

# PBHS Educational Plan 2020-2023

## MISSION STATEMENT

PBHS continually strives to be the school of choice in the Picture Butte area by offering great educational and extra-curricular experiences within a positive, welcoming and safe environment.

## VISION STATEMENT

Our vision is to produce capable and compassionate citizens that can both see, and realize their maximum potential in all aspects of home, school and community life. We believe in a student-centered approach to education that can best realize the success of each student.

## MOTTO

“For the kids!”

## GOAL #1 - Supporting all students unique learning needs

PBHS has students with diverse learning and social needs. Through the following strategies, PBHS has the objective of maximizing each student's learning through individualizing instruction to fit their greatest needs and creating the most positive and welcoming environment possible.

### Strategies

1. Individualized course planning
  - The senior high students are given the option of taking courses outside of the traditional schedule if it better suits their needs
  - All students have been afforded opportunities to learn in alternative learning environments (eg online learning even though class were being conducted in person)
  - **Check ins.** PBHS engages in three official meaningful academic and career checks with students each school year. This is more than most high schools in the south. PBHS has also now allocated time to its Learning Commons Facilitator to act as a career counseling guide. This position is available at all times of the school day for students to access to get help with post secondary planning as well as career exploration. Adaptive instructional approaches
  - **Experimental Friday structure.** An experiment was undertaken in the fall to determine the efficacy and usefulness of not moving forward with instruction on Fridays to give all students either a break or chance to catch up and get extra help in their learning. Discussions are ongoing to determine if this type of model meets Alberta Education requirements and could subsequently be adopted for the 21/22 school year.

- **Improved Bell/Block and timetable schedules.** The bell/block and timetable schedules were recently changed to better work the senior high students' patterns and needs. In making this more efficient, students are now able to better meet family responsibilities and school responsibilities.
  - **Synchronous online learning.** Mainly due to CoVid restrictions, PBHS developed an efficient online learning platform that worked synchronously with students in the school and students at home learning.
  - **Broadening use of Google Classroom.** All staff have been trained and are actively using Google Classroom to give students a 'one stop shop' for educational needs and programming.
  - **One to One.** PBHS has invested in Google ChromeBooks to the point that we have one Chromebook for every student. This has proved to be very effective and advantageous for the students and has opened up teaching opportunities for our staff.
2. Broadening of educational opportunities
- **Dual Credit partnerships.** PBHS has been taking advantage of several dual credit opportunities where students can get head starts on post secondary education while at school and at reduced costs (sometimes free). To date, we have had students take part in the:
    - Unit Clerk Program
    - Multi Media
    - Health Care Aide
    - Vet Tech program
    - Iron Workers
  - **Aquaponics.** PBHS has recently acquired an aquaponics system that will enhance student learning in the sciences as well as help to stock the canteen for food services. Students are earning credit for upkeep and care as well as the hands on learning component in the relevant classes.
3. Intentional relationships in the community
- **Existing Partnerships.** PBHS is presently working with the town of Picture Butte to form a partnership in providing service to the community while meeting several learning objectives. An example of this is PBHS offering to utilize its construction class to help with some building needs of the town.
  - **New Partnerships.** PBHS is continually open to new relationships that can be mutually beneficial to outside community groups.
4. Intentional relationships in the school
- PBHS has been intentional in creating an environment where every member (staff and student) have multiple positive relationships in the school. Staff are intentional in ensuring all students have meaningful and positive relationships with adults and other students in the building.
  - PBHS has also committed to developing a diverse staff that meets the needs of all types of students and hiring profiles have been created that attempt to fill these profile needs.
5. Enacting better systems with Feeder Schools
- DDS and St. Catherine's are the primary feeder schools to PBHS.
  - PBHS will be attempting a trial program this spring with DDS which will see the Grade 6 come over to PBHS (with their teacher) to learn for a one

week period in the spring to get acclimatized to the school, its systems, and rhythm.

6. Improved access to Career Counseling
  - **Capacity Building.** The Learning Commons Facilitator is now available for career counseling at all times students are present in the building. This change has more than doubled the amount of time available to students for post high school planning.
  - **Learning Commons Access.** The physical space has been modified to make it more accessible to the students during school hours. The area is now staffed during all hours in which students may be present or needing services in the school day. Furniture and equipment is being replaced and/or modified to better suit the space as a Learning Commons.
7. More emphasis on basic learning strategies
  - **Foundation Building.** Some students at PBHS still need some work on foundational components like study habits, reasoning skills, and discrimination capacity. Staff will be infusing these areas into their respective courses.
8. ACHIEVE Program
  - This is a Division created program that runs out of PBHS. It is a highly supported, low student to staff ratio program that helps struggling students return to success.
9. RAP/Green Certificate
  - These are Provincial programs that PBHS has actively been engaged in to offer off campus programming to students wishing those types of opportunities.
10. Fine Arts Programming
  - While a small school, PBHS has take great pride in offering many Fine Arts programs such as Drama, Art, and music. PBHS lost its music program in the spring of 2019. Plans are in place to revive this program next year.

### **Measures of success**

1. Tell them from me survey
2. School surveys
3. Student population data

## GOAL #2 - Numeracy Foundational Skills

The numeracy skills of students in all grade levels need a higher level of support and attention. The staff of PBHS are undertaking a comprehensive review of improving numeracy skills through all grade levels and subjects.

### Strategies

1. Scope and sequencing of numeracy skills (7-12)
  - **Scope and sequencing** essentially refers to comparing all required skills (eg the ability to read and interpret a graph) between all the grade levels and then figuring out a way to teach those skills from year to year to ensure success at the Grade 12 level.
  - **Review and Plan.** All staff at PBHS have been participating in a complete review of numeracy skills required in all subjects and grades. A pathway of teaching and learning those skills is now being developed to help students learn over the course of their time at PBHS.
2. Common Math Blocks
  - **More efficient streaming.** There are multiple levels of available math curriculum in each grade. Some students at PBHS were struggling after choosing the wrong stream. By creating a common math block, students that are either struggling (or not being challenged enough) can now seamlessly switch between streams without difficulty.
  - **Increased number of courses.** By putting all math courses together at the same time, the timetable has become more efficient. This efficiency has resulted in more overall choice for students and more overall course options.
3. Increased time dedication to math at jr. & sr. high
  - **Jr. high.** The time traditionally allocated to each grade's math curriculum has been maintained. However, time has been added into the numeracy scope and sequence planning referenced in the first strategy. This extra time is meant to better build the foundational skills of math required for each grade level. This extra time will be maintained over the next two years, or for as long as necessary.
  - **Sr. High.** Students, in need, will be working with our Learning Support Teacher to build their numeracy skills over the spring term and time will be allocated similarly over the next school years. Additionally, there are investigations underway that will see math courses have increased availability of time to work on the different grade's math curriculum.
4. Increased benchmark testing
  - Some students will be referred for supplementary testing to determine gaps in knowledge required for success. Once identified, they will access time referenced in the previous strategy. One example of such testing is the MIPI being investigated as a tool for establishing numeracy skills.

**Measures of success**

1. Year over year Test data within courses
2. Grade 9 vs Grade 6 PAT testing data beginning in June of 2023
3. Remediation exit surveys with students
4. Scope and Sequence review in the spring of 2022

### **GOAL #3 - Creating an environment for positive mental health**

In these new and demanding times, the need for healthy environments is bigger now more than ever. PBHS is committed to developing the most stable and nurturing environment that will support learners at their particular point in the mental health spectrum.

#### **Strategies**

1. Managing the extra stress of CoVid-19
  - **Near normalcy.** While it is clear that things are not normal during CoVid-19 restrictions, the strategy at PBHS is to offer as 'CoVid Normal' a year as possible to our students. This involves continuing to run special events, assemblies and other traditional activities, albeit with significant modifications.
  - **Physical presence not required.** Some students are not comfortable coming into the school for both physical health and mental health reasons. PBHS enacted a learning system that does not require students to be physically present and students can also freely move between in class and online learning.
2. Improving access to mental health supports in Picture Butte
  - **Connections.** PBHS is in consistent contact with the town of Picture Butte to advocate for more direct mental health supports within the town itself. While only 24km away from Lethbridge, it is too far for most families to access, either physically or psychologically.
  - **FCSS Task Force.** Family & Community Support Services has recently created a task force to better coordinate mental health supports in Picture Butte. PBHS is fully supporting this initiative as it will help to create the understanding for the need for more direct access for our population and hopefully find better efficiencies for the programming offered to Picture Butte.
  - **FSLC.** PBHS has spent time making students more aware of the services of our Family School Liaison Counselor as it pertains to mental health supports.
  - **MCW.** PBHS now has a Making Connections Worker on staff that assists the FSLC in providing mental health support to students and their families. This position helps to connect families with services offered by other agencies in the province.
3. Improved transitions between Feeder Schools
  - **Experimental Week.** As mentioned elsewhere in the document, PBHS is attempting to make the transition from feeder schools to PBHS more seamless and less daunting. PBHS and DDS will be engaging in an experiment in the spring to allow students from Grade 6 the opportunity to experience PBHS physical space with their regular teacher to allow for a more seamless transition to PBHS. A similar strategy will be attempted with St. Catherines.

- **Middle School Philosophy.** There has been a shift away from junior high strategies towards more of a middle school philosophy. Changes are ongoing in this regard.

**Measures of success**

1. Student questionnaires
2. Tell them from me surveys
3. Alberta Ed surveys
4. FSLC data and case summary observations