



**Education Plan for
Beacon Hill Public School
Principal: Graham Abbott
Spring 2023**



Beacon Hill Public School SCHOOL ASSURANCE

Doing What's Best for Kids



Beacon Hill School Where Individuals Count!

Beacon Hill Public School is a positive learning environment providing students opportunities to engage in a variety of educational experiences. We believe in: Providing a safe and caring school climate as a key to success for staff, students, and parents; Teaching the whole child provides all students rich opportunities to grow; Clearly defined behaviour expectations and teaching students behavioural skills necessary for success; Effective communication between the school, staff and home; Working together as a team that includes students, parents, staff, and community members; Fostering an attitude of lifelong learning; and Providing opportunities for parents to be partners in their children's education.

Beacon Hill School carries a long tradition of student success and supporting the special needs of each individual student. Our enrollment has grown to 175 students, an increase of 25 students from last year! Our amazing team of 8 ATA (teachers) and 7 CUPE (support staff) assist a diverse population which includes 4 ELL, 25 FNMI and 46 Early Learning students in their daily learning. We offer a variety of curricular and extracurricular programs to students from ECDP to grade 6 which includes Leader In Me School, Apple School promoting Healthy Eating & Active Living, Outdoor Education Club, Robotics, Technology and Multimedia Club, and The Seven Sacred Teachings. We are proud of our school community and the safe and caring environment we all work together to maintain. Post pandemic, Beacon Hill Public School is on track for another terrific year, full of classroom learning, Fine Arts activities and events, Extracurricular Sports and Clubs, Robotics, Physical Education opportunities, field trips (Royal Tyrrell Museum) and outings, and in-school presentations. Our Leader in Me program focus is on involving our students in more Leadership Activities and Roles. Our Parent Council and Parent Plus Association work hard to support the school with involvement in extracurricular activities, fundraising and school events, concerts and assemblies. Parents can and do make a great difference and our students benefit from their efforts! Results from the Alberta Education School Assurance Report, school based data, professional anecdotal data, literacy and numeracy benchmarks and assessments, Our School Survey data, Student Learning Assessments (numeracy & literacy), and academic results guide our ongoing school improvement goals as a school community. Our data and goals is shared with School Council for input and the School Growth Plans for 2023-24 were shared at our March-April School Council meeting. A focus on building community and school culture, and upon improving student achievement (a school wide focus on literacy and numeracy & leadership and character building) is supported by an enthusiastic caring staff, ongoing professional development, Professional Learning Fridays, Collaborative Response and Division staff collaboration.

We are proud of our school community, the safe and caring, and high achieving environment we all work together to maintain.

Graham Abbott

A handwritten signature in black ink that reads "Graham Abbott".

Principal

Doing
What's
Best
For Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

Most recent PAT results were at the provincial average (65.8% acceptable); Education Quality 92.4%, Program of Studies 80.1%, and School Improvement 77.5% above or at the provincial average; Citizenship 90.8%, Work Prep 87.5%, Safe & Caring 96.9%, Positive Relationships 90%, Positive Behaviors 95%, Motivated at Schools 83%, and WCRSLE 95.7%.

AREAS FOR GROWTH

School-wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills & applications). The goal is improved academic achievement over time.
 Improving character development, and empowering students to be leaders taking on more school based leadership roles.

LOCAL CONTEXT

Resourceful, enthusiastic, hard working, caring staff; wide range of both curricular and extra curricular offerings; abundance of technological resources for students; a small school culture with an active, caring parent community; and a school-wide focus on improving the literacy and numeracy skills of all students.

STRATEGIES FOR MOVING FORWARD

Professional Learning: PLFs are focused on supporting staff and students through monthly Collaborative Response Meetings, LIM Professional Development, PD focused on Literacy and Numeracy initiatives supported by the division office literacy and numeracy coordinators, and the review of PBIS resources & strategies.
 TQS: Connections - Career Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments; LQS: Connections - Modelling Commitment to Professional Learning, Leading a Learning Community, Providing Instructional Leadership and Understanding and Responding to the Larger Societal Context.

Material Resources: Abundance of technology (Chromebooks, iPads, and Macbooks); Numeracy resources: Leaps & Bounds for Math, Gimkit, 99 Math. Mathseeds, Mathletics, Math Makes Sense, Mathology, Math Prism, EquatiO, and MIPI; Literacy Resources: Kahoots, Reading Eggs, Leveled Literacy Intervention, Guided Reading, Reading and Writing Strategies - Jennifer Serravallo, Classroom Levelled Books, Lexia, Words Their Way, Library Resources, Precision Reading, Literacy Pull Out, Learning Without Tears, Haggerty, Apple Schools, WITS, PBIS, and Zones of Regulation.

Human Resources: Dedicated hard working staff; supportive and active parent community, active and engaged student body, and ongoing support from the Apple Schools, Literacy and Numeracy Coordinators and FNMI Elders.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Short Term: Accountability results; Our School Survey Data; a successful school succession plan for staffing changes; improved student reading levels; MIPI generated data; improved academic results; Lens & CC3 data; Numeracy Assessments; and student citizenship development and leadership engagement.

Moving To - DESIRED STATE: Improved Assurance results; Our School Survey Data; Student Learning Assessments, a successful School Succession plan for staffing changes; Improved student reading levels; MIPI generated data; improved academic results; and school-wide student leadership engagement.





SCHOOL NAME: BEACON HILL PUBLIC SCHOOL
DESIRED OUTCOME PLANNING
Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1: Promote Growth and Success for All Students

DESIRED OUTCOME: NUMERACY – Implement numeracy improvement strategies in all grades based on teacher identified gaps-focus areas. We would expect to see increased instances of students' success in numeracy skills & applications school wide.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>MIPI Data: 23 Grade 3 (15 Above Average - 3 Average - 5 At Risk) 23 Grade 4 (9 Above Average - 8 Average - 6 At Risk)</p> <p>Numeracy Assessment: Total: Not At Risk: 43 - At Risk: 35; Grade 1: Not At Risk: 13 - At Risk 15; Grade 2: Not At Risk: 16 - At Risk 10; Grade 1: Not At Risk: 14 - At Risk 10.</p> <p>SLA Numeracy Assessment: Total tested 24 - 15 at or above the Provincial Standard: 9 below the Provincial Standard.</p> <p>Comparing Numbers: Not At Risk 57 At Risk 21 Writing Numbers: Not At Risk 54 At Risk 24 Numbers On Line Task: Not At Risk 57 At Risk 21 Ordering of Numbers: Not At Risk 51 At Risk 27 Weighted Total Score: Not At Risk 43 At Risk 35</p>	<p>Areas Identified by teachers as focuses for Numeracy Improvement:</p> <p>Kindergarten : Number Sense Grade 1: Problem Solving & Number Sense. Grade 2: Math Fluency & Fact Fluency Grade 3: Addition & Subtraction & Counting & Comparing Grade 4: Number Sense & Problem Solving Grade 5/6: Multiplication and Subtraction of Decimals; Understanding Place Value; Long Division.</p>	<p>Mipi data, classroom assessment and teacher observation supports the need to focus on identified grade specific numerical topics and subjects for improvement.</p> <p>Staff identified common strands of numeracy instruction that students struggle with understanding the concepts taught.</p> <p>Teacher will become more familiar with aspects of the new Math curriculum.</p>	<p>School-wide collaboration on improvement strategies.</p> <p>Strategies discussed by teachers in Collaborative Response Meetings and during PLFs.</p> <p>Resources: Math Makes Sense, Mathletics, Math Prodigy, Math Prism, Ozmo, Mathseeds, Math Antics, EquatiO, Mathology Little Books, Math learning progressions, and 99 Math.</p> <p>Ongoing support from the FMPSD numeracy coordinator.</p> <p>Collaborative Response Meetings & PLF collaborative meetings are excellent venues for teachers to share resources and teaching strategies.</p>	<p>All teachers will have at least one or two grade level focus areas to work on.</p> <p>All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.</p> <p>Teacher interactions during PLF will provide evidence of teacher growth in analyzing classroom evidence.</p> <p>Classroom assessment and data will demonstrate growth.</p>	<p>Assessment and ongoing feedback are woven into the day-to-day fabric of teaching and learning.</p> <p>Teachers in all classes will provide proof of student learning using a variety of assessment data and use specific criteria to monitor and adjust their student's learning performance.</p> <p>Every student knows where they are in relation to learning targets and knows what specifically they need to improve.</p>



SCHOOL NAME: BEACON HILL PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Priority 1: Promote Growth and Success for All Students

DESIRED OUTCOME: LITERACY - FMPSD has a division-based literacy coordinator that provides ongoing professional development in literacy instruction. We would expect to see increased instances of students success in literacy skills & applications school wide.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>24 FNMI students: Reading Assessment Above or at Grade Level: 42% (11 students) Approaching Reading Level: 29% (7 students) Below Reading Level: 29% (7 students) Continue to use literacy interventions for reading and writing improvement Data.</p> <p>4 ELL students: Reading Assessment Above or at Grade Level: 50% (2 students) Approaching Reading Level: 25% (1 student) Below Reading Level: 25% (1 student)</p> <p>Fountas & Pinnell: 43 Students: Above Grade Level: 11 % (9 students) At Reading Level: 41 % (17 students) Approaching Reading Level: 25% (4 students) Below Reading Level: 11% (12 students)</p> <p>CC3 LENS Grade 1: At Risk: 15 & On Track: 12 CC3 LENS Grade 2: At Risk: 12 & On Track: 15 CC3 LENS Grade 3: At Risk: 10 & On Track: 1</p>	<p>Areas identified by teachers as focuses for Literacy Improvement:</p> <p>Kindergarten : Letter Sounds & Recognition. Grade 1: Letter Recognition & Sounds Grade 2-3: Reading Comprehension Grade 4-5: Punctuation & Spelling, Expanding Details, Comprehension. Grade 6: Detailed Writing & Editing; Imagery; Narrative Writing.</p>	<p>Our students' literacy levels have improved: 70% above or meets grade level & 30% below (specific focus area for instruction).</p> <p>Areas to Address: RW - Regular Word Knowledge: At Risk Sept: 72% IR - Irregular Word Knowledge: At Risk Sept: 50% NW: Non Word Knowledge: At Risk Sept 55%</p> <p>Teachers should apply strategies to address subject specified areas of need with interventions focusing on phonetics, letter recognition and sounds, reading comprehension, and written work. Collaborate with division partners to address sequential gaps by subject.</p>	<p>Staff identified common strands of literacy instruction that students struggle to understand the concepts being taught.</p> <p>CRM & PLF collaborative meetings are excellent venues for teachers to share resources and teaching strategies.</p> <p>FNMI & ELL students are supported by Lexia, LLI & inclass Literacy interventions.</p> <p>FMPSD literacy coordinator ongoing support.</p> <p>School-wide collaborative instructional approach for school improvement.</p> <p>Teachers collaborate in online meetings and during PLFs.</p> <p>Reading centers in all classrooms.</p> <p>Resources: Words their Way, Lexia, Reading Eggs, Levelled Literacy Intervention, Guided Reading, Fountas & Pinnell, Daily 5, Raz Kids, Epic, Tumble Books, & Library Resources, Guided Phonics, Haggerty, Learning Without Tears, and Gimkit.</p>	<p>All teachers will have at least one improvement strategy to focus on.</p> <p>All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.</p> <p>Observations of teacher interactions during PLF will provide evidence of teacher growth analyzing classroom evidence.</p> <p>Classroom assessment will demonstrate growth.</p> <p>Increased reading levels & CC3 results.</p>	<p>70% of students read at, are approaching or are above their grade reading level.</p> <p>70% of students at norm for CC3 & Lens.</p> <p>Reading Interventions and Assessment become standard practice of daily teaching and learning.</p> <p>Teachers in all classes will provide proof of student learning using a variety of assessment data and use specific criteria to monitor and adjust their learning performance.</p> <p>Every student knows where they are in relation to literacy targets and knows what specifically they need to do to improve.</p>

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1843 Beacon Hill School

Assurance Domain	Measure	Beacon Hill 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	83.7	86.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.8	88.1	79.7	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	65.8	n/a	87.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.6	n/a	9.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	Education Quality	92.4	95.3	90.8	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.7	92.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.8	90.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.1	76.8	92.1	78.8	79.5	81.5	Intermediate	Declined	Issue

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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 1843 Beacon Hill School (ESL)

Assurance Domain	Measure	Beacon Hill School (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1843 Beacon Hill School (FNMI)

Assurance Domain	Measure	Beacon Hill School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1843 Beacon Hill School

Course	Measure	Beacon Hill School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	19	73.7	18	100.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	19	15.8	18	16.7	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	19	57.9	18	72.2	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	19	5.3	18	5.6	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	19	63.2	18	100.0	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	19	5.3	18	11.1	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	19	68.4	18	77.8	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	19	0.0	18	5.6	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

Literacy Data

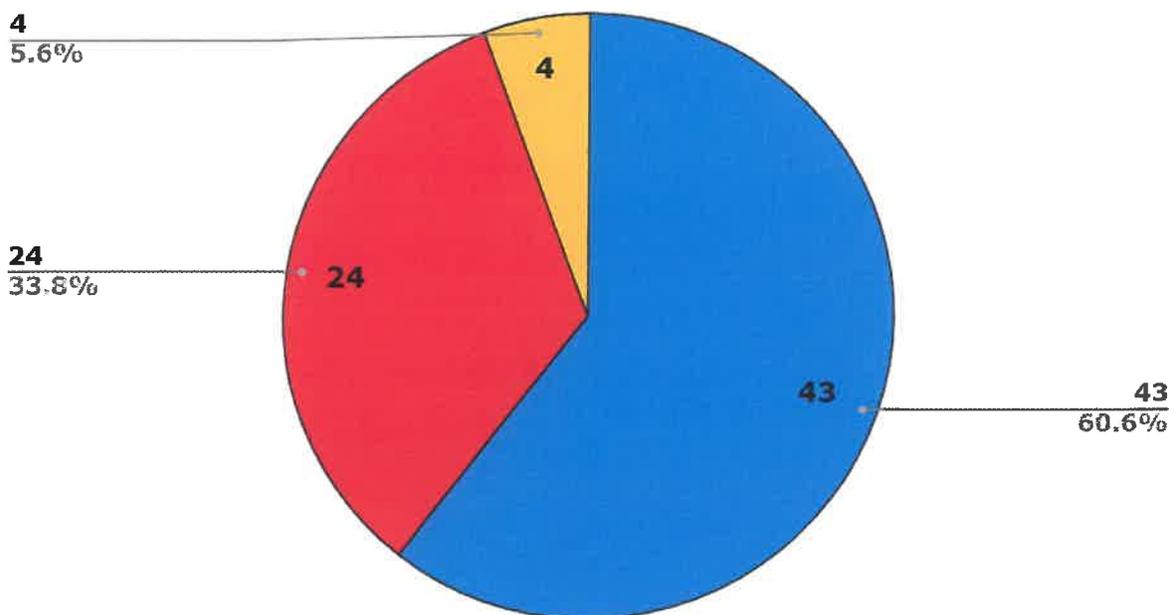
The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading.
- Deepen and expand comprehension with close reading.
- Elevate the expertise of teachers.
- Increase reading volume by engaging students in large amounts of successful daily reading.
- Increase student engagement with books that build knowledge.
- Intervene with small groups of struggling readers to maximize growth.
- Meet the needs of struggling readers.
- Monitor student progress.

Reading Records & Assessments

Beacon Hill Public School staff collect and enter running record data into Clevr 3 times per year. This data is used to track growth, and to determine instructional needs. .

Literacy Assessments



Literacy Assessments		
Students Tested		43
FNMI		24
ELL		4

Total Number of Students Assessed - Fountas & Pinnell: 43

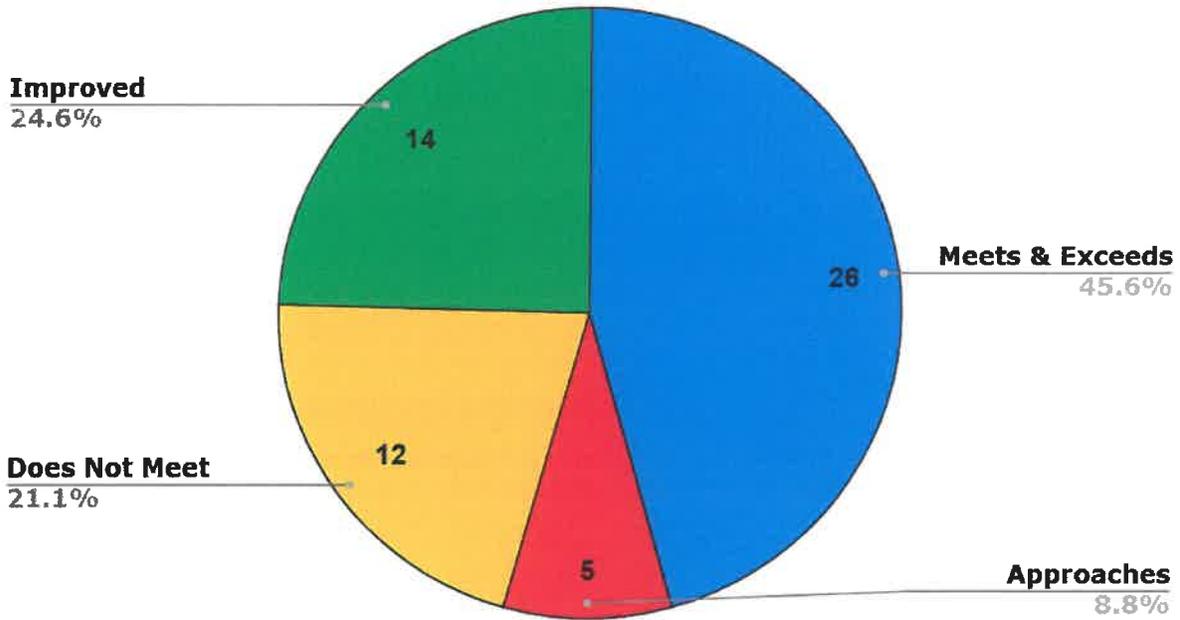
Above Grade Level: 11% (9 students)

At Reading Level: 41% (17 students)

Approaching Reading Level: 25% (4 students)

Below Reading Level: 11% (12 students)

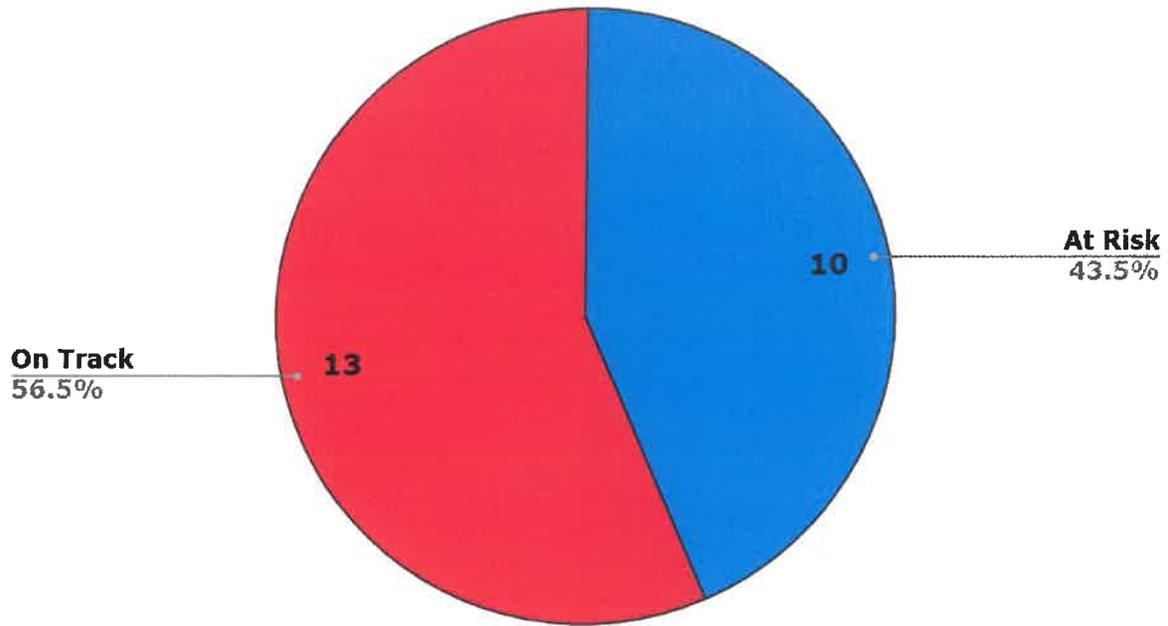
Instructional Reading Levels: Grade 4,5,6



Instructional Reading Levels Grade 4, 5, 6

	Students	43 Tested
Meets & Exceeds	26	
Approaches	5	
Does Not Meet	12	
Improved	14	

LENS - CC3: Grade 1, Grade 2 and Grade 3



CC3 Lens Assessment

	Grade 1	Grade 2	Grade 3
At Risk	15	12	10
On Track	12	15	13

CC3 LENS Grade 1: At Risk: 15 & On Track: 12

CC3 LENS Grade 2: At Risk: 12 & On Track: 15

CC3 LENS Grade 3: At Risk: 10 & On Track: 13

RW - Regular Word Knowledge: At Risk Sept: 72%

IR - Irregular Word Knowledge: At Risk Sept: 50%

NW: Non Word Knowledge: At Risk Sept 55%

SLA Literacy Assessment

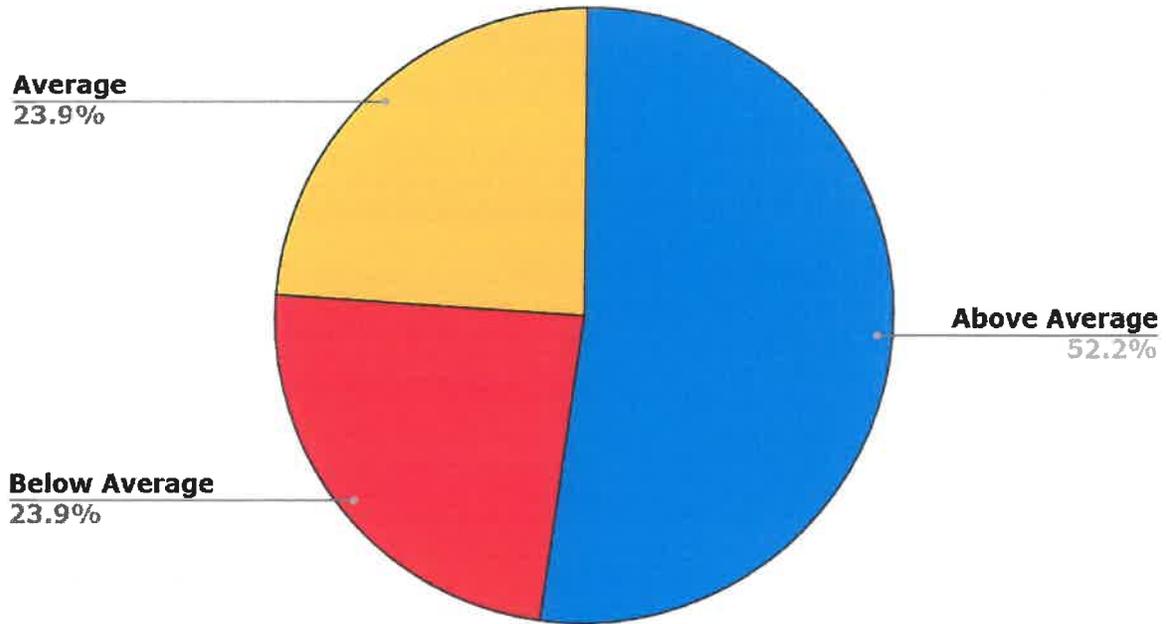
Grade 3/4: 18 at or above the Provincial Standard: 7 below the Provincial Standard.

Areas of Focus: Word Parts, Recording Ideas, Story Elements, Finding Information, Recognizing Information, Capital Letters, Spelling Words

The goal is to continue to increase the percentage of our students who are at or above their grade reading level and longterm to improve literary academic achievement.

Numeracy Data

Mipi Assessment



Mipi Assessment		
	Grade 3	Grade 4
Above Average	15	9
Average	3	8
At Risk	5	6

23 Grade 3 (15 Above Average - 3 Average - 5 At Risk)

23 Grade 4 (9 Above Average - 8 Average - 6 At Risk)

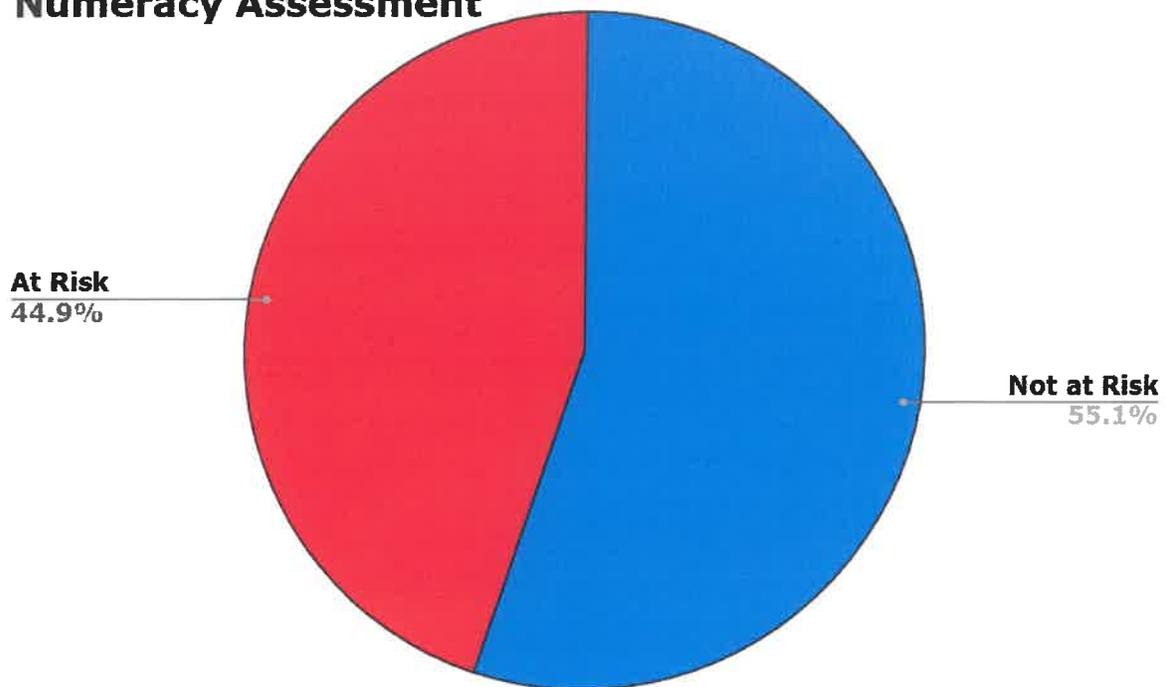
SLA Numeracy Assessment

Grade 3/4: 15 at or above the Provincial Standard: 9 below the Provincial Standard.

Areas of Focus: Digital Numbers, Place Value, Estimating Quantities, Units & Mass, Number Sequences, Number Order, Equality & Inequality.

The goal is to continue to increase the percentage of our students who score above average in numerical assessment and longterm to improve numerical academic achievement.

Numeracy Assessment



Numeracy Assessment				
	Grade 1	Grade 2	Grade 3	Total
Not at Risk	13	16	14	43
At Risk	15	10	10	35

Comparing Numbers: Not At Risk 57 At Risk 21
Writing Numbers: Not At Risk 54 At Risk 24
Numbers On Line Task: Not At Risk 57 At Risk 21
Ordering of Numbers: Not At Risk 51 At Risk 27
Weighted Total Score: Not At Risk 43 At Risk 35