ÉCOLE BEAU MEADOW SCHOOL
Assurance Plan - 2026-2027



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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 welcome students from both the city and surrounding county boundaries. Our goal is to empower students to take ownership of their learning and become responsible global citizens who contribute positively to their communities and the world around them.

As an inclusive school, École Beau Meadow celebrates the experiences, cultures and perspectives represented within our student population of approximately 540 students from Kindergarten to Grade Six, offering both French Immersion and English programs. Our dedicated team of 58 staff members includes specialists such as a Music Teacher, Physical Education Teacher, Library Clerk, Intervention Specialist, Learning Support Teacher, Family School Liaison and School Counsellor Advocate. We also collaborate with various Black Gold Division coaches and access specialized services, including Occupational Therapists, Speech and Language Therapists and a Physical Therapist, to support the diverse learning needs of our students.

At ÉBMS, we are committed to nurturing the whole child by fostering academic growth, social-emotional well-being, positive relationships and a strong sense of belonging. We recognize and value the individual strengths, backgrounds and experiences that each student brings to our school. We strive to provide a safe, caring and supportive learning environment where students are encouraged to demonstrate respect, take responsibility, embrace challenges and reach their full potential. We believe that a strong sense of belonging is foundational to student achievement. When children feel safe, connected, respected and valued, they are more willing to engage in learning, take risks, persevere through challenges and develop confidence in their abilities. We believe every student can learn and grow when provided with meaningful opportunities, appropriate supports and high expectations.

A key part of our learning culture is our commitment to Visible Learning, where students are encouraged to become active, engaged and reflective participants in their own learning. Through clear learning intentions, success criteria, purposeful feedback, goal-setting and self-assessment, we work to ensure students understand what they are learning, why it matters and what they need to do to be successful. We believe student voice is essential to meaningful learning and strive to create opportunities for students to share their perspectives, contribute to decisions that affect their learning and take ownership of their progress. As educators, we are equally committed to examining the impact of our instructional practices, using evidence of student learning to guide decisions and continually improving our teaching. We recognize that meaningful improvement is a collective effort, built through shared responsibility, professional collaboration, reflective practice and a willingness to learn from one another.

Strong family and community partnerships are an integral part of École Beau Meadow. We value the contributions of our families, volunteers, School Council and Parent Fundraising Association, recognizing that a thriving school community is built through collaboration and shared commitment. Through cultural celebrations, school-wide initiatives, enrichment opportunities and community involvement, we create meaningful experiences that foster school spirit, connection and pride.

Ultimately, École Beau Meadow strives to be a school where every student feels valued, connected and inspired to learn; where individual differences are celebrated, student voice is heard, growth is encouraged and high expectations are shared by all. We believe that when students, staff, families and community members work together, we create the conditions for every child to belong, achieve and thrive.

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Highlights & Celebrations:

Throughout the year, ÉBMS provides a variety of school-wide celebrations, special events and enrichment opportunities that bring students, staff and families together.

These school-wide experiences enrich school life and create lasting memories for our students.

- Orange Shirt Day in Recognition of *Every Child Matters*
- Pink Shirt Day in Recognition of Anti-Bully Awareness
- Holiday performances and seasonal dances
- Musical performances and opportunities to showcase talents
- Physical education activities, sports events and outdoor learning.
- Special presentations, guest speakers and educational performances
- Cultural celebrations and recognitions
- Beaumont Literacy Society Weekly Reading Buddies
- Nutrition carts, fresh fruit baskets, pancake days and hot dog days
- Kindness Crew Club: Leadership Opportunities for our Grade 6 Students which offers support with; Playground Pals, ECS, Posters, Nutrition Carts, Lost & Found and Hot Lunch Delivery
- Physical Literacy Activity Day
- Circle of Friends Leadership Opportunities for our Grade 5 & 6 Students; which offers our most complex students a buddy to play with focusing on positive peer interactions and social skills.
- Grade 6 Farewell Celebrations and Activities
- ECS Graduation Celebrations and Activities
- *Student of the Month* Awards
- *J'aime le Français* Tickets and Prizes
- *Caught you Being Good* Tickets and Prizes
- Character Education Assemblies focusing on the Seven Grandfather Teachings
- School-Wide Assemblies
- Fun theme and dress-up days

Building Improvements:
ÉBMS recently completed a significant modernization project, replacing four aging modular classrooms, adding two additional classrooms and installing a new washroom facility. These improvements provide additional instructional space, better accommodate our growing student population and support the continued growth of our school community. Completed October 2026.

Playground Improvements:
Our school community is working together to raise $485,000 toward a new inclusive playground designed to allow children of all abilities to play, explore and participate alongside their peers without barriers. Through school fundraising initiatives, community partnerships and grant applications, we are making progress toward this goal. We hope to have our new playground completed within the next 18 months.
















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ÉCOLE BEAU MEADOW SCHOOL

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Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Ecole Beau Meadow School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	**87.8**	78.1	84.4	**84.2**	83.9	84.0
	Citizenship	**89.4**	82.1	86.9	**81.2**	79.8	79.8
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3
Teaching & Leading	Education Quality	**95.3**	89.5	92.4	**87.8**	87.7	87.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**94.9**	88.4	92.5	**85.8**	84.4	84.4
	Access to Supports and Services	**86.0**	75.7	82.1	**79.5**	80.1	80.2
Governance	Parental Involvement	**84.9**	77.1	71.4	**79.9**	80.0	79.5

Comments on Alberta Education Assurance Measures Results

Overall Student Learning Engagement

87.8% vs 84.2% Prov. Avg

Teachers, parents, and students agree students are engaged.

Parent Engagement

93.1% vs 87.6% Prov. Avg

Strong parent agreement on student engagement.

Student Engagement

70.4% vs 70.2% Prov. Avg

Student self-reported engagement slightly above average.

Teacher Engagement

100% vs 94.7% Prov. Avg

100% agreement among teaching staff.

Overall Evaluation Summary

The overall measure evaluation for student learning engagement is rated as:

Achievement: Very High **Improvement: Maintained** **Overall: Excellent**

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Division Priority Area: **Success: Reading Comprehension Across Curricula**	**School Goal 1:** ***To cultivate a school-wide culture where students become active, self-reflective and visible learners by developing skills in goal-setting, self-assessment and reflective thinking, ultimately strengthening reading comprehension across all subject areas and curricula.*** Kindergarten to Grade Six-French Immersion and English Programming	
An area of concern, need or desire for improvement	**An area of improvement (indicated by evidence) is….**	• Consistency in instruction: Develop common, evidence-informed reading comprehension strategies that are used across all grade levels. • Help students move beyond decoding and recalling information toward interpreting, analyzing, making connections and drawing conclusions. • Increase explicit instruction in academic vocabulary, language development and understanding of unfamiliar words across all subject areas.
What we need to do to address this	**If we...**	• Embed visible learning practices, develop teacher capacity, engage students in goal-setting and self-assessment, and use evidence to inform instruction. • Establish that reading comprehension should not be the sole responsibility of ELAL teachers.
Success Criteria	**Then...**	• Students demonstrate improved reading comprehension through their ability to identify main ideas, make connections, draw conclusions, summarize and interpret information. • Students can articulate what they are learning, what successful comprehension looks like and which strategies they use to understand text. • Students demonstrate increased independence in selecting and applying appropriate reading comprehension strategies.
Indicators of Growth	**We will know we have made progress if...**	• Students are actively engaged, can articulate and track their learning goals, regularly reflect on their learning, and show measurable growth as demonstrated through collected data. • Increased student achievement on reading comprehension assessments from baseline to year-end. • Increased ability to independently apply comprehension strategies when working with unfamiliar texts.
Actions we are taking in 2026-2027	**Next steps for this year are...**	**Collaboratively, staff will;** • Establish common understanding and identify a starting point by reviewing current school-wide reading comprehension data. • Develop a shared set of reading comprehension strategies that are explicitly taught and reinforced across all grades and subject areas.
Resources Required & Responsible Monitoring	**What do we need & who's responsible for actions…**	**Resources Required:** • Reading assessments, classroom assessments, provincial achievement data, student work samples and data-tracking templates. • Classroom texts, nonfiction resources, visual supports, graphic organizers, anchor charts, digital resources and teacher modelling/think-aloud examples. **Who is Responsible:** • Administration, Grade-Level Teachers, Intervention Teacher & Learning Support Teacher (LST).

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Division Priority Area: **Engagements & Partnerships** **Wellness**	**School Goal 2:** ***Cultivate a school community where students feel connected, valued and supported, while developing the understanding, empathy and respect needed to build positive relationships.*** Kindergarten to Grade Six-French Immersion and English Programming	
An area of concern, need or desire for improvement	**An area of improvement (indicated by evidence) is….**	**Strengthening Positive Relationships, Belonging and Student Responsibility by;** ● Creating a shared understanding among all staff of what a positive and respectful school environment looks like in practice. ● Ensuring students see themselves as active contributors to the positive culture. ● Helping students understand that their words, actions and choices contribute to the experiences of others.
What we need to do to address this	**If we...**	● Reinforce expectations for respect, kindness, responsibility and positive interactions. ● Explicitly teach social-emotional and interpersonal skills throughout the school year. ● Use consistent approaches to addressing conflict and supporting positive relationships. ● Provide meaningful opportunities for student voice, leadership and participation.
Success Criteria	**Then...**	**Students will:** ● Demonstrate kindness, empathy and respect in their interactions with peers and staff. ● Show an increased ability to understand different perspectives. ● Use appropriate strategies to resolve disagreements and manage conflict. ●
Indicators of Growth	**We will know we have made progress if...**	Positive results in Alberta Education and Childcare Assurance Measures are maintained, with growth identified in areas targeted for improvement. **Students:** ● Report feeling valued, respected, supported and connected to their school community. ● Consistently demonstrate kindness, empathy and respect in their interactions with peers and staff. ● Demonstrate an increased ability to resolve conflicts, understand different perspectives **Staff:** ● consistently reinforce school-wide expectations and provide opportunities for students to develop positive relationships, leadership skills and a sense of responsibility.
Actions we are taking in 2026-2027	**Next steps for this year are...**	**Establish a Baseline and Identify areas of Need:** ● Gather additional student feedback through age-appropriate surveys or classroom discussions. ● Review behaviour referrals, playground incidents and recurring peer conflicts. ● Identify grade levels or settings where students may need additional support. ● Develop a shared understanding of what positive relationships, respect, kindness and accountability look like at EBMS.
Resources Required & Responsible Monitoring	**What do we need & who's responsible for actions…**	**Required Resources:** Lessons on empathy, kindness, positive friendships, conflict resolution, respectful communication and accountability. **Who is Responsible:** Administration, School Counsellors, Family School Liaison, Teaching and Support staff are responsible for implementation and positive role modeling.

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Evidence of Strength and Opportunities to Move from Good to Great

At ÉBMS, we believe that being a good school is not the destination. It is the foundation upon which we continue to grow, improve and become an even better school for our students.

École Beau Meadow School is proud of the positive results reflected in our provincial achievement data, Alberta Education and Childcare Assurance Measures, and the many indicators of student success across our school community. These results demonstrate the dedication of our staff, the support of our families and the commitment we share to providing meaningful, engaging and purposeful learning experiences for all students.

While we recognize and celebrate these successes, we also recognize that achieving positive results does not mean our work is finished. We believe that continuous improvement requires us to look beyond what we are already doing well, challenge ourselves to set higher expectations and identify opportunities to strengthen the educational experiences we provide.

A key part of our ongoing commitment to improvement is strengthening our implementation of **Visible Learning** across the school. We want learning to be intentional, transparent and meaningful for every student. This means ensuring students understand what they are learning, why they are learning it and what success looks like. Through clearly articulated learning intentions and success criteria, purposeful feedback, opportunities for self-assessment and regular reflection, we aim to empower students to take greater ownership of their learning. We want students to become active participants who can recognize their progress, identify their next steps and understand how their efforts contribute to their growth. Equally important is our commitment as educators to continually examine the impact of our instructional practices, use evidence of student learning to inform our decisions and adjust our teaching to ensure that all students are progressing.

Our goal is not simply to maintain our current level of success, but to build upon it. We want to be intentional about improving student achievement, strengthening belonging and inclusion, deepening student engagement and ensuring that every child is supported, appropriately challenged and given the opportunity to reach their full potential. Ultimately, we want to foster a school community where learning is visible, student voice is valued, growth is celebrated and both students and educators are continually learning and improving.

Professional Development Plan

EBMS Guide Assessment Plan