

**BUSBY SCHOOL**

**Annual Education Results Report  
2019-2020  
July 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.

## Key Priorities and Strategies 2019-2020 - Busby School

<p><b><u>Student - Teacher relationships</u></b>  <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>
<ul style="list-style-type: none"> <li>● Division <b>High Schools will continue to implement the principles of High School Redesign</b> 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> </li> </ul>	<p>1</p>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:               <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions</b> will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard:               <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ Site based mental health supports such as “success coaches”</li> <li>○ Site based high school completion liaisons</li> </ul> </li> <li>● <b>All schools will continue to implement the mental health literacy project</b>, guided by and supported by division lead teachers / coordinators.               <ul style="list-style-type: none"> <li>○ <b>Schools will assign a Mental Health Literacy ‘point person’</b> to support the implementation and coordination of the Mental Health Literacy project.</li> <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>○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.</li> <li>○ <b>Other related school level strategies may include</b> aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● <b>Division high schools will take a lead role in coordinating effective transitions of students from feeder schools</b></li> <li>● The principal’s role is to:               <ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from:</li> </ul> </li> </ul>	<p>3,4</p>

<ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> <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 (using EPPC funding)</li> </ul>	
<ul style="list-style-type: none"> <li>● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
<p><b><u>In our school (Busby) we will:</u></b></p> <ul style="list-style-type: none"> <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 deepen our staff understanding of Mental First Aid</li> <li>● Continue to take advantage of Mental Health and FMNI PD offered by our division</li> <li>● Continue to work closely with our FSL to ensure student well being</li> <li>● Increase our collaboration with R.F. Staples to create a comprehensive transition plan for students transitioning from grade 6 to grade 7</li> <li>● Actively participate in the “Guarding Minds at Work” initiative</li> </ul>	

<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
<ul style="list-style-type: none"> <li>● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.             <ul style="list-style-type: none"> <li>○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.</li> </ul> </li> <li>● A Literacy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● A Numeracy Committee will include certificated representation from <b>each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :             <ul style="list-style-type: none"> <li>○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.</li> <li>○ <b>Lead grade level and division level training sessions</b> intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> </ul>	1, 4

<ul style="list-style-type: none"> <li>● <b>Schools will assign a Lead Teacher</b> (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <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>○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.</li> </ul> </li> <li>● <b>All teachers are expected to participate in both strategies</b> and align instruction and interventions to the non-negotiable district standards.</li> <li>● <b>All schools will continue to administer specified assessments</b> in Literacy and Numeracy, according to an annual work plan: <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> </li> <li>● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Ensuring and facilitating logistics for implementing the specified assessments</li> <li>○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers</li> <li>○ Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>○ Monitoring implementation of the Literacy and Numeracy strategy</li> <li>○ Being a participant in professional learning</li> </ul> </li> </ul>	
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<p><b><u>In our school (Busby) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to use the RRST, BAS, MIPI assessments to inform student instruction</li> <li>● Continue to take advantage of PD to refine our literacy and numeracy instruction</li> <li>● Continue to collaborate with other schools to develop best practices surrounding literacy and numeracy instruction</li> <li>● Continue to implement the Lucy Calkins Reading and Writing Workshop</li> <li>● Complete a book study on and incorporate number sense routines into our daily numeracy instruction</li> </ul>	
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<b><u>Support for Staff</u></b> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students</li> <li>● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)</li> </ul>	1, 2, 3
<ul style="list-style-type: none"> <li>● <b>School principals will assign certificated staff</b> (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> <li>○ Identification of students with risk factors</li> <li>○ Planning or facilitating planning for identified students</li> <li>○ Monitoring, supporting and reviewing the implementation of plans</li> </ul> </li> </ul>	3

<ul style="list-style-type: none"> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul>	
<ul style="list-style-type: none"> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)</li> <li>○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.</li> <li>○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>○ Support staff with students who have complex communication needs</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions will prioritize school level supports of Tier 2 students.</b> The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ <b>Site based</b> mental health supports such as "success coaches"</li> <li>○ <b>Site based</b> high school completion liaisons</li> </ul> </li> <li>● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.</li> <li>● <b>Schools will collaborate to align and distribute the services of PA Mentors</b></li> <li>● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum</li> <li>● The principal's role is to: <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> </li> </ul>	<p style="text-align: center;">3, 4</p>
<ul style="list-style-type: none"> <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> <li>● 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.</li> <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> </ul> </li> </ul>	<p style="text-align: center;">4</p>

- Support implementation of the Mental Health Literacy Project
- Support implementation of the Moving Forward with High School Redesign
- 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.
- Coordinate training and Professional Development for Principals (LQS)

**In our school (Busby) we will:**

- Embed virtues and Indigenous teachings into our daily morning assemblies to continue the Reconciliation work in our school for staff and students
- Continue to study and implement the Shelley Moore approach to inclusive practice
- Utilize site based PD days to investigate concept based instruction as a staff and begin initial implementation
- Utilize the P.A. mentor when appropriate to help train support staff on how to effectively support our Tier 2 and 3 students
- Continue to work with R.O. staff when necessary to support our Tier 2 and 3 students
- Continue to work closely with our FSL to ensure student well being.

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

**Accountability Pillar Measures:**

- 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).
- 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).
- 1.3 High School Completion Rate:** High school completion rate of students within three years of entering Grade 10.
- 1.4 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.5 Drop Out rate:** Annual dropout rate of students aged 14 to 18.
- 1.6 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.7 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

**Jurisdiction Measures:**

- 1.9 Student Achievement** - Grade 9 cohort results at the acceptable standard in Mathematics.

- 1.10 Student Achievement** - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.11 Student Achievement** - Number of coded students who graduate (code 41 to 46).
- 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.**

#### **Commentary:**

##### Literacy Strategies

This year we had a school wide focus to enhance our instructional practices in literacy for ALL students in K-6. In April 2017, the staff attended an inservice and observed classes at a school in Edmonton. We then discussed the possibilities for Busby School. As a staff, we agreed that the Reading and Writing Workshop models (Lucy Calkins) provided a framework for instruction that would benefit our students. The daily structures complemented the work we were already doing as part of a comprehensive approach to literacy instruction.

Many new books were purchased for students to have access to quality books of different genres. These books were placed in classrooms for students to read in class and take home to read as well. The teacher resources included mentor texts that were used for lessons and reading and writing instruction. Books were also purchased to infuse quality interactive read alouds and shared reading across the curriculum.

As a staff we continued to use and personalize large components of the Lucy Calkins framework to meet the needs of our students. We also started using features of the Empowering Writers program to give our students a well balanced literacy experience. In the spring we purchase more resources from the Empowering Writers program to incorporate in the upcoming year.

We continued our Bobcat Book Club and increased the recommended reading time to account for increased demand at the higher grades. We have built a literacy culture and continue to challenge our students to expand their literacy skills.

This year we also introduced and successfully executed a literacy month in March. Students participated in a number of daily events at school and at home, including a "Tournament of Books" which featured Indigenous and Canadian authors. We partnered with WES and had planned on comparing our results in a literacy celebration at the end of the month but those plans were cut short due to Covid.

All students participated in their grade level literacy instruction and were exposed to rich literacy environments. Teachers were able to differentiate instruction through guided reading, small group writing, strategy groups, and one on one conferring for reading and writing.

Students were celebrated throughout the year on their reading and writing accomplishments. It is part of the daily routine at morning assemblies to celebrate Bobcat Book Club milestones. This year, students regularly invited other classes to buddy read the books students had written and celebrate

the changes in their writing.

- All teachers continued to use the Reading and Writing Workshop models for literacy instruction.
- Teaching resources and levelled books were purchased for classrooms that needed additional ones
- All teachers in grades 1 - 6 used Fountas & Pinnell's Benchmark Assessment System (BAS) to assess the students' reading comprehension and fluency.
  - All student reading assessment data has been logged into Dossier.
  - Information from these assessments were used to inform instruction
  - Teachers identified students who would benefit from small group or individual reading instruction.
- We identified the need to implement different word work/formation strategies.
  - Staff utilized the Words Their Way program to differentiate word work instruction and learning.
  - The work in literacy with Lucy Calkins, which began the previous year will continue. Staff will attend professional learning and a K-2 resource for word work is being implemented.

#### Numeracy Strategies

- Numeracy Strategies
- In Math, we continued our work on building math fact fluency and common vocabulary from Kindergarten to Grade 6. Teachers continued to use Kim Sutton's resources in their classrooms. Our grade 5 and 6 students also used a daily math review for homework that helped to keep concepts fresh and more fluent. Parents appreciated having this 5 minute review to engage with their children about what they were learning. We administered the MIPI and used the results to inform classroom instruction and meet students where they were at. We are looking forward to increasing our collaboration with other schools to benefit from their tested methods and share our own successes and challenges. Large portions of our Alternate Operational Days were spent discussing, collaborating and planning how to best utilize our MIPI results and other observations to best inform our lesson planning
- Our Parent Council has supported our numeracy program by purchasing Mathletics licences for each of our students. This program allowed students to refine their numeracy skills at their own pace and was a much utilized program during Covid.

#### Commentary on PAT Results

Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

#### Citizenship Strategies

- This year we visited the Busby Cemetery as a school to pay our respects and show support to our community's fallen soldiers and those currently serving. We had a number of family

members who joined us on our walk and were present to watch older students escort younger students around the cemetery to pay their respects with hand painted stones.

- We continued many traditional opportunities for our students to be involved through the All Ages Club (AAC), the Terry Fox Run, Remembrance Day service and Legion poster/essay/poem submissions, Food Bank, FCSS - Tree of Warmth and Adopt a Family, and other initiatives.

#### Early Learning Programming

- The B-Prep program ran during each semester of the 2019-2020 school year.
  - There were on average 26 students enrolled throughout the year.
  - In anticipation of a similar sized program in April we began renovations to give this successful program its own designated space.

### **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.

#### **Commentary:**

- We hosted a Cree artist in January who led our certified staff through a day of Indigenous teachings and traditional craft. As a staff we focussed on the seven sacred teachings and the positive impact they would have on our virtues program.
- We had planned on having the same Cree artist return to our school for our Artist in Residency program in May. Through this residency our students would have the opportunity to create traditional indigenous crafts, learn proper protocol for engaging with Elders, experience proper food offering protocol and learn about the seven sacred teachings. Due to

Covid our Artist in Residency program was postponed until the spring of 2021.

- The focus of this years Literacy Month was Indigenous Authors and their work
- Our self-identified FNMI students are on par with the non-identified students.

### **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 PPHS 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 PPHS 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 PPHS 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 PPHS 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 PPHS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

**Commentary:**

**Educational Programming**

- Students in our school received quality programming from a devoted staff who went above and beyond to make sure our small school didn't limit our students opportunities. In collaboration with our Parent Advisory Council, our community league, and other small schools in our area we will continue to find innovative and creative ways to offer our students a variety of programs and opportunities to enrich their learning.
  - This past year we introduced the GLOW program (girls leading other wisely) for students in grade 4-6

**ExtraCurricular**

- The Bobcat sports program develops athletic and sportsmanship skills in our grades 5 and 6 students.
  - From grades four to six, students have the opportunity to play on the Bobcat sports teams to develop sportsmanship and athletic skills.
  - All students are welcome to play soccer, volleyball, and basketball against other Pembina Hills schools.
  - Our teacher coaches spend many recesses practicing with the students.
  - This year, we also participated in the Running Room Indoor Games at the Butterdome.
  - Students did exceptionally well competing against other schools.
  - The grade 4 students join the program in February and March as "Bobkittens" to

prepare them for grades 5 and 6.

- Unfortunately a number of our co-curricular activities had to be cancelled this year due to Covid, including: the Alberta Legislature trip, Bennett Centre overnight trip, Pine Valley Gymnastics, Artist in Residence, swimming lessons, and the school wide field trip to the Jurassic Forest.

#### Satisfaction with instruction, teachers and administration

- We were very proud of our satisfaction survey results this past year. Students, parents and staff felt overwhelmingly that “teachers challenge students to do their best”. Parents and students also responded positively that they were happy with the teachers and administration of the school, That they felt safe at school and that the adults in the building cared for them. We strongly believe that these positive survey results are the product of the staff’s dedication to making positive relationships with our students and families. Our open door policy creates a welcoming climate where students and parents feel comfortable to discuss concern and collaborate to make our school the best learning environment for kids.

One area of growth for us in the coming year is to work with students on how they receive formative assessments and how this can help them improve their learning. Through our survey results we have come to see that students still feel they need more input regarding how they are doing in class.

#### Professional Development

- Certified staff participated in site based PD to collaborate and discuss successes and challenges with the program
- All teachers participated in the Numeracy professional learning series facilitated by PHPS.
- All teachers attended jurisdictional PD days and made connections with other PHPS teachers that continued beyond the two district days.
- EPPC funds were used for additional PD and collaboration time.
- Program Assistants attended training sessions for Speech and Language and literacy support.
- Our small staff size and collaborative spirit, enable us to engage in conversations both formally and informally. We have ongoing discussions about students’ reading and writing.
- Early dismissal times were used to develop staff knowledge and experience with Concept Based Instruction.
  - All of Busby’s certificated staff attended the Concept Based Instruction PD hosted by the division in May and June.
  - The staff has already committed their Alternate Operational Days to continue to refine their work with Concept Based Instruction.
- The combined classes and teaching assignments contributed to teachers having common students and therefore a collective interest in ensuring students are successful.
- We were creative in our timetabling to allow for targeted intervention strategies and support.

#### Strategies to support formative and summative assessments

- We continued to administer the MIPI at the beginning of the school year to inform numeracy instruction moving forward.

- We also administered Fountas and Pinnell Benchmark assessments in the middle of the year and at the end of the year to inform subsequent literacy instruction and any potential literacy interventions.
- Teachers worked collaboratively to analyse assessment data to understand trends and plan accordingly
- Select summative data was passed on to next years teacher to help maintain continuity in student learning and to inform teacher instruction

#### Communication regarding Student Progress and Classroom Activities

- Busby used a variety of methods to communicate students learning, progress and activities. When reporting student progress, Busby school uses AP 60-10 as our guiding document. This past year we scheduled goal setting meetings in October and Parent/student/teachers conferences in March. Both events were well attended. Those parents who were unable to make it in person were contacted by teachers over the phone.
- Student progress reports, teacher initiated emails and phone calls and impromptu meetings at the school were all used to communicate student progress with home.
- In the spring we would typically host an “Authors Night” where families get an in person opportunity to see student writing growth in person
- We also used our website and facebook page to inform our families and the public of events happening at the school.

### **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 - PPHS 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.

**Commentary:**

Welcoming, Caring, Respectful and Safe Learning Environments

- Busby School continued to be a safe and caring environment where students feel safe to play and learn.
  - Each morning our students were greeted as they got off the bus followed by a whole school assembly with all staff and students in attendance.
  - At each assembly, students were celebrated for in and out of school accomplishments, announcements were made, rules were reviewed and discussed, and all students and staff participated in “Brain Gym” stretches and movements to prepare for the day.
  - As a team, the staff ensure that our morning assemblies continue throughout Covid to help maintain our school’s climate of connectedness and engagement.
- Our morning assemblies are valued by students and staff.
  - It is an opportunity to gather together and make announcements, celebrate school and personal accomplishments, review and discuss discipline and rules, build community, and participate in “Brain Gym” activities to prepare for our day.
- Our school has very few office referrals for behaviour issues.
- Busby School continued to work together to ensure that our only ‘spoken’ rule is “Just Be Nice”, as that is the Busby way. Our student’s have a natural inclination to want to make their school the best it can be. This is demonstrated through their constant willingness to help everyone. Older students consistently use their own recess time to make sure our younger students are dressed appropriately for the weather and are playing safely
- Service projects continued to be an integral part of character development at Busby School.
  - The children have an understanding that it is their duty to try to improve people’s lives outside of school and at home and we had excellent participation in all of the service projects we do. Examples include:

- Tree of Warmth
  - Food Bank,
  - Terry Fox Run,
  - No Stone Left Alone
- The school is respected by the students. We didn't need to do a school yard clean up this year as the students naturally take care of our school yard without being asked
- We maintained a Counselling fte of 0.1.
- Our Family School Liaison worker met with parents and students to recommend and refer to community supports when necessary.
  - She worked with students who were identified by parents or staff, as well as other children in the school as she is able.
  - Some of the topics/ areas she worked on included: self-esteem, developing appropriate social relationships, maintaining and building positive friendships, and other topics as required.

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

- All students were included in age and grade appropriate classes.
- Teachers planned their instruction to meet the needs of all students within an inclusive environment.
- Students were engaged in their learning and could answer what they were learning about when asked during walk-throughs.
- There are students with identified needs in each of the classrooms and they were working with grade level curriculum with adaptations or modifications made by the teacher and/or program assistant(s).
- When intervention was required, students were pulled out individually or in small groups for targeted speech therapy, reading instruction, vision therapy, or social skill development under the direction of Speech Language Pathologists, Occupational Therapists, or certified teachers.
  - Teachers utilized suggestions from the Speech Language Pathologist, Occupational Therapist(s), and principal to improve instruction for each student.
- Different learning styles were considered and often students were observed using visual schedules, alternate seating arrangements, movement activities, individual or group work, alternate assessments, cross-graded groupings or using chromebooks.
- Literacy intervention:
  - Teachers sought opportunities for the Speech Language Pathologist and Occupational Therapist(s) to work with whole classrooms, small groups, and individual students.
  - Additional times outside of the four scheduled School Link Team visits were utilized to provide support for students.
  - Many students received support and teachers' capacity was built to deal with students with similar needs in the future.
  - 10 students utilized the Tiny Eye program to assist with speech concerns
  - Students from grades 1 to 6 participated in Levelled Literacy Intervention (LLI) in either Semester I or II, or both.
  - Two student participated in the Fly Leaf Intervention in Semester 1
  -
- Student Mental Well Being
  - 
  - This year we took advantage of an opportunity to have a narrative therapy practicum

student work with our students in need (fte of 0.1)

- The Family School Liaison's caseload was monitored by the principal and additional supports were accessed as required (PHPS and community agencies).
- Our class sizes are relatively small and individual needs were well addressed.

#### Engaging and communicating with the community

- Students at Busby School are expected to be active participants in their learning and their school community.
  - There is a strong tradition of the older students being role models and leaders by planning and running events throughout the year (Penny Carnival at Halloween, Indigenous Games Day, etc.).
  - Busby School has tremendous parent and community support.
  - Parents are always in the school helping out in classrooms, providing hot lunch, volunteering on field trips and special events, or attending School Council and Busby Parent Advisory Council Society meetings.
  - Parents provide 100% of the funding for field trips and programs so there is no direct cost to families to participate.
  - The Busby & District Lions, Busby Firefighters, and Busby Fish & Game are also great community support for our school.
- Busby School is a small, family and community oriented school.
  - Events include: Welcome Back BBQ and Book Fair, Terry Fox Run, Penny Carnival at Halloween, Remembrance Day Service, Christmas Concert at Busby Hall, monthly class lead assemblies, monthly class served hot lunches, School Council and Busby Parent Advisory Council Society meetings, sporting events, field trips, Authors' Night & BBQ, year end water fight, and many more.
- Unfortunately our volunteer Tea and Art show and our Artist in Residence program was cancelled due to Covid but we look forward to running these programs again next year.

#### Use of learning technologies

- Busby school has a 1 to 1 chromebook program for students in grades 3-6. This volume of devices came in handy for Covid as we were able to loan 75 chromebooks to 72 families this past spring. This gave all of our families the capability to engage fully in online learning.

#### Communications Strategies

- We continue to produce a weekly school newsletter that goes home with other forms in our "Wednesday envelopes".
- Parents appreciate the updates, pictures, calendars, and community events that are supplied each week.
- We maintain a Busby School Facebook page as well as the school website. In response to Covid we also create a Busby School Youtube account to post school engagement videos
- Parents are regularly in the school and engage with teachers about their child's progress in addition to our regular progress reports, use of agendas, email, and phone calls.
- Throughout Covid the Staff at Busby School maintained daily contact with families through: Daily lesson and Instructional video post, Class Google meets, emails, phone calls, video chats and text messages

#### Budgets and School Generated Funds

- This year we ran a fiscally responsible budget

- This past spring we were the surprise recipient of a memorial fund for a passing community member. With the donations we were able to purchase a storage shed and a variety of outdoor equipment for our students to use during recess and physical education time.