Mission Statement
Committed to being a dynamic educational community celebrating learning and personal growth.

Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2016/2017 School Plan Priorities

- Graduation – By June 2017, all students will achieve a passing grade in the 5 core subjects (Math, ELA, Social Studies, Science, PE).
- Student Engagement – By June 2017, 90% of students will maintain an attendance rate of 90% or better. By June 2017, 90% of students in grades K-9 will demonstrate a positive sense of belonging to the General Byng school community.
- Learning – By June 2017, all at risk students will be formally identified and supported through literacy and numeracy adaptation plans and/or targeted interventions. By June 2017, all students K-9 will show appropriate increases in their reading and comprehension as measured by the F&P. By June 2017, IEPs will clearly indicate student growth in at least two domains as measured by the rubrics incorporated in the IEP template. By June 2017 all students, K-9 will meet appropriate outcomes in mathematics.

Progress Toward School Plan Priorities and the Three Expectations for Student Learning

Graduation:
- The Data
  o 61% of Kindergarten students are at or above grade level expectation for reading (11/18) and 94% are at or above in understanding numeracy concepts
  o 86% of Gr 1 – 6 students have a basic or better understanding and application of the indicators for English Language Arts and Numeracy (ELA 101/118 Math 102/118)
  o 97% of Grade 7 – 8 students have a passing grade on their report card in the 5 core subjects (133/137)
  o 97% of Grade 9 students earned their credits in the 5 core subjects (59/61)
- The Response
  o Refined our transition planning to ensure the students feel comfortable and ready to step up through our grades and transition to new programs
  o Inputted our student literacy and numeracy information into the divisional data base to support the successful transfer of student information
  o Grade 7 and Kindergarten information nights to assist transitions for students and families entering our school
  o Meetings with Vincent Massey to ensure our students understand the high school expectations and are ready for this transition
Meetings with our two feeder schools to ensure grade 6 students transition to our school successfully as they enter their Jr. High years

Improved parent/home communication by increasing email correspondence between school and home

**Student Engagement:**

- **The Data**
  - Students in our Elementary and Jr. High both rate the student teacher relations higher than the Canadian norm.
  - 97% of the students in elementary grades and 90% of the Jr. High students do not get in trouble for disruptive or inappropriate behaviour.
  - 89% of the elementary students report they are interested and motivated in their learning,

- **The Response**
  - Continue a balanced school day to offer regular activity and opportunities for nutrition and positive teacher student interactions
  - Held monthly assemblies to encourage connection between students and a sense of identity to the school as a whole
  - Celebrate student success through virtue awards at monthly assemblies
  - Create a school teacher leadership team, supported through divisional PD to develop teacher leadership
  - School dances and whole school activities to increase positive student/teacher interactions
  - School wide PD sessions to help us better understand our students and families

**Learning:**

- **The Data**
  - 100% of our teachers are using the divisional PTAP tool for all learners from grades 1-9 with identified needs
  - Office staff have identified a consistent contact person to walk EAL families through the intake process, gathering information at that time
  - Class and school profiles are done twice yearly to ensure supports are allocated appropriately
  - Regular meetings with families of students with specific learning and social emotional needs

- **The Response**
  - Regular student support meetings with school and divisional team to ensure student’s needs are being met
  - Programing for our EAL learners were created and reviewed regularly
  - Support teachers worked with classroom teachers to get in-class and pull-out support as required for individual students
  - EAs assigned to work with classrooms and address all student needs as required and in consultation with teachers
  - The Divisional Literacy Database was used to track student progress
  - Classroom and School Profile results are shared with the whole staff
  - Running Records using Fountas and Pinnell a minimum of two times per year to ensure needs are identified
  - iPads available in each core subject to increase student learning