

**BUSBY 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.

At our school, the members of School Council attend the April planning day. Parents have an opportunity to provide feedback about goals. Throughout the year, parents may be asked for input on school and/or district initiatives and directives.

### 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

**Purpose Statement:** "Achieving Excellence - Child by Child - Day by Day - Together"

#### Vision Statements:

At Busby School We Will:

- **Create a positive environment.** *Through teamwork, we will provide a safe, loving atmosphere that secures wellness for everyone.*
- **Motivate learning.** *Use innovative ways to promote and assess growth, learning and achievement among students and staff.*
- **Cultivate parent and community involvement.** *We will encourage two-way communication, cooperation, and active involvement with parents, staff, students and community members.*
- **Include all learners.** *We will foster inclusion through "Universal Design for Learning" in collaboration with parents, students and staff. At risk students will be identified and supported.*
- **Develop organized, independent learners.** *We will encourage students to be risk-takers, to do their best to become successful.*

## **Historical Background**

Busby School Division No. 4291 was opened in 1928 with grades 1 – 8. A high school was formed in 1932. In 1951 the high school students were bused to Westlock High School as the school division was centralizing all high school students to larger centers. Between 1966 and 1970 the junior high students began going to school in Westlock. The last modernization to the Busby School building began in 1986 and was completed in 1987. During 1987 – 1989 grade 7 students remained in Busby, as the junior high in Westlock was amalgamating with the high school, once R.F. Staples was completed, grade 7 students returned to Westlock. Busby School currently operates as a kindergarten through grade six facility.

## **Demographics**

Busby Elementary School is a small rural school that serves students from kindergarten to grade six for the communities and surrounding areas of Busby and Pickardville. The area is turning from a farming community to one with many acreages being purchased by young families.

During the past five years the student population has consistently remained above ninety students. Busby School has a staff of six teachers, five support staff and an administrative assistant. All grades K-6 are stand alone classes with the exception of grades 4 and 5 which have been combined to make a split class.

Within the school much emphasis is placed on individual strengths and needs. Many opportunities are taken to learn and interact with students working in multi-age groupings and with a variety of staff. A sense of caring and support school-wide is accomplished partially through morning assemblies, daily activities, and family groupings. Busby School has embraced technology integration into teaching and learning and students are exposed to a wide variety of learning opportunities.

## 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

<b>Student - Teacher relationships</b> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i>	Alberta Education Outcome(s) impacted
The division will guide and monitor the <b>academic and mental health continuum of services</b> available to students. <ul style="list-style-type: none"> <li>● The <b>"Mental Health Literacy" project</b> 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"> <li>○ <b>Principals</b> 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.</li> <li>○ Schools may to add responsibilities related to mental health literacy to their <b>Inclusive Education Lead Teachers</b> job descriptions</li> </ul> </li> <li>● <b>Principals</b> will monitor the academic and mental health of Tier 2 and 3 students.                             <ul style="list-style-type: none"> <li>○ Schools may assign responsibilities                                     <ul style="list-style-type: none"> <li>■ to <b>certificated school counsellors</b> to support Tier 2 and 3 students' mental and social well-being.</li> <li>■ to <b>"success coaches"</b> to support Tier 2 students' mental and social well-being.</li> </ul> </li> <li>○ <b>School counsellors</b> and <b>Success Coaches</b> must be monitored by the <b>principal</b> and division coordinator(s).</li> <li>○ High schools must assign the responsibilities of a <b>high school completion liaison</b> to identify Tier 2 students for programming support, guidance and monitoring</li> <li>○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools</li> </ul>	2,4
The division will maintain two district <b>First Nations, Metis and Inuit Liaisons</b> whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students	2,4
The <b>principals</b> will: <ul style="list-style-type: none"> <li>● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High</li> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> </ul>	2,4
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: <ul style="list-style-type: none"> <li>● Teacher advisory structures to support enhanced student-teacher relationships</li> <li>● Use of MyBluePrint as a tool to organize and plan for student success</li> </ul>	3,4
<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, 4
<b>In our school we will:</b>	

<ul style="list-style-type: none"> <li>● Continue to focus on our relationship based approach to building a collaborative school community, both with those families linked to kids and the community at large.</li> <li>● Work to include daily social-emotional learning for all students</li> <li>● Continue to maintain, support and evolve a school culture that promotes inclusion across all areas of student development (academic, social and emotional).</li> <li>● Continue to provide an atmosphere that allows students to engage with all students.</li> <li>● Continue to take advantage of PD offered by the school, District and ERLC</li> <li>● Continue to utilize buddies, All Ages Club (A.A.K), group supervision, common playgrounds, and morning assemblies to promote a strong and healthy school culture</li> <li>● Increase our collaboration with R.F. staples to create a strength based transition plan for all students transitioning from grade 6 to grade 7.</li> <li>● Continue to work with our FSL to promote student well being across all the grades.</li> <li>● Add a virtues and 'healthy-minds' component to our morning assembly</li> </ul>	
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<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	Alberta Education Outcome(s) impacted
<p>Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies.</p> <ul style="list-style-type: none"> <li>● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.</li> </ul>	1, 3
<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"> <li>● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.</li> </ul>	1, 3
<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"> <li>● Reading Readiness Screening Tool - RRST (Literacy)</li> <li>● BenchMark Assessment System - BAS (Literacy)</li> <li>● Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul>	1, 3
<p>The <b>principals</b> will ensure implementation and alignment by:</p> <ul style="list-style-type: none"> <li>● Monitoring implementation of the Literacy and Numeracy strategy</li> <li>● Ensuring and facilitating logistics for implementing the specified assessments</li> <li>● Facilitating collaboration between teachers of similar grade levels</li> <li>● Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>● Being a participant in professional learning</li> </ul>	1, 3
<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to use RRST, BAS, MIPI, along with other Level A and B assessments to inform instruction and target student need</li> </ul>	

<ul style="list-style-type: none"> <li>● Continue to take advantage of PD offered by the school, District and ERLC to evolve and refine our instruction</li> <li>● Engage in “guided” concept based instruction planning, execution and reflection with our</li> <li>● Continue to facilitate opportunities for teachers to collaborate and group problem solve within the school and across the division (with a focus on small school approaches)</li> <li>● Schedule common literacy and numeracy times to facilitate targeted instruction</li> <li>● Continue to utilize literacy and numeracy interventions (LLI, ERI Continue to participate on steering committees to guide and align division practices and expectations</li> </ul>	
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<p><b><u>Support for Staff</u></b>  <b><i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></b></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"> <li>● The following division support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ 2.0 FTE <b>certificated coordinators</b></li> <li>○ 2.0 FTE <b>First Nations, Metis and Inuit Liaisons</b></li> <li>○ 2.25 FTE <b>Speech - Language Pathologists</b></li> <li>○ 1.4 FTE <b>Occupational Therapist</b></li> <li>○ 1.0 FTE <b>Psychologist</b></li> </ul> </li> <li>● The following school level support positions will be assigned in this regard: <ul style="list-style-type: none"> <li>○ Site based <b>Inclusive Education Lead Teachers</b> (minimum FTE per site)</li> <li>○ Schools will collaborate to align and distribute the services of <b>PA Mentors</b></li> </ul> </li> </ul>	2, 4
<p>Division administration will assign the following responsibilities to <b>certificated coordinators</b>:</p> <ul style="list-style-type: none"> <li>● Train, guide and monitor schools’ Inclusive Education Lead Teachers</li> <li>● Collaborate with schools’ <b>Inclusive Education Lead Teachers</b> and <b>principals</b> to <ul style="list-style-type: none"> <li>○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Coordinate behavior supports in classrooms with Tier 2 and 3 students</li> <li>○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion</li> </ul> </li> <li>● Coordinate and monitor district counselling supports</li> <li>● Guide and support the Mental Health Literacy project</li> <li>● Orient and develop capacity of new teachers to PHSD</li> </ul>	1, 2, 3, 4
<p>Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an <b>Inclusive Education Lead Teacher</b>. <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 <a href="#">job description</a> include:</p> <ul style="list-style-type: none"> <li>● Collaborate with classroom teachers to design learning that purposefully engages all students.</li> <li>● Coordinate the plans, assessments, monitoring and supports for identified students</li> </ul>	1, 2, 3, 4

<ul style="list-style-type: none"> <li>● Commitment to the Community of Practice</li> </ul>	
<p>While all of the elements on the following list are part of the <b>Inclusive Education Strategy</b> schools may select elements from the following list to focus on at their school site:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students.</li> <li>6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>10. We will ensure that families are included as equal and valued collaborative members of the team.</li> </ol>	<p>1, 2, 3, 4</p>
<p>The <b>principal</b> will:</p> <ul style="list-style-type: none"> <li>● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>● Monitor how the needs of students and staff are being addressed</li> <li>● Actively participate in professional learning</li> </ul>	<p>1, 2, 3, 4</p>
<p>The division will continue to plan and implement a <b>comprehensive professional development plan</b> in collaboration with the ATA's PD committee.</p> <ul style="list-style-type: none"> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> <li>○ 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.</li> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> </ul> </li> <li>● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee</li> <li>● 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)</li> </ul>	<p>3</p>

<ul style="list-style-type: none"> <li>• <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></li> </ul>	
<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>• Continue with a designated Inclusive Lead to ensure all division wide best practises are followed.</li> <li>• Continue to strengthen our Concept Based Instruction and Shelley Moore training to meet student’s needs in an inclusive environment.</li> <li>• Continue to take advantage of PD offered by the school, District and ERLC</li> <li>• Make use of Alternate Operational Days and Teacher Directed PD for inter school collaboration and planning</li> </ul>	

**OUTCOME ONE: Alberta Students are successful.**

<p><b><u>Accountability Pillar Measures:</u></b></p> <p><b>1.1 PAT Acceptable and Excellence</b> 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><b>1.2 PDE Acceptable and Excellence</b> 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><b>1.3 High School Completion Rate:</b> High school completion rate of students within three years of entering Grade 10.</p> <p><b>1.4 Diploma Exam Participation Rate (4+ Exams)</b> Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p><b>1.5 Drop Out rate:</b> Annual dropout rate of students aged 14 to 18.</p> <p><b>1.6 Transition Rate (6 yr)</b> High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p><b>1.7 Rutherford Scholarship Rate (Revised)</b> Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p> <p><b>1.8 Citizenship</b> Overall teacher, parent and student agreement that students model the characteristics of active citizenship.</p> <p><b><u>Jurisdiction Measures:</u></b></p> <p><b>1.9 Student Achievement</b> - Grade 9 cohort results at the acceptable standard in Mathematics.</p> <p><b>1.10 Student Achievement</b> - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).</p> <p><b>1.11 Student Achievement</b> - 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 1A**

**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

- We will continue building a strong literacy program based on comprehensive literacy practices.
- Students will be assessed throughout the year and adjustments will be made to instruction
- Continue to integrate Units of Study from Lucy Calkins (K-6)
- Continue to promote everyday literacy through our Bobcats Book Club and many literacy events throughout the year (Literacy month).
- Continue to implement, assessment informed “Literacy Blitz” to strengthen foundational literacy skills in Div 1
- Evaluate and implement the Empowering Writers program in grade 2 and 3

##### Numeracy Strategies

- Continue to use the Creative Mathematics program (Kim Sutton) to promote a common, school- wide numeracy vocabulary
- Continue to use numeracy programs and planning that promotes inclusive practice (equals math, concept based instruction)
- Continue to promote cyclical daily math practices in Div 2

##### Citizenship Strategies

- Continue morning assemblies to promote our virtues program and celebrate student achievements across all intelligences.
- Provide students with a number of opportunities to participate in service projects (Terry Fox Run, No Stone Left Alone, Legion activities, Activities with local seniors)
- Continue to partner with community organizations to model and promote positive school/community relationships (Busby Volunteer Fire Department, Westlock Elks, Busby Community League, Royal Canadian Legion Branch No 97)

##### Early Learning Programming

- The B Prep program utilizes classroom space to run its program. By allowing the Preschool to operate in Busby School, we are able to identify students who may be in need of intervention (i.e. Speech/Language, fine/gross motor, or behaviour issues) and address issues earlier rather than later.

- We look forward to offering the B-Prep program through PHPS Early Learning Services to have increased collaboration and sharing of services for our students.
- B-Prep will operate in the mornings (Monday through Thursday)

**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:**

- At Busby School we continue to employ strategies to encourage engagement of all of our students. These strategies include our reading programs, extra-curricular activities, math investigations, artist in residence program, concept based instruction and strong community engagement.

## OUTCOME THREE: Alberta’s education system is inclusive.

[View Measurement data in Section 3.](#)

### **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

- Busby School uses many strategies such as: one on one instruction, small groups, picture cues, breaking down expectations, hands-on learning, projects, praise and connectedness to the real world; all in order to increase the level of students' engagement in school.
- Students, teachers and parents in this school will work together to set goals during October Goal-Setting.
- Teachers work fluidly with all students to ensure their learning and social emotional needs are met.

##### ExtraCurricular

- Busby School provides a range of appropriate co-curricular and extracurricular activities for students.
- We will continue to recognize student successes in co-curricular competitions (Science Fairs, Music Festivals, 4H, etc.)
- Our school will continue to recognize accomplishments of staff and students during assemblies.

##### Professional Development

- The administrator will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- Staff professional development will continue to focus on Concept Based Instruction, Numeracy, Literacy.
- Walkthroughs by the Administrator will continue to be used to support teacher growth.
- Busby School teachers will collaborate with other schools/teachers to develop common

assessment tools and products for differentiating instruction. (PD days, inter-school visits, collaborative groups)

- The teachers in this school will attend in-services provided by the District, and other PD as available from ERLC, etc.

#### Strategies to support formative and summative assessments

- Teachers will implement the procedures of PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.

#### Communication regarding Student Progress and Classroom Activities

- Teachers in Busby school will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
- Staff at Busby will use Fresh Grade to increase student and parent engagement in learning

### **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

- Busby School will continue to organize arrival processes including greeting at the bus, structured play in the gym and morning assemblies. Here we will discuss any issues we are encountering, and encourage students to behave appropriately.
- Our teachers and staff will continue to treat every child in the school as if they were a student in their class.
- Busby School will begin the Kindness Rocks Project in the winter
- Busby School will continue with programs to address the development of moral character and safe and caring schools such as the Virtues program, and AAC(All Ages Club)
- Our School will continue to encourage, value and highlight service projects through announcements, our daily assemblies and newsletters.
- Busby School will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with teachers, parents and students.
- Busby School staff will continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth.
- Busby School will continue to participate in service projects.
- We will continue to encourage student pride in keeping their school and yard neat and tidy throughout the year.
- Busby School will continue to maintain a culture of high expectations
  - Staff will hold students accountable to do and act their very best at all times.
  - Staff will aim to build relationships with students first.
  - Teachers will challenge their students to try their best and provide multiple means of learning for their students.

##### Inclusive Practices / Supports for At Risk Students

- LLI literacy groups will be created to include students who are not reading at grade level. Interventions including ERI, Seeing Stars, and FlyLeaf will be implemented as required.
- LLI groups will be in place, and observed during walkthroughs.

- The Benchmark Assessment System and Reading Readiness Screening Tool (RRST) will be utilized to assess students' literacy skills when necessary.
- We will assign a Inclusive Education Lead (0.1 fte)
- Staff at Busby School will identify at risk students and use individualized approaches to engage learners.
- Students will have access to a Family School Liaison two days per week.
- When required, we will access PHPS personnel or serve as a referral to outside agencies to ensure our students and families feel supported and receive the resources they require.
- In PLC meetings, Program Assistants and teachers will discuss and plan for effective support of students.
- Busby School's Program Assistants will work with students using Assistive Technology

#### Engaging and communicating with the community

- Teachers will get to know the students and their families by investing time through school and extracurricular activities and community events.
- Busby School will continue to invite parents and community members to assemblies.
- We will continue to honour our volunteers during our Art Show and Volunteer Tea.
- Meet the Teacher BBQ, Author's Night, BBQ and Kindergarten Registration, and the Art Show and Volunteer Tea will continue to bring the community and parents into the school.
- Busby School's Advisory Committee and school staff will work together to solicit parent and student involvement for school activities.
- Busby School will continue to support the School Council by identifying specific and meaningful roles (eg, welcoming new parents, etc)

#### Strategies associated with the use of learning technologies

- Busby School will continue to integrate technology into student assignments and projects, maintaining the one-to-one computer to student ratio for our grade 1-6 classes.
- We will continue to integrate SMARTBoard technology, Google apps for Education ,, Mathematics,, among others, into instruction.
- We will promote professional learning in technology for the staff.
- Our students will share examples of their technology use with parents.

#### Communications Strategies

- Our website, school facebook page and school YouTube, will continue to highlight the school and activities
- Our school will continue to distribute weekly newsletters recognizing the work of parents, staff and students.
- Busby School's activities in the community will be promoted by newspapers, website, newsletters, message board, school sign, Facebook and invitations to parents.
- Busby will begin to use the new School Messenger program to enrich our current communication system.

#### Budgets and School Generated Funds

- Busby will continue to rely on our strong School Advisory Council to help meet the needs of our students and enrich their educational experience while continuing to maintain a balanced budget.