



# École Beau Meadow School

## *Three Year Education Plan*

**2020 – 2023**

*Updated October, 2020*



## École Beau Meadow School Strategic Plan for Success - 2019-2022

**School Profile:** École Beau Meadow School is located in Beaumont, Alberta, a French/English community of approximately 19,200 people. École Beau Meadow School has a population of 448 students kindergarten to Grade Six, 56 of which are doing Distance Learning due to the pandemic. We are very proud of the success of our French Immersion program. Approximately 40% of our students are enrolled in the French Immersion program. It is a strong program due to the collaboration of our teachers and the sharing of best practices and resources. Our vision is that students will become responsible citizens in our global community.

### **Celebrations & Challenges:**

Ecole Beau Meadow School has a positive, productive school climate and culture. We have done very well on our Provincial Achievement Test results, staying above the provincial average in most subjects. We have also achieved an overall excellent score in our acceptable standard in all of our Provincial Achievement Exam results. We are proud of our high achievement in almost all of the measure categories on the Accountability Pillar Survey results. Additionally, we have made it a priority to have specialist in the areas of music, Physical Education, Library Technician as well as Counselling and Learning Support. We are very proud to be one only a few schools to have specialists in each of these areas. This enables us to ensure success in all areas.

COVID-19 has resulted in the cancellation or delay of many events to recognize student achievement, such as our in person assemblies, and has affected the numerous sports and extracurricular activities that we normally offer. Recognizing that these events and activities are an integral part of our school experience for many students, we are diligently working to adapt to alternative delivery models such as student celebrations with digital communication and providing recess equipment bins to promote physical activity. We are also working on improving our Outdoor Classroom space as another area for students.

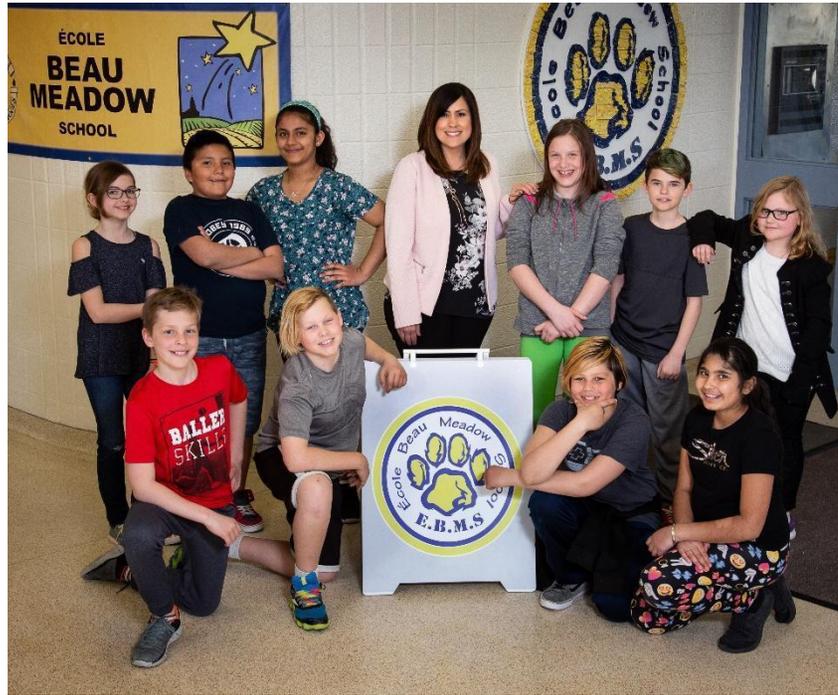
Our school continues to undergo gradual physical improvements as well to match our K-6 demographic. Alternative seating has been purchased for multiple areas; a flex space for students has been created and is a sought-after space both for work time as well as for lunchtime. Our gym has had a complete makeover, including new floors and paint, as well as a mural of our logo, to promote school pride. Our library area has been undergoing changes over the last few years. It has become a true learning commons. It is a warm, inviting space for our students to learn and explore. Most recently, our LST classroom and kitchen have been upgraded with new cabinetry and flooring.

Ecole Beau Meadow School has also worked hard to offer multiple supports to families through community participation and connection. We have encouraged participation from all segments of the school community through word of mouth, PowerSchool reminders and website/Facebook reminders. Frequent community communication about services, workshops and webinars have been made available to parents, lists of resources have been shared and multiple resources and volunteers have been utilized. We have also accessed various agencies to be involved in the school. Some of these have been: AHS Dental Program, Mental Health Capacity Building program manager, success coaches, wellness coaches, instructional consultants and other consulting services. This belief in partnership between the school and the home is at the heart of what we do as a school community and is paramount to our continued success.

### **School Council Message**

School Council endeavours to collaborate with the school staff and provide feedback for meaningful school improvement. Our goal is to maintain the current support we provide for an enhanced educational experience, as well as continuing to provide opportunities for families and the community to interact with our school.

**Signed by** Kelly Heitkoetter



**School Goal 1:** *To meet the diverse social-emotional needs of students through a whole school approach to positive mental health to improve student wellbeing and sense of belonging.*

**Alignment with BGSD Core Values of:** Student- Focused Learning, Relationships, Supportive Environment and Passion

**Timeline:** 3 year goal

**Rationale:** Based on the Our School survey in the 2018-2019 school year, our students have indicated that there they are feeling moderate or high levels of anxiety that is above the Canadian norm for their grade levels. Teachers are also reporting an increased level of student anxiety through their classroom profile inventories.

Timeline	Strategies	Supporting Data
<p>June 2020 – June, 2021</p>	<ul style="list-style-type: none"> <li>● <b>New strategy:</b> Staff will engage in a range of professional learning activities to continue to develop our skills, abilities and self-efficacy in order to support the learning and development of our students.               <ul style="list-style-type: none"> <li>➢ Staff will engage in the “Go-To Mental Health – the New Normal Educator training. The Program is to develop mental health literacy amongst staff.</li> <li>➢ Staff will take part in the Psychological 1<sup>st</sup> Aid training. The session will help staff respond during the pandemic.</li> <li>➢ Staff will take part in the North American Centre for Threat Assessment and Trauma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher professional development participation.</li> <li>● Understanding timing of interventions for disasters &amp; emergencies.</li> <li>● Describe the 4 key principles of Psychological First Aid (PFA).</li> <li>● Incorporate self-care strategies and prepare for future helping responses.</li> <li>● Identify and be able to provide practical support to individuals experiencing stress.</li>   <li>● All staff will actively participate in the NACTATR video training at the beginning of the school year to support our students upon the re-entry into school after closure due to COVID-19.</li> </ul>

	<p>Response (NACTATR); Guidelines for Re-Entry: Training Resource for School Administrators and Staff, as a whole-staff professional development activity.</p> <ul style="list-style-type: none"> <li>➤ Staff will take part in Jody Carrington’s “<i>How to Connect with Kids These Days</i>” (18 training podcasts) as a staff-wide year-long professional development activity. (i.e. doing your best work to support our students through, grief, loss, anxiety, depression and connecting not only to ourselves but to others who are there to support us)</li> <li>➤ Staff will attend various role-specific training to help further their understanding: Social Thinking, NVCI, Literacy Series, Executive Functioning workshop.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will use the tools taught with the video series to support the wellness of our students (i.e. demonstrating compassion, kindness, and understanding).</li> <li>● All staff will participate in Jody Carrington’s podcast series on school-based professional development days and during staff meetings; discussions, sharing experiences.</li> <li>● 2020-2021 EBMS PD Plans.</li> </ul>
September, 2020 – June, 2022	<ul style="list-style-type: none"> <li>● <b>New strategy:</b> Staff will develop partnerships with our new multi-disciplinary school-Linked Team: Coach, OT, SLP and Wellness Coach to infuse mental health literacy and social-emotional wellbeing into classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● We will have increased success with our transitions and wrap-around supports for students ECS-Gr.2.</li> <li>● Staff will continue to facilitate the Mind Up program.</li> <li>● Facilitate the Kimochis program for ECS and Gr. 1.</li> <li>● Provide calming tools to students.</li> </ul>
2020-2022	<ul style="list-style-type: none"> <li>● <b>New strategy:</b> Using the pyramid of intervention as a needs assessment framework, we will reflect on what we are currently doing to build resiliency and positive mental health for our students - universal and targeted approaches. We will identify what is needed for our school community and identify who can help support our endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>● EBMS will successfully work through our Mental Health Plan in partnership with our school-linked teams and collaborating with agencies to further address the social emotional needs of our students. *Please see our EBMS Mental Health Plan.</li> <li>● We will successfully use Classroom Profile target sheets for ECS – Gr. 6 to create a big picture of the overall school population.</li> <li>● Students will complete the CASEL (Guide to School wide SEL) survey and feedback will be reviewed for improvement from the student perspective. We will complete the survey again in late Spring.</li> </ul>
2020-2022	<ul style="list-style-type: none"> <li>● <b>New strategy:</b> Create connections among students in modified environments.</li> <li>● Deepen opportunities for outdoor learning, not just for Phys. Ed. Work on the layout and design of our Outdoor classroom to increase the usage. This additional learning space will provide a safe place for students to connect.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how it is still possible to connect socially while practicing physical distancing.</li> <li>● Divide the schoolyard into zones, create cohorts and provide recess equipment bins to support physical activity and connectedness.</li> <li>● Provide opportunities for virtual cross-grade interaction (ie Gr.6 CTF class working with ECS on a project, students reading to one another online etc.).</li> <li>● The Outdoor Classroom will get a facelift including painted games on window wells, additional seating and fence décor.</li> </ul>

**School Goal 1 Reflection:**

**Timeline:** 3 year goal

**Year 1 ~**

**Review & Reflection:**

- In 2019-2020, Staff attended various training to help further their understanding: Social Thinking, NVCI, Literacy Series, Executive Functioning workshop. Staff also took part in monthly Differentiated Instructional supports mini PD sessions at staff meetings.
- In 2018-2019, we recognized 389 different students through our “Students of the Week” program. In 2019-20, from September to January, we recognized 279 students. If that rate of recognition were to have continued for the rest of this school year, we would have had an increase of 169 students from last year. Ideally, we would like to get to the point where every student is recognized through this program, at least once in the year. Students’ names are read on the announcement and then called out at a monthly assembly and a prize is given. Additionally, the names are posted in our monthly newsletter.



**School Goal 2:** *To meet the diverse academic needs of students in literacy and numeracy, identify learning gaps and provide remediation.*

**Alignment with BGSD Core Values of:** Student- Focused Learning, Relationships, Supportive Environment and Passion

**Timeline:** 3 year goal

**Rationale:** Disruption in education

<b>Timeline</b>	<b>Strategies</b>	<b>Supporting Data</b>
September, 2020 – June, 2022	<ul style="list-style-type: none"><li>● Our Learning Support time will focus on a push-in approach for universal supports.</li><li>● LIPS program</li><li>● Seeing Stars program</li><li>● Rewards program</li></ul>	<ul style="list-style-type: none"><li>● Increase and or maintain our student literacy success as demonstrated by the DIBELS and HLAT screeners over the next 2 years.</li><li>● Increase and or maintain our student numeracy success as demonstrated by MIPI screener over the next 2 years.</li><li>● *Note: Our Gr. 3 teachers will be using the S.L.A.s as markers.</li></ul>

	<ul style="list-style-type: none"> <li>• Providing monthly workshops for teachers in differentiated instruction</li> <li>• We continue to use the DIBELS, MIPI and HLAT screeners to identify students who need academic assistance or intervention in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain our high percentage of PAT acceptable results (85.8) as compared to the provincial standard (73.8) or 10% above in ELA/FLA/Math.</li> <li>• Anecdotal evidence from teachers.</li> </ul>
September, 2020 – June, 2022	<ul style="list-style-type: none"> <li>• <b>New strategy:</b> Teachers will focus on the depth of instruction, not the pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will use the priority learning outcomes and sequences to guide their instruction and address learning gaps as needed within the context of grade-level work. This will be completed in two sections (Sept.-Jan. &amp; Feb.-June).</li> <li>• Powerteacher Pro</li> </ul>
September, 2019 – June, 2021	<ul style="list-style-type: none"> <li>• Staff will engage in a range of professional learning activities to continue to develop our skills, abilities and self-efficacy in order to support the learning and development of our students. <ul style="list-style-type: none"> <li>➢ Math Conference (problem solving, screening, early intervention and qualities of effective math instruction).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher professional development participation.</li> <li>• 2020-2021 EBMS PD Plans.</li> </ul>

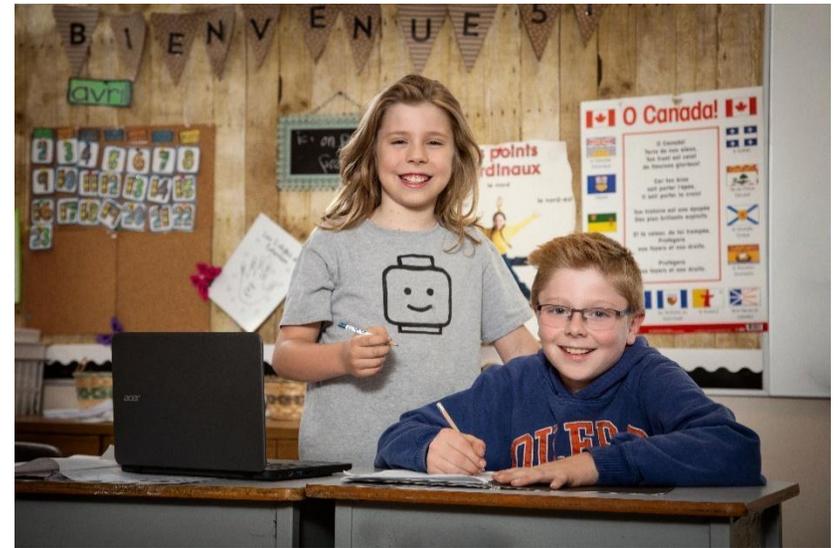
**School Goal 2 Reflection:**

**Timeline:** 3 year goal

Year 1 ~

**Review & Reflection:**

- This is a new Goal for the 2020 school year.



**School Goal 3: Enhance our school, family and community partnerships in order to improve student learning.**

**Alignment with BGSD Core Values of:** Student- Focused Learning, Relationships, Supportive Environment and Managing Resources Responsibly

**Timeline:** 3 year goal

**Rationale:** In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that our school and community work together through a collaborative and comprehensive approach. Community partners help schools prepare students to be life-long learners and global citizens by offering additional opportunities, supports, and enrichment.

*One component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals. Research and fieldwork show that such programs improve schools, strengthen families, invigorate community support, and increase student achievement and success (Epstein, 2001; Henderson & Mapp, 2002; Sheldon, 2003).*

Timeline	Strategies	Supporting Data
2019-2022	<ul style="list-style-type: none"> <li>● Actively include families as participants in school decisions and advocacy through School Council and committees.</li> <li>● Seek input from the school community. Timely input is a productive way to identify meaningful priorities that meet the changing needs of the community. We will collect input by/through:               <ul style="list-style-type: none"> <li>- School Council meetings</li> <li>- Parent/Teacher meetings</li> <li>- Using data collected through the school planning process.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Accountability Pillar Survey results. Our goal is to increase parent satisfaction in the area of parental involvement in decision-making and involvement.</li> <li>● Track attendance at School Council meetings each month.</li> <li>● Design school-to-home and home-to-school communications about school programs and their children's education via a Google survey twice a year and track parent participation.</li> </ul>
2020-2022	<ul style="list-style-type: none"> <li>● <b>New strategy:</b> Stay connected to our Distance Learning families.</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability Pillar Survey results.</li> <li>● Tracking regular communication with families.</li> <li>● Tracking special virtual events/activities families are invited to.</li> </ul>

2020-2022	<ul style="list-style-type: none"> <li><b>New strategy:</b> Collaborate with families and community partners to align on strategies for supporting students' SEL at home</li> </ul>	<ul style="list-style-type: none"> <li>Identify SEL programs and practices that can be used in classrooms or at home.</li> <li>Track and share links to sessions that families might find helpful.</li> </ul>
2020-2022	<ul style="list-style-type: none"> <li><b>New strategy:</b> Create creative ways of maintaining our community connections and communicate this to our families.</li> </ul>	<ul style="list-style-type: none"> <li>Accountability Pillar Survey results.</li> <li>Tracking the number of activities that help the community students complete.</li> </ul>

**School Goal 3 Reflection:**

**Timeline:** 3 year goal

**Year 1 ~**

**Review & Reflection:**

- We had approximately 50 volunteers in the 2018-19 school year; however, we were not deliberately tracking. This year, we have been purposefully tracking each time a volunteer comes into the school. From September to the end of January, we had approximately 400 volunteer assistants. This portion of our school goal will be on hold for the 2020-2021 school year.
- We have parent involvement in our school through community/family events like our annual Christmas Craft Fair, Family Movie Night, Used Book Sale, Family Dance and involvement in the Beaumont Daze parade with a BGSD Float. In 2019-20, we added two parental events: an ASCA workshop, held through our School Council meeting and a Parent Wellness evening. This portion of our school goal will be on hold for the 2020-2021 school year.
- In 2018-19, we had 25 parents attend our School Council meetings from September to January (50 total for the year). In 2019-20, from September to January, we had 37. We were very deliberate about our advertising for School Council meetings this year, using FB to our advantage where possible.
- In 2019-20 from September to March, students were involved in at least 6 projects: Socktober, bottle recycling, paper recycling, Christmas Elves, cookie delivery to firefighters and a planned bake sale for the Stollery.
- When asked on the Accountability Pillar survey whether they were satisfied or dissatisfied that their input into decisions at their child's school was considered, 60% were satisfied or very satisfied, 10% were dissatisfied and 25% did not know (compared to 31%/38%/31% the previous year).
- When asked on the Accountability Pillar survey whether they were satisfied or dissatisfied with the opportunity to be involved in decisions at their child's school, 68% were satisfied or very satisfied and 23% were dissatisfied (compared to 56%/46% the previous year).



**School Goal 4:** To ensure our staff and students are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.

**Alignment with BGSD Core Values of:** Student- Focused Learning, Relationships and Supportive Environment

**Timeline:** 3-year goal

**Rationale:** *Alberta's Expression of Reconciliation* to improve First Nations, Métis and Inuit education. This promise included mandatory content for all Alberta students on residential schools and treaties, an Alberta Kindergarten to Grade 12 curriculum development standard and Support for professional learning opportunities for teachers.

Timeline	Strategies	Supporting Data
2019-2022	<ul style="list-style-type: none"> <li>The school will look for opportunities to incorporate First Nations, Métis and Inuit perspectives and cultural appreciation into the school community.</li> </ul>	<ul style="list-style-type: none"> <li>The school will acknowledge Treaty 6 at major events.</li> <li>Our school community will take part in Orange Shirt Day in September.</li> <li>Our school will acknowledge National Indigenous Peoples Day in June.</li> <li>Presentations with a First Nations, Métis and Inuit perspective will be sought out. For the 2020-2021 school year, we will search out virtual presentations.</li> <li>Learning Commons and classroom materials will be purchased.</li> </ul>

**School Goal 3 Reflection:**

**Timeline:** 3 year goal

**Year 1 ~**

**Review & Reflection:**

- We will continue to maintain our work in this area for the 2020-2021 year and to build on this school goal in the 2021-2022 school year.

**Accountability Pillar Overall Summary**

**3-Year Plan - May 2020**

**School: 3224 Ecole Beau Meadow School**

Measure Category	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

Safe and Caring Schools	Safe and Caring	<b>92.8</b>	85.8	87.8	<b>89.4</b>	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	<b>94.6</b>	84.5	85.8	<b>82.4</b>	82.2	82.0	Very High	Improved	Excellent
	Education Quality	<b>95.6</b>	87.4	89.4	<b>90.3</b>	90.2	90.1	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	<b>85.8</b>	84.3	86.6	<b>73.8</b>	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	<b>18.1</b>	15.7	21.8	<b>20.6</b>	19.9	19.6	Intermediate	Maintained	Acceptable
	Work Preparation	<b>80.0</b>	57.3	72.9	<b>84.1</b>	83.0	82.7	High	Maintained	Good
	Citizenship	<b>87.5</b>	77.8	82.1	<b>83.3</b>	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	<b>82.9</b>	70.5	74.9	<b>81.8</b>	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	<b>95.8</b>	87.4	82.4	<b>81.5</b>	81.0	80.9	Very High	Improved Significantly	Excellent



## École Beau Meadow School Strategic Plan Overview

	2019-2020	2020-2021	2021-2022
<b>Goal 1</b> <i>To meet the diverse social-emotional needs of students through a whole school approach to positive mental health to improve student wellbeing and sense of belonging.</i>	Progress ➤ We successfully developed a Mental Health Plan.	Progress	Progress

<p><b>Goal 2</b>  <i>To meet the diverse academic needs of students in literacy and numeracy, identify learning gaps and provide remediation.</i></p>	<p>Progress</p> <ul style="list-style-type: none"> <li>➤ This is a new goal for the 2020 school year. Teachers have developed their year plans based on the priority learning outcomes and sequences.</li> </ul>	<p>Progress</p>	<p>Progress</p>
<p><b>Goal 3</b>  <i>Enhance our school, family and community partnerships in order to improve student learning.</i></p>	<p>Progress</p> <ul style="list-style-type: none"> <li>➤ Improved in our Accountability Pillar Survey results in this area.</li> </ul>	<p>Progress</p>	<p>Progress</p>
<p><b>Goal 4</b>  <i>To ensure our staff and students are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of Treaties; and the legacy of residential schools.</i></p>	<p>Progress</p> <ul style="list-style-type: none"> <li>➤ We increased the resources available to students and staff.</li> </ul>	<p>Progress</p>	<p>Progress</p>

