

ÉCOLE BEAU MEADOW SCHOOL



ANNUAL ASSURANCE PLAN 2023-2024

School Profile: École Beau Meadow School is a part of the Black Gold School Division and is located in Beaumont, Alberta, a French/English community of approximately 19,000 people. École Beau Meadow School has a population of 470 students kindergarten to Grade Six. Approximately 40% of our students are enrolled in the French Immersion program. Its strength is due to the collaboration of our teachers and the sharing of best practices and resources. We are very proud of the success of our French Immersion program. Our vision is that students will be empowered to take ownership of their own learning and that they become responsible citizens in our global community.

Celebrations & Challenges:

École 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 all 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 measured categories on the Accountability Pillar Survey results and strive for continued maintenance or improvement in targeted areas.

We have made it a priority to have onsite specialists in the areas of Grade 1-3 Intervention, Instructional Support, Music, Physical Education, Library Technician as well as Counseling and Learning Support, and are very proud to be one of only a few schools to have specialists in each of these areas. In recognizing the varying academic abilities of our pupils, the staff at ÉBMS provide strategic and targeted instruction by focusing on differentiated instruction strategies, Early Literacy and Numeracy Interventions, English as a Second Language assistance, individual support plans, prescribed or targeted accommodations, adapted and modified programming, specialized programming, integration of our Instructional Support Teachers in Numeracy, Literacy, French Immersion and in Wellness, as well as our Learning Coach, and specific resource support.

École 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 email communication, the use of student agendas, posters, as well as, PowerSchool, classroom blogs 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 within the school. Some of these have been; AHS Dental Program, Mental Health Capacity Building, 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.

We celebrate the wonderful attributes of our students and their personal accomplishments by sharing “Caught You Being Good” tickets, Student of the Month Certificates and personal shout-outs during morning announcements. Our teaching staff volunteer to run a number of student clubs during recess breaks or after school for our students to partake in. These clubs are incredibly popular, and keep our students engaged in learning social skills, friendship skills and good sportsmanship outside of the regular classroom setting, while enjoying the various attributes each club has to offer. We empower our senior students to become leaders within our school community and to be good role models by participating in our Student Leadership Group.

A high turn-over of staff this year has allowed a fresh perspective in our learning environment, and we continue to work on our communication with our parent community in order to broaden and strengthen supportive partnerships and relationships. We strive to maintain a positive atmosphere where all are welcomed and valued and hope that this increased effort will increase our overall community engagement.

INSTRUCTIONAL SUPPORT

These supports are in place throughout the Black Gold School Division in order to provide our teachers with the necessary support required to remediate some of the learning and emotional challenges that our students confront, in regards to wellness, literacy, numeracy and French Immersion instruction. The aim of the Instructional Support Teacher, is not to offer resource classes or pull-out programs, but to support teachers through their programming needs, which includes offering resources and ideas where required.

Wellness Instructional Support

Our focus is targeted towards healthy eating, active living and positive mental health. Initiatives and improvements include: weekly character education assemblies, increasing student access to breakfast, snack and lunch programs, increased clubs and recess programs, and the introduction of new teams and clubs. Staff wellness has also been a priority and professional development initiatives have been directed towards this area.

Literacy Instructional Support

We continue to implement the LIPS program, UFLI and Haggerty within our division 1 classrooms. Targeted interventions throughout all grades with a focus on reading comprehension and fluency, has helped us focus on remediation and develop individual programs to support each learner. Literacy centres and teacher intervention classes, have helped us hone in on, and help our students improve their abilities through direct instruction.

Numeracy Instructional Support

Targeting the remediation of numeracy throughout all grades has been a priority for our staff. Struggling students have been identified through screeners and intended programming has allowed students to develop a deeper understanding of the fundamental principles and basics. Equipping students with the skills to problem solve and to become critical thinkers has been a school-wide prerogative.

French Immersion Instructional Support

While literacy skills typically translate from one language to another, we continue to enhance our French Immersion program with remediated literacy support. Cultivating French oral fluency through continual and purposeful programming provides the individual student with calculated and careful support while fostering confidence and meaningful interactions.

School Council Message

Our School Council is committed to working with school staff to continue providing a warm and welcoming school community in which our children can flourish. Our Council enjoys a positive and collaborative working relationship with our school administration, teachers, and school trustees, and we appreciate the opportunity to give feedback and remain informed through this relationship. The School Council hopes to continue fostering effective parent involvement, participation and engagement with our school community. We look forward to offering many of our treasured school activities this year such as family events, fundraising opportunities, Hot Lunch etc., as well as exploring new ideas that contribute to the overall student experience.

School Council Chair Signature: *Amy Laughlin & Jodi Netelenbos*

School Assurance Plan shared final revision Date: November 28, 2023

"What i learn today will empower me to be all that i can be"

(Part of our ÉBMS Mission statement)




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 Division Priorities: Success/ Wellness/ Engagement and Partnerships

Timeline: 3-4 year goal

Rationale: Ongoing awareness and effort are needed in the area of student wellness. We are also responding to the implications of the Covid-19 pandemic through this lens.

Timeline	Strategies	Supporting Data & Reflections
Continuous 2021-2024	<p>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.</p> <p>Staff will attend various role-specific training to help further their understanding: Social Thinking, NVCI, Literacy Series, Executive Functioning workshop.</p>	<p>Through ongoing PD, it will be evident that;</p> <ul style="list-style-type: none"> ➤ Teacher professional development participation in this area will increase ➤ Staff will be able to identify and incorporate practical supports for students based on their training ➤ Student positive self-regulation will increase due to foundational calming skills taught and practiced in class or with school counselors.
2021-2024	<p>Staff will develop 3 action plan goals based upon the BGSD Healthy Schools Rubric to work on over the course of the next 3 years. We will focus on areas we feel need the most growth after our fall assessment.</p> <p>We will form a Wellness team within our school to implement strategies and solicit feedback based on our goals.</p> <p>Staff will continue to develop partnerships with the multi-disciplinary school-linked Team: Coach, OT, SLP and Wellness Coach to infuse mental health literacy and social-emotional wellbeing into classrooms.</p>	<p>New Supporting Data: Data scores increase in the BGSD Healthy School Rubric in all 3 components selected as our goals (Social Environment, Positive Mental Health and Partnerships and Services).</p> <p>Through our partnerships with our School Linked Team;</p> <ul style="list-style-type: none"> ➤ Data surrounding the number of referrals and support accessed through these partnerships will be noted ➤ Increased success with overall wrap-around supports for students in K-Grade 2. ➤ Increased access to universal support through the BGSD Mental Health Capacity Building Team (MindUp, Kimochis, Superflex, Zones of Regulations, Social Detectives). <p>2021-2022 Reflection: Our access to these supports and referrals has increased exponentially, and has become a fundamental part of our goal for school-wide positive mental health. Our ECS and Grade 1 classes have all taken part in Kimochis and universal support is continually available to all teachers. All current staff have had the opportunity for training with NACTATR, Jody Carrington, NVCI, MindUp and Zones of Regulation. Self-initiated and division PD is still ongoing.</p>

Timeline	Strategies	Supporting Data & Reflections
2022-2023	<p>We will use the pyramid of intervention as a needs assessment framework, along with our School Linked Teams to reflect on what we are currently doing to build resilience and positive mental health for our students - universal and targeted approaches.</p> <p>We will identify what is needed for our school community and identify who can help support our endeavors.</p>	<p>Based on the BGSD Healthy Schools Rubric and our ÉBMS Wellness Action Plan;</p> <ul style="list-style-type: none"> ➤ New Supporting Data: Data scores increase in the BGSD Healthy School Rubric in all 3 components selected as our goals (Active Living, Partnerships and Services & Healthy Eating) <p>2022-2023 Reflection: Following our Pyramid of Interventions, including targeted support, we were able to identify the most prominent needs of our school population, as social-emotional regulation and need for personal connections. Staff have been focusing on creating authentic connections with their students and have made efforts to provide one-one acknowledgment each and every day.</p>
2023-2024 New Strategies	<p>Create opportunities for positive connections among students, staff to foster the genuine effects of a learning community in which all are valued, welcomed and have a strong sense of belonging</p> <p>Introduce more student clubs and initiatives in which students can engage in positive peer relations outside of the classroom setting.</p> <p>Celebrate student citizenship with the Student of the Month certificates and “Caught you being Good” incentives.</p> <p>* Positive connections with parents via email, blog, websites, social media, phone calls and invitations into the school will be made on a more frequent basis to enhance their own sense of belonging to our school community which should also increase the students’ sense of belonging.</p>	<p>Through ongoing positive connections and student celebrations, our Annual Assurance Survey results will indicate that students feel a sense of pride for their school and in their sense of belonging.</p> <p>An increased ranking by our ÉBMS parents on the Annual Assurance Survey; Governance-Parental Involvement, will be seen (currently 61%) in the year ahead.</p> <ul style="list-style-type: none"> ➤ These renewed partnerships and positive supports will be filtered down from our parents to our students to help us promote their child’s sense of belonging and value in our school setting. <div data-bbox="1297 1084 1705 1328">  </div>

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

Alignment with Division Priorities: *Success/ Wellness/ Engagement and Partnerships*

Timeline: 3-4 year goal

Rationale: Disruption in education due to the Covid-19 pandemic.

Timeline	Strategies	Supporting Data & Reflections
<p>Continuous 2021-2024</p>	<p>Our Learning Support time will focus on a push-in approach for universal support.</p> <p>Students in Grs. 1 & 2 will participate in the LIPS and Seeing Stars Program.</p> <p>Staff will participate in monthly differentiated instruction PD.</p> <p>The MIPI and HLAT/FHLAT screeners will be used to identify students who need academic assistance or intervention in numeracy and writing.</p> <p>Teachers will participate in regular professional development in order to learn how to administer the new screening tools (3Ts - TOSREC, TOSWRF, TOWRE, GB+, TPALF (formerly TACLEF) and to understand how this data can support students.</p>	<p>There will be an increase and/or maintenance of our student numeracy success as demonstrated by the MIPI screener over the next 2 years.</p> <p>There will be an increase and/or maintenance of our student reading success as demonstrated by the 3Ts - TOSREC, TOSWRF, TOWRE, GB+, TPALF (formerly TACLEF) screeners.</p> <p>There will be an increase and/or maintenance of our student writing success demonstrated by HLAT/FHLAT screeners.</p> <p>Maintenance of our high percentage of PAT acceptable results (85.8 in 2020), as compared to the provincial standard (73.8 in 2020) or 10% above in ELA/FLA/Math.</p> <p>Anecdotal evidence from teachers will show improved student academics.</p> <p>Teachers will further identify potential gaps in student understanding of the previous year's learning outcomes.</p> <p>Teachers will be able to identify students who are at risk for not meeting grade-level learning goals.</p>
<p>2021-2022</p>	<p>The Instructional Support Teachers from across the division will meet bi-weekly for collaborative learning community meetings.</p> <ul style="list-style-type: none"> ➤ IST's will work with teachers to look at the data and strategies to accelerate learning and will gather information about existing literacy and numeracy resources. 	<p>The confidence and efficacy of teachers who are implementing the screeners will be identified by the teachers themselves and through administrative observations.</p> <p>2021-2022 Reflections: Teachers used the priority learning outcomes and sequences to guide their instruction and address learning gaps. Our LST was successful in implementing the Lindamood Phoneme Sequencing® Program in our Gr. 1 classrooms. Next year all ECS – Gr.2 classes will be implementing the daily Heggerty Phonemic Awareness program.</p>

Timeline	Strategies	Supporting Data & Reflections
2022-2023	<p>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.</p> <ul style="list-style-type: none"> □ Math Conference (problem solving, screening, early intervention and qualities of effective math instruction). □ Writing Conference (instructional principles in informing text writing, evidence-based practices). 	<p>The confidence and efficacy of teachers who are implementing the screeners will be identified by the teachers themselves and through administrative observations.</p> <p>2022-2023 Reflections: Our Instructional Support Teachers have been utilized by teachers more than in the previous year according to our tracking data. Teachers have reported an increase in their knowledge and confidence in teaching through the conference domain and have seen an increase in student engagement.</p>
2023-2024 New Strategies	<p>Teachers will be provided with 2 blocks of targeted intervention time per week in order to work one-on-one or with a small group of students to re-teach or introduce various strategies to students who are struggling to grasp concepts previously taught.</p> <p>The LST will be given 2-3 blocks of additional time for targeted intervention.</p> <p>Teachers will be given the opportunity at least twice throughout the year, to go and observe in other grades in order to get a broader perspective in regards to various teaching strategies and methods.</p> <p>Visible Learning will be introduced as a means in which our staff will strive to increase students' overall awareness of their learning.</p>	<p>Targeted intervention time should decrease the gaps within a student's learning which will be evident in both anecdotal and reported marks on the report card.</p> <p>Students will be able to describe their enjoyment and understanding of reading, writing and mathematics, as dictated on the Annual Assurance Survey.</p> <p>Teachers will implement new strategies into their daily practice, as observed through daily routines and lessons and as per their own anecdotal records.</p>

School Goal 3: École Beau Meadow School aims to shift the focus of student and staff engagement from mere activities to a profound understanding of what is being learned rather than what the student is doing.

Alignment with Division Priorities - Student-Centered Learning

Timeline: 3 year goal

Rationale: Our objective is to embed a culture of deep learning across all subjects, promoting a cross-curricular approach.

Timeline	Strategies	Supporting Data & Reflections
<p>New Goal Introduction 2023-2024</p>	<p>Introduce Visible Learning strategies across all grades and subjects, emphasizing the understanding of concepts over rote memorization.</p> <p>Train teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms.</p> <p>Develop and implement cross-curricular projects that encourage students to apply knowledge from various subjects to solve real-world problems.</p> <p>Facilitate collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines.</p> <p>Design and implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge.</p> <p>Establish a feedback system that provides students with actionable insights into their learning process and areas for improvement.</p> <p>Begin ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie’s Collective Teacher Efficacy).</p>	<ul style="list-style-type: none"> ➤ Increase in PAT scores across all subjects, demonstrating improved academic proficiency. ➤ 1 individual classroom observation per term to assess the integration of Visible Learning strategies and cross-curricular approaches. ➤ Interviews and group discussions with students and teachers to gather qualitative feedback ➤ Implement reflective practices, such as journals or self-assessment surveys, to gather qualitative insights into students' awareness of their learning journey. ➤ Aim for a 5% increase in average attendance rates and classroom engagement levels, suggesting a heightened interest and commitment to the learning process. ➤ Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.

2024-2025	<p>Expand Visible Learning strategies across all grades and subjects, emphasizing the understanding of concepts over rote memorization.</p> <p>Continue training teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms.</p> <p>Continue to implement cross-curricular projects that encourage students to apply knowledge from various subjects to solve real-world problems.</p> <p>Encourage collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines.</p> <p>Implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge.</p> <p>Use the feedback system that provides students with actionable insights into their learning process and areas for improvement.</p> <p>Ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie's Self Efficacy and Student Reporting).</p>	<ul style="list-style-type: none"> ➤ PAT scores across all subjects will demonstrate improved academic proficiency. ➤ 3 Classroom observations per term to assess the integration of Visible Learning strategies and cross-curricular approaches. ➤ Continued interviews and group discussions with students and teachers to gather qualitative feedback. ➤ Implement regular reflective practices such as journals or self-assessment surveys to gather qualitative insights into students' awareness of their learning journey. ➤ Aim for a 7% increase in average attendance rates and classroom engagement levels, suggesting a heightened interest and commitment to the learning process. ➤ Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.
2025-2026	<p>Expand Visible Learning strategies across all grades and subjects, emphasizing the understanding of why what we are learning affects more than grades.</p> <p>Continue training teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms.</p>	<ul style="list-style-type: none"> ➤ PAT scores across all subjects will demonstrate improved academic proficiency. ➤ 5 Classroom observations per term to assess the integration of Visible Learning strategies and cross-curricular approaches. ➤ Continued interviews and group discussions with students and teachers to gather qualitative feedback.

	<p>Continue to implement cross-curricular projects (FLEx) that encourage students to apply knowledge from various subjects to solve real-world problems.</p> <p>Encourage collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines.</p> <p>Implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge.</p> <p>Use the feedback system that provides students with actionable insights into their learning process and areas for improvement.</p> <p>Ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie's Teacher Clarity).</p>	<ul style="list-style-type: none"> ➤ Continue with regular reflective practices such as journals or self-assessment surveys to gather qualitative insights into students' awareness of their learning journey. ➤ Aim for a 10% increase in average attendance rates and classroom engagement levels, suggesting a heightened interest and commitment to the learning process. ➤ Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.
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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	86.0	92.1	92.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	89.7	90.7	89.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	79.0	81.5	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	17.3	24.6	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	95.6	95.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	91.4	91.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.1	88.5	88.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	61.7	77.4	80.1	79.1	78.8	80.3	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

École Beau Meadow School

2023

Provincial Achievement Results at a Glance

School	English Language Arts			Mathematics			Science			Social Studies		
	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence
Provincial Average	84.2	90.4	21.9	83.8	76.9	18.8	83.5	79.9	27.0	83.8	79.1	22.1
BGSD Average	93.5	93.8	17.6	92.8	79.9	12.3	92.0	83.6	24.6	91.6	81.5	19.1
École Beau Meadow School	98.8	95.0	15.0	98.0	85.7	16.3	98.0	83.7	22.4	98.0	89.8	28.6