

BARRHEAD ELEMENTARY SCHOOL

**Three Year Education Plan
2020-2023**

June 30, 2020

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Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

As an advisory association, the school council advises administration on areas that effectively support and enhance student learning. Meetings between school administration and the school council chair occur prior to each school council meeting. Concerns are addressed and an agenda is collaboratively built.

Our school goals are shared with our school council during their meetings. Parent feedback is welcomed and considered at that time.

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

Vision Statement:

At Barrhead Elementary School our purpose is to encourage students to Rise to the Challenge to be successful.

School Values:

- Collaboration, Communication
- Flexibility, Virtues, Positive energy
- Safe, caring atmosphere
 - equality for all
 - respect & tolerance,
 - socially appropriate behaviour, problem-solving
 - Strong relationships, Teamwork, Uniqueness

Motto: Rise to the Challenge

Historical Background

BES continues to be the largest elementary school in PHRD. At one time BES was one of the largest elementary schools in the province with an enrollment of almost 900 students. This past year BES had approximately 677 students in Grades K-6 and a total of about 80 preschool students in PREP. Enrolment trends at BES have been downwards, however the rate of attrition has slowed in the last three years. BES numbers now appear to be stable. Declining enrolment in 1997 led to the demolition of the old west wing of the school, (the 20 room school as it was called). At this time the “pods” and computer rooms were constructed.

Barrhead Elementary School subsumed the “School of New Hope” in 1980. We have been a pioneer in ensuring that all of our students get an inclusive education with appropriate support in our regular classrooms. We have been a lighthouse program in this regard and attract students with special needs due to the support that we provide. We were also one of the first rural schools to support a dual-track French Immersion program. This program continues to be well supported in the community today. A third historical highlight has been our partnerships with the community. We share a common library with the Town and County of Barrhead, and provide a community gymnasium/community hall/kitchen for the surrounding community. We have a special partnership with FCSS that supports a hot lunch program for our students and have developed a full school based early intervention program for 2.5-5 year olds with special needs and typically developing students.

Demographics

BES is a dual track pre K-6 school. We have 677 K-6 students and 80 PREP students. We have 47 students on IPP's.

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Division .

2020-2021

(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan. The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

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

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Summary of Key Division Priorities and Strategies 2020-2021

<p>Student - Teacher relationships <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>The division will guide and monitor the academic and mental health continuum of services available to students.</p> <ul style="list-style-type: none"> ● The "Mental Health Literacy" project is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being <ul style="list-style-type: none"> ○ Principals will ensure that the skill set of The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources. ○ Schools may to add responsibilities related to mental health literacy to their Inclusive Education Lead Teachers job descriptions ● Principals will monitor the academic and mental health of Tier 2 and 3 students. <ul style="list-style-type: none"> ○ Schools may assign responsibilities <ul style="list-style-type: none"> ■ to certificated school counsellors to support Tier 2 and 3 students' mental and social well-being. ■ to "success coaches" to support Tier 2 students' mental and social well-being. ○ School counsellors and Success Coaches must be monitored by the principal and division coordinator(s). ○ High schools must assign the responsibilities of a high school completion liaison to identify Tier 2 students for programming support, guidance and monitoring ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools 	<p>2,4</p>
<p>The division will maintain two district First Nations, Metis and Inuit Liaisons whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students</p>	<p>2,4</p>
<p>The principals will:</p> <ul style="list-style-type: none"> ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers 	<p>2,4</p>
<p>Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success 	<p>3,4</p>
<p><i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i></p>	<p>3, 4</p>

<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> • Through our inclusive lead support, BES will identify priority students and will facilitate action to promote social, emotional, and behavioural growth. • BES school counselor will support tier 2 and 3 students’ mental and social well being. • BES will create programming structures to support elementary students transitioning to junior high school. • School counselor will support staff with lessons and activities to promote mental wellness. • BES staff will participate in the “Guarding Minds At Work” project. 	
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<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> • Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy. 	<p>1, 3</p>
<p>Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.</p> <ul style="list-style-type: none"> • The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. • All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. 	<p>1, 3</p>
<p>All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan:</p> <ul style="list-style-type: none"> • Reading Readiness Screening Tool - RRST (Literacy) • BenchMark Assessment System - BAS (Literacy) • Math Intervention Programming Instrument - MIPI (Numeracy) 	<p>1, 3</p>
<p>The principals will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> • Monitoring implementation of the Literacy and Numeracy strategy • Ensuring and facilitating logistics for implementing the specified assessments • Facilitating collaboration between teachers of similar grade levels • Supporting teacher release time to participate in Communities of Practice and or grade level training • Being a participant in professional learning 	<p>1, 3</p>
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> • Ensure teachers are engaged in District literacy and numeracy standards. • Will continue to use RRST, BAS, LLI, GB+ and MIPI assessment to assess student learning and inform instruction based on analysis of the assessment results. • Work with our literacy/ numeracy lead teacher to implement literacy and numeracy instructional supports. • Our literacy and numeracy lead teacher will co-teach and model effective literacy and numeracy instructional strategies. 	

<ul style="list-style-type: none"> Support teachers by providing release time to facilitate collaboration around best practices for literacy and numeracy instruction. 	
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<p>Support for Staff <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	Alberta Education Outcome(s) impacted
<p>The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services.</p> <ul style="list-style-type: none"> The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> 2.0 FTE certificated coordinators 2.0 FTE First Nations, Metis and Inuit Liaisons 2.25 FTE Speech - Language Pathologists 1.4 FTE Occupational Therapist 1.0 FTE Psychologist The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> Site based Inclusive Education Lead Teachers (minimum FTE per site) Schools will collaborate to align and distribute the services of PA Mentors 	2, 4
<p>Division administration will assign the following responsibilities to certificated coordinators:</p> <ul style="list-style-type: none"> Train, guide and monitor schools' Inclusive Education Lead Teachers Collaborate with schools' Inclusive Education Lead Teachers and principals to <ul style="list-style-type: none"> Coordinate inclusive supports in classrooms with Tier 2 and 3 students Support staff with students who have complex communication needs Coordinate behavior supports in classrooms with Tier 2 and 3 students Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion Coordinate and monitor district counselling supports Guide and support the Mental Health Literacy project Orient and develop capacity of new teachers to PHSD 	1, 2, 3, 4
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an Inclusive Education Lead Teacher. <i>"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."</i> Key responsibilities defined in the job description include:</p> <ul style="list-style-type: none"> Collaborate with classroom teachers to design learning that purposefully engages all students. Coordinate the plans, assessments, monitoring and supports for identified students Commitment to the Community of Practice 	1, 2, 3, 4
<p>While all of the elements on the following list are part of the Inclusive Education Strategy schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 	1, 2, 3, 4

<ol style="list-style-type: none"> 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. 3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher. 4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. 8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. 9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. 10. We will ensure that families are included as equal and valued collaborative members of the team. 	
<p>The principal will:</p> <ul style="list-style-type: none"> ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning 	1, 2, 3, 4
<p>The division will continue to plan and implement a comprehensive professional development plan in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● <i>The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.</i> 	3
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Have our Inclusive Coordinator train, guide, model and facilitate effective inclusive practices in the classroom. 	

<ul style="list-style-type: none"> ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Ensure that all BES students have meaningful opportunities to engage in daily classroom activities in literacy and numeracy. ● Ensure teachers are regularly communicating student growth of tier 2 & 3 students, via the use of freshgrade, IPPs or alternate means of communicating (i.e. home/school journal, emails to parents etc.). ● Develop an internal student learning support team consisting of Inclusive Lead Coordinator, Inclusive Lead Teacher, Counselor, Literacy and Numeracy Lead Teacher, Program Assistant Mentor and Administrators ● Continue to include Indigenous knowledge and perspectives in our instruction and attend PD to further develop our foundational knowledge of FNMI students. ● Continue to work with Divisions Inclusive Support Team to meet the needs of all of our students. ● Encourage staff to implement CBI strategies in their classroom instruction 	
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OUTCOME ONE: Alberta Students are successful.

<p><u>Accountability Pillar Measures:</u></p> <p>1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).</p> <p>1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).</p> <p>1.3 High School Completion Rate: High school completion rate of students within three years of entering Grade 10.</p> <p>1.4 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p>1.5 Drop Out rate: Annual dropout rate of students aged 14 to 18.</p> <p>1.6 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p>1.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p>1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p> <p><u>Jurisdiction Measures:</u></p> <p>1.9 Student Achievement - Grade 9 cohort results at the acceptable standard in Mathematics.</p> <p>1.10 Student Achievement - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).</p> <p>1.11 Student Achievement - Number of coded students who graduate (code 41 to 46).</p>
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1.12 Citizenship - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

Jurisdiction Outcome 1-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

See the strategies described under the section [Summary of Key Division Priorities and Strategies 2020-2021](#), above.

Key School Level Strategies Include:

Literacy Strategies

- See the strategies described under the section Key Priorities and Strategies 2019-2020, above.
- All teachers will use a balanced approach to literacy instruction.
- Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other

Numeracy Strategies

- Teachers will use number talks within daily numeracy lessons
- Teachers will implement spiralled curriculum during numeracy lessons
- Teachers will use the results from MIPI assessments to program for student success.

Citizenship Strategies

- Students recognition for demonstrating skills related to virtue of the month during school-wide monthly virtues assemblies.
- BES staff will participate in District citizenship recognition by nominating students.
- Students will be recognized through school "Gotcha" Program

Early Learning Programming

- Barrhead Elementary offers half-day early learning programs to 3 and 4 year olds through our PREP program.
- Barrhead Elementary has expanded the PREP program to now include the existing preschool program for typically developing students. This increases the ratio of typically developing students within the existing PREP program.
- A School-Wide Reading Focus Committee who will plan activities and celebrations throughout the year
- Teachers will continue with cross-graded reading buddies
- Scheduled school wide DEAR time each day
- Teachers will track student reading levels using Fountas & Pinnell Benchmark System and GB+ year to year.
- Teachers implement Words Their Way Inventory to all their students yearly.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

See the strategies described under the section **Summary of Key Division Priorities and Strategies 2020-2021**, above.

Key School Level Strategies Include:

- Through continuous and regular dialogue with our FNMI liaison the school team will review identified FNMI student list with the intent to plan for students at risk.
- Team meetings for FNMI students with IPPs and SIS meetings will include the district liaison worker.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

- 3.1 Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- 3.2 Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

- 3.5 **Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 **Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 **Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 **Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 **Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

- 3-A.1 **PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning
- 3-A.2 **PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 3-A.3 **PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding.
- 3-A.4 **PHPS Satisfaction survey:** Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

3-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Educational Programming

- Students and parents continue to be pleased with the programming at BES.

Extra Curricular

- Staff will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.

Professional Development

- Many staff attended Shelley Moore and CBI training this year
- All teachers attended district numeracy sessions at beginning of year

Strategies to support formative and summative assessments

- Teachers analyze formative and summative assessments to guide their instructional practices and curriculum delivery
- Scribes, readers and other accommodations are available to support student success.

Communication regarding Student Progress and Classroom Activities

- Regular phone/email contact with parents, including reporting of student success (as per AP 60-10 recommendations)
- Student Learning Showcase highlighting student achievement in October and March shared students' growth and success in their classroom.
- Learning Showcase is an Open House model.
- Teachers continue to use student planners, email, Remind and/or announcements on Freshgrade to inform parents
- BES staff continue to communicate regularly with parents with a focus on improving reporting of student progress through the use of FreshGrade ePortfolios.
- Teachers implement the use of FreshGrade e-Portfolios to track student success throughout the year.

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

Accountability Pillar Measures:

- 4.1 **Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 **Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 **Work Preparation:** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 4.4 **Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 **School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Jurisdiction Measures:

- 4.6 **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 **Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 **Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 **Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 **Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 4.14 **Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 4.15 **Work Preparation -** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 **Work Preparation -** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 **Work Preparation -** Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning.
- 4.22 Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 4.24 Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.27 Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

4-A.1 Fiscal - Balanced operational budget: The number of system, site and department budgets that are balanced.

4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees

4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

See the strategies described under the section Summary of Key Division Priorities and Strategies 2020-2021, above.

Key School Level Strategies Include:

Welcoming, Caring, Respectful and Safe Learning Environments

- Our school will continue to focus on teaching about virtues in the classroom regularly.
- Continue to provide mentorship programs, rainbows program and skills groups for students at risk
- Continue to provide group presentations through counseling department: Friends, Go Girls, Kelso (etc.) as requested by classroom teachers
- Roots of Empathy will be offered based on individual class needs.
- We utilized a 0.76FTE Counsellor to support the diverse student needs

Inclusive Practices / Support for students at Risk

- Key strategies to improve overall achievement will focus on supports for students with needs:
- Proactive Safety Management Evaluations will be developed for students with high RTI levels (RTI 5 and 6 and others requiring safety plans)
- Teachers will continue to meet within their grade group collaborative groups along with district coaches to plan implementation of UDL practices in the classroom.
- Continue to implement the Second Step curriculum in the classroom
 - Second Step promotes social-emotional competence and self-regulation skills through weekly lessons
- Continue to implement the Kelso Choices curriculum school wide
 - Kelso Choices promotes appropriate responses that help children deal with bullying and peer victimization through weekly lessons
- Students will continue to meet to participate in *Spirit Buddy*, *Democratic Classroom (Katz)*, *Collaborative Problem Solving (Green)* type of activities
- Continue to recognize students through weekly Caught with Character Awards (GOTCHA awards) for Div 1 and 2 (student and teacher nominated)
- In September/October, staff will identify at risk students and use individualized approaches to engage learners with the implementation or continuation of IPPs and/or Behaviour Plans with identified students. These IPPs are reviewed three times a year.
- Staff tracks student behaviors implementing individualized behavioral plans for students at risk. Behaviour plans (PSME) are shared with all staff working a student, including substitute staff. PSMEs are reviewed with IPPs, three times a year.
- Continue to have grade to grade transition meetings for special needs students transitioning to a different school within the division.

Engaging and communicating with the community

- The school will continue to facilitate student participation in service projects. (Examples include: Pitch In, Intergenerational Program, Sheppard's Care visits, Christmas Hampers, Food Bank, Terry Fox Run, recycling program)
- Parent Council and staff will work together to solicit parent and student involvement for school activities.
- School will continue to host and present school events to the community (assemblies, concerts, Science Expo, music festival, August open house and presentations).
- Continuing to encourage parents and community members to volunteer in classrooms, the office, in programs and to help supervise students outdoors and on field trips as well as other special projects.

Strategies associated with the use of learning technologies

- ChromeBook carts are available.
- FreshGrade blocks were timetabled so students could independently update their learning profiles.
- Teachers access online learning websites to enhance delivery of curriculum.
- Technology is used to assist those with complex communication needs (i.e. TouchChat, Choice Works, etc)

Communications Strategies

- School Facebook/ website is used to inform parents about school events
- Staff will continue to recognize student successes in co-curricular competitions (Science Fairs, Music Festivals, etc.)
- School will distribute monthly school newsletters/school calendars.
- We will continue to collect parent email addresses to create group email lists (both custodial and noncustodial if applicable) for additional communication
- Teachers use Remind App and/or Freshgrade and email to communicate regularly with parents

Budgets and School Generated Funds

- Due to the recent surge of complex needs and the impacts it has on the classroom, we've had to access funds from our reserves to support adding programming needs.
- We will continue to be fiscally responsible in the management of school funds.
- We will continue to support School Councils' fundraising activities.