board meetings
- Information disseminated through schools (For information on school results reports, contact the school principal)
- PWPSD Facebook page

Each school is expected to involve its School Council in the preparation of its individual School Improvement Plan. These are generally brought to School Council meetings for discussion and approval.

Whistleblower Protection

- The *Public Interest Disclosure (Whistleblower Protection) Act* requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on the number of disclosures and investigations.
- The Board has established [Policy GBO – Public Interest Disclosure](#). The Superintendent (Chief Officer) did not receive any disclosures under this policy in the 2018-2019 school year.
- Peace Wapiti Public School Division had zero disclosures to report this year.

Digital and Print Versions of the 2019-2022 Three Year Plan

- [2019-2022 Three Year Plan and Annual Education Results Report](#)
- [2019-2022 Three Year Plan and Annual Education Results Summary](#)

Upon request, printed copies of this document are available at Peace Wapiti Public School Division Central Office, located at 8611A-108 Street, Grande Prairie or by calling (780) 532-8133.