



# 2024-2025 ANNUAL ASSURANCE PLAN

## École Beau Meadow School

4322-44 STREET, BEAUMONT ALBERTA, T4X 1K3

SHELLY MCCUBBING, PRINCIPAL

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### ~ École Beau Meadow Mission ~

*Our school mission is to empower and provide opportunities for students to become all they can be. “What I learn today will empower me to be all I can be.” Our school enjoys celebrating school spirit through a variety of school and family events. We pride ourselves on having a collaborative and collegial environment.*

#### School Profile:

**École Beau Meadow School** is part of the Black Gold School Division, located in Beaumont, Alberta, just 10 minutes south of Edmonton, the provincial capital. Situated in Beaumont's southeast zone, we accept students from both the city and surrounding county boundaries.

As a fully inclusive school, École Beau Meadow celebrates the diversity and culture within our student population of 495 children from Kindergarten to Grade Six, offering both French Immersion and English programs. Our dedicated team of 53 staff members includes specialists such as a Music Teacher, Physical Education Specialist, Library Technician, Intervention Specialist, Learning Support Teacher, Family School Liaison, and School Counselor Advocate. We also collaborate with various Black Gold Division coaches and access specialized services like Occupational Therapists, Speech and Language Therapists, and a Physical Therapist.



Our goal is to empower students to take ownership of their learning and become responsible global citizens.

#### Celebrations & Challenges:

We prioritize early intervention to provide students with the best foundation for success. Recognizing the varying academic needs of our students, our staff focuses on visible learning, differentiated instruction, literacy and numeracy interventions, learning preferences, support for our English as an Additional Language Learners (EAL), individual support and behavior plans, targeted accommodations, and adapted and modified programming. In addition to implementing multiple teaching styles and strategies, our school also features several alternative learning spaces, including a flex area, outdoor classroom, sensory room, Sunshine Room for complex needs students, as well as our Learning Commons.

École Beau Meadow also emphasizes strong family and community partnerships. We encourage involvement from all segments of our school community through our monthly School Council & Parent Fundraising Association meetings, Weekly Memos, student agendas, Google Classroom, PowerSchool, classroom blogs, SeeSaw and social media reminders. Families are informed of school services, workshops, webinars, community resources and upcoming school events. We've also collaborated with internal and external agencies such as AHS Dental Program, Beaumont Public Library, Mental Health Capacity Building, success and wellness coaches, and instructional consultants. This partnership between school and home is central to our mission and ongoing success.

We celebrate our students' achievements and character through "Caught You Being Good" tickets, Student of the Month certificates, and personal shout-outs during morning announcements. Staff members volunteer their time to run a variety of student clubs during recess and after school, providing further enrichment. Our senior students also take on leadership roles, serving as positive role models through participation in our Student Leadership Group.

Our students have performed above the provincial average in all most subjects on the Provincial Achievement Tests (PATs), earning excellent scores at the acceptable standard level. We continue to hone in on, and improve our French Immersion results as the last year proved to be a difficult challenge for our students and their teachers.



### School Council Message

Our **School Council** is dedicated to working alongside school staff and parents to maintain a warm, welcoming environment where our children can thrive. We enjoy a positive and collaborative relationship with the school administration, teachers, and trustees, which allows us to provide feedback and stay well-informed.

The School Council aims to foster greater parent involvement, participation, and engagement within our school community. This year, we look forward to bringing back many cherished activities, such as family events, fundraising opportunities, and the Hot Lunch program, while also exploring new ideas to enrich the student experience.

Additionally, we are continuing our efforts to raise funds for a new playground, which we hope to install within the next three years.

**School Council Co-Chair Signatures: Amy Laughlin & Jodi Netelenbos**

## **Review & Reflection of École Beau Meadow School's Previous Goals**

*Our previous goals, and the progress made during their focus, will continue to guide our educational community, programming, and professional practices. These priorities remain central to the culture and mission of our school.*

### **1. Meeting the Diverse Social-Emotional Needs of Students**

**Goal:** Improve student well-being and sense of belonging through a whole-school approach to positive mental health. (2021-2024) Mental health continues to be a critical focus for our students and society. We remain committed to addressing students' diverse needs by implementing necessary wrap-around supports. While we've made significant strides, it is clear that stronger community support and increased parent partnership are essential to fully meet these needs.

Our staff, in collaboration with the Black Gold School Division Student Services Team, our Family School Liaison, and Student Counselor Advocate, consistently advocate for mental health. Teachers are equipped with universal supports such as **Kimochis**, **Zones of Regulation**, and **MindUp**, all of which promote emotional regulation and well-being in the classroom. This goal remains at the forefront of our priorities, as we recognize that positive mental and physical health are fundamental to students reaching their full academic potential.

### **2. Addressing the Diverse Academic Needs of Students in Literacy and Numeracy**

**Goal:** Identify learning gaps and provide targeted remediation in literacy and numeracy. (2021-2024). With the support of our Literacy, Numeracy, and French Instructional Support Teachers, we have successfully implemented key programs such as **UFLI Foundations Phonics**, **Heggerty**, **Lindamood Phoneme Sequencing® (LIPS)**, **MathUp**, **Mathology**, **Jump Math**, and **IXL Learning**. These programs enhance our guided literacy and numeracy centers, offering differentiated instruction that acknowledges the varying abilities of our students. As a result, students have made impressive progress in both literacy and numeracy, working steadily toward excellence.

Our **Literacy Intervention Specialist** continues to focus on providing one-on-one, small group or whole group instruction for struggling readers. This targeted remediation has led to significant improvements in reading levels, self-confidence, and overall academic achievement.

### **3. Building Foundational Knowledge in First Nations, Métis, and Inuit Cultures, Histories, and Truth and**

**Reconciliation. Goal:** Foster respect, understanding, and inclusivity through education on FNMI cultures, the importance of Treaties, and the legacy of residential schools. (2017-2022). We remain dedicated to building a strong foundation of First Nations, Metis & Indigenous knowledge. This includes incorporating **land acknowledgements**, celebrating Indigenous cultures, and offering hands-on learning experiences that introduce students to Indigenous languages, traditions, and values. Age-appropriate stories, materials, and teachings about residential schools help students develop empathy, respect, and an understanding of the historical trauma endured by Indigenous peoples. This ongoing commitment to Truth and Reconciliation ensures that our students learn the respect for diverse cultures that shape our shared history.



**School Goal 1: To cultivate a school-wide culture where all students become active, self-reflective, and visible learners by fostering skills in goal-setting, self-assessment, and reflective thinking.**

**Definition and Rationale:** Visible learning is an educational approach developed by John Hattie, based on a meta-analysis of thousands of research studies on what factors most influence student achievement. The core idea is that learning should be "visible" for both teachers and students, meaning that the process of learning is clearly understood, and progress can be tracked and measured. Our goal is to continue to search out best practices in the area of teaching and to clearly communicate student learning. This is also a part of the Black Gold strategic 3 year plan focus.

**Alignment with Division Priorities:** Success

**Timeline:** 2024-2027

Supporting Strategies	Success Criteria & Measurement of Progress
<p><b>1. Explicit Learning Intentions and Success Criteria:</b> Teachers will consistently share clear learning intentions and success criteria with students at the start of every lesson to ensure understanding of what they are learning and how they will know they've succeeded.</p> <p><b>2. Self-Assessment and Reflection Tools:</b> Implement school-wide use of self-assessment tools (e.g., learning journals, rubrics) and reflective practices to help students recognize their progress, understand feedback, and set personal learning goals.</p> <p><b>3. Peer Learning Opportunities:</b> Create structured peer learning and feedback opportunities where students can articulate their learning processes, discuss strategies, and assess each other's understanding in a supportive environment.</p> <p><b>4. Teacher Professional Development:</b> Provide ongoing professional development for staff on visible learning strategies, such as modeling metacognitive skills, giving effective feedback, and promoting student ownership of learning.</p>	<p>Students will regularly articulate what they are learning and how they can improve.</p> <p>Teachers will provide regular feedback that students use to adjust their learning strategies.</p> <p>Peer assessment and self-reflection will become integral parts of classroom routines.</p> <p>Classroom observations and student surveys to assess the use of visible learning strategies.</p> <p>Regular review of student self-assessments and goal-setting documentation.</p> <p>Improved student outcomes as measured by formative assessments and student confidence in their learning journey.</p> <p>Student work will be hung in the classroom as a celebration of achievement and progress.</p> <p>Learning intentions and success criteria will be listed in each class for each subject.</p>

**5. Learning Walks:** Administration will implement classroom visits to observe student tasks, design of the room and student engagement and empowerment.

**T.I.D.E.=** Task, Instruction, Dialogue, Environment

**6. Learning Walks:** Teachers will be trained on how to do Learning Walks in other classrooms, and to look for the components of TIDE.

Data collected through the initial Learning Walks by Admin, will provide a baseline of where our teachers collectively are in terms of the TIDE Framework. Common questions will arise from the collective of walk, and will be asked to the group.

Data collected by teachers will ignite discussion and participation. A common question will be formulated for our teachers to focus on.

2024-2025 Review

2025-2026 Review





***School Goal 2: To foster a school environment that celebrates diversity, promotes inclusion, and cultivates acceptance by integrating culturally responsive practices, ensuring representation, and empowering all students to feel valued, respected, and connected.***

***Rationale:*** This school goal centers on the understanding that diversity, inclusion, and acceptance are foundational for creating a supportive learning environment where all students feel valued and engaged. When students feel represented and respected, they are more likely to develop a positive self-concept, experience a sense of belonging, and engage fully in their learning.

Here are the main points that support this goal: Improved Student Well-Being and Engagement, Enhanced Learning Outcomes, Reflection on the School's Values, Social and Skill Development, Building Resilience and Reducing Bias

***Alignment with Division Priorities and Values:*** Student Centered Learning, Relationships, Safe Supportive Environments, and Passion

***Timeline:*** 2024-2027

Supporting Strategies	Success Criteria & Measurement of Progress
<ol style="list-style-type: none"><li><b>1. Increase Cultural Competency:</b> Provide ongoing professional development for staff on culturally responsive teaching practices and implicit bias to create more inclusive learning experiences.</li><li><b>2. Enhance Curriculum and Resources:</b> Integrate diverse perspectives, cultures, and voices into the curriculum to ensure that all students see themselves represented in their learning materials.</li><li><b>3. Strengthen Community Engagement:</b> Collaborate with families and community organizations to bring varied cultural perspectives and resources into the school, fostering a more inclusive and welcoming school community.</li></ol>	<p>An increase in positive responses related to school climate, acceptance, and feelings of safety and inclusion in student and staff surveys.</p> <p>Conduct baseline and follow-up surveys to assess perceptions of inclusivity, representation, and sense of belonging among students and staff. Compare results over time to identify growth.</p> <p>Evidence of a more diverse and culturally responsive curriculum and instructional materials.</p> <p>Conduct annual reviews of lesson plans, reading lists, and instructional resources to ensure a diverse representation of cultures, perspectives, and histories. Track the number and quality of inclusive resources used and updated each year.</p>

<p>4. <b>Support Student-Led Initiatives:</b> Establish student groups and clubs focused on diversity, equity, and inclusion, encouraging students to lead activities, discussions, and projects that promote understanding and acceptance.</p> <p>5. <b>Measure and Celebrate Progress:</b> Implement regular surveys, focus groups, and feedback sessions with students, staff, and families to assess the effectiveness of diversity and inclusion initiatives, celebrating milestones and making data-driven adjustments.</p> <p>6. <b>Provide Information of Celebrations:</b> Use our morning daily announcement time as a vehicle to share information about cultural celebrations in our world, our community and in our school.</p>	<p>All staff participate in at least one diversity and inclusion-focused professional development session annually, with evidence of applied learning in classrooms. Conduct follow-up assessments to determine how new strategies are being implemented in classrooms, potentially through Learning Walks or peer observations.</p> <p>Increase in student-led diversity and inclusion initiatives and clubs, with broad student participation.</p> <p>Increased family and community involvement in school activities related to diversity, inclusion, and culture. Track attendance at events, feedback from families, and the number of community partnerships established to support inclusion efforts.</p> <p>A decrease in reported incidents of bullying, discrimination, or exclusionary behavior.</p> <p>Students will express an increased sense of belonging and value in their school community, with increased awareness and respect for diversity.</p>
<a href="#">2024-2025 Review</a>	
<a href="#">2025-2026 Review</a>	





## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2024

School: 3224 Ecole Beau Meadow School

Assurance Domain	Measure	Ecole Beau Meadow School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	89.2	86.0	89.1	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	88.9	89.7	90.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	62.0	79.0	79.0	68.5	66.2	66.2	Low	Declined Significantly	Concern
	<a href="#">PAT6: Excellence</a>	11.4	17.3	17.3	19.8	18.0	18.0	Low	Declined	Issue
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.1	92.6	94.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	95.2	94.0	92.7	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	88.4	82.1	85.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	75.4	61.7	69.6	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

2024 Assurance Results by School: BGSD, Provincial Average. ÉBMS

The percentages

School	Student Growth and Achievement								Teaching & Leading	Learning Supports		Governance
	Student Learning Engagement	Citizenship	3 Year High School Completion	5 Year High School Completion	PAT Acceptable	PAT Excellence	Diploma Acceptable	Diploma Excellence	Education Quality	Welcoming, Caring, Respectful, Safe Learning Environment	Access to Supports and Services	Parental Involvement
BGSD Average	81.3	75.5	79.8	88.0	n/a	n/a	n/a	n/a	85.8	82.5	79.6	75.8
Provincial Average	83.7	79.4	80.4	88.1	n/a	n/a	n/a	n/a	87.6	84.0	79.9	79.5
École Beau Meadow School	89.2	88.9	n/a	n/a	n/a	n/a	n/a	n/a	95.1	95.2	88.4	75.4