

Beacon Hill Public School

Assurance Framework School Growth Plan Spring Results 2021 –2022



Principal's Message

I am pleased to present Beacon Hill Public Schools' School Growth Plans for the 2022-23 school year. Utilizing results from the 2001 Accountability Pillar, school based data, professional anecdotal data, literacy and numeracy benchmarks and assessments, Our School Survey data, Student Learning Assessments, and academic results have guided our development of school improvement goals as a school community.

The process of developing School Growth Plans involved ongoing involvement of our school community to put the process in action. The process involved:

- Analysis of the Accountability Pillar results by admin and staff.
- Sharing Accountability Pillar Results with the School Council.
- Reviewing Spring assessment data to guide School Improvement Planning.
- Revisiting School Goal Plans and revisions by staff in a September PLF.
- Fall update for plan completed and shared with the School Council for input.
- Yearly Professional Learning Friday professional development plans developed with a regular focus on Mental Health PD, FNMI PD (reconciliation, information & activity), Apple Schools (healthy eating and physical activity), Literacy and Numeracy PD (interventions and strategies), and Leader In Me PD (student leadership and character development).
- Collaborative Response Meetings to review data, and set strategies and action plans.
- Fall Assurance Results Plan developed, shared with staff and parents and submitted.
- Continual staff liaison and work with the division literacy and numeracy coordinators during PLFs and class instruction.
- School Assurance Plan meetings with senior administration.
- Leader In Me coaching PD during PLFs
- Continual ongoing work with staff to revisit, revise and formulate School Improvement Goals for the 2022-23 school year.
- School Growth Plan 2022-23 goals and supporting results shared with School Council in a May meeting.
- Spring School Assurance Plan submitted.
- Presenting School Growth Plan to trustees on May 25th.
- Ongoing work on School Growth Plan into the new 2022-23 school year.

We are proud of our school community and the safe and caring environment we all work together to maintain. I look forward to working together with my school community to continue to make Beacon Hill Public School a school where parents want to send their children and a place my students enjoy and want to go to.

Graham Abbott
Principal



Beacon Hill Public School

Beacon Hill Public School is a positive learning environment providing students opportunities to engage in a variety of educational experiences."

Bravery – doing what’s right, no matter what
Endurance – never giving up
Achievement – trying your best in all things
Respect – yourself and others
Sharing – with others

Beacon Hill School, 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 behavior expectations and teaching students behavioral 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.
- Providing opportunities for parents to be partners in their children’s education.

School Context

- Staff: 8 ATA and 8 CUPE
- Student Population: 170 students ECDP to 6 (15 ELL & 30 FNMI & 24 Special Needs).
- Leader In Me School.
- Apple School promoting Healthy Eating & Active Living.
- Trade, Robotics, Technology and Multimedia Club.
- Monthly Assemblies, Roaries and PBIS.
- School Wide Focus on Literacy and Numeracy.
- Collaborative Response Modeling.
- Wide Range of Extracurricular Activities.
- Art Teacher on staff.
- Gord Downie and Chanie Wenjack Fund Legacy School.
- Active Parent Involvement and School Council.
- Small School Culture- Community Oriented.
- Liaison and PD with FMPSD Literacy & Numeracy Coordinators.
- PLF focused on LIM, Apple Schools, FNMI, CRM & Literacy & Numeracy initiatives.



OUR 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 (EVIDENCE)

STRENGTHS

Strengths identified from school data: Most recent PAT results were strong (88% above standard); Education Quality 95.3%, Program of Studies 75%, and School Improvement 97.5% above or at the provincial average; Citizenship 88.1%, Work Prep 100%, Safe & Caring 92.5%, Student Learning Engagement 86.3%, WCRSLE 92.3%, Access to Supports & Services 90.3%, and Parental Involvement 76.8%.

AREAS FOR GROWTH

Academic areas of growth: Ongoing school wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills). The long term goal is improved academic achievement over time.

Additional goal Improving the character development, and empowering students to take on more leadership roles, and focus on reconciliation - and FNMI resources & activities.

LOCAL CONTEXT

School 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

1. **Professional Learning Fridays:** 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, FNMI resources & activities (reconciliation focus), Apple School resources & activities, and Mental Health activities.
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.
2. **Physical Resources:** abundance of technology (Chromebooks, iPads, and Macbooks); Numeracy resources: Leaps & Bounds for Math, Mathseeds, Mathletics, Math Makes Sense, Mathology, Math Prism, Equipio, and MIPI; Literacy Resources: Reading Eggs, Leveled Literacy Intervention, Guided Reading, Reading and Writing Strategies - Jennifer Serravalio, Classroom Levelled Books, Lexia, Words Their Way, Empowering Writers, Library Resources, Precision Reading, Literacy Pull Out, Apple Schools, WITS, BOATS, PBIS, and Zones of Regulation.
3. **Human Resources:** Dedicated hard working staff; supportive and active parent community, active engaged student body, and ongoing support from the Apple Schools, Literacy and Numeracy Coordinators.
4. **Budget:** Resources from school based budget; School generated funds; technology department, Apple School funds, Breakfast Program grant, and Parent Plus support (fundraising and casinos).

INDICATORS OF SUCCESS

Short Term: Assurance results; Our School Survey Data; a successful school succession plan for 2022-23 staffing changes; Ongoing improved student reading levels; MIPI generated data; improved academic results; and student citizenship development and leadership engagement.

Moving To - DESIRED STATE: 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 student school wide leadership engagement.



GROWTH AREA: LITERACY - Implement literacy improvement strategies in all grades based on teacher identified focuses in reading and writing.
ACTION FOR IMPROVEMENT: LITERACY - We would expect to see increased instances of students success in literacy skills & applications school wide.

| Moving From... <i>Current State</i> | Evidence in support of claim (baseline data) | What does the evidence tell you about the current state of student learning? | What does the evidence tell you about current teaching practices? | Strategies for improvement <i>How?</i> | Short term success indicators (October) <i>Evidence of Improvement</i> | Moving To... (June) <i>Desired State "Audacious" 1-year goal</i> |
|---|---|--|--|---|--|--|
| <p>Year three of a school wide focus on improving reading levels and the writing skills of all students.</p> <p>Areas Identified by teachers as focuses for Literacy Improvement:</p> <p>Kindergarten : Letter Sounds Grade 1: Letter Recognition & Sounds Grade 2-3: Reading Comprehension Grade 4-5: Punctuation & Expanding Details Grade 6: Detailed Writing & Editing; Imagery</p> | <p>Feedback gained through interviews and literacy pull out with students.</p> <p>Data from Fountas & Pinnell Benchmarking, CC3 and Lens Assessments.</p> <p>Classroom Assessment.</p> <p>Teacher surveys.</p> <p>PAT results.</p> <p>Assessments from literacy pull out.</p> <p>SLA Assessment: Grade 3/4.</p> | <p>Classroom assessment and teacher observation supports the need to focus on identified grade specific literacy based topics for improvement.</p> <p>Past PAT Exam data for areas of future ongoing focus.</p> <p>Our students literacy levels have improved significantly: 68% above or meets grade level, approaching grade level 22%, and 10% below. 50% improvement rate since Fall 2021.</p> | <p>Staff identified common strands of literacy instruction that student's 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 through Lexia, Levelled Literacy Interventions (LAC) & Literacy pullout (EA).</p> <p>FMPSD literacy coordinator support.</p> <p>Literacy pull out & intervention in Grade 2 was successful.</p> | <p>Ongoing school wide literacy improvement focus.</p> <p>Teachers collaborate during PLFs and focused PD.</p> <p>Reading Buddies (cross grade) and Reading Centers in all classrooms (leveled book resources).</p> <p>Resources: Words their Way, Lexia, Reading Eggs, Levelled Literacy Intervention, Guided Reading, Fountas & Pinnell, Daily 5, Raz Kids, Epic, Tumble Books, & Empowering Writers.</p> | <p>All teachers will have at least one improvement strategy to focus on.</p> <p>All teachers will be able to recognize and bring forward evidence of improvement in their identified focus in student learning.</p> <p>Teacher interactions during PLF will provide evidence of teacher growth in being able to analyze classroom evidence.</p> <p>Classroom assessment and data will demonstrate growth.</p> <p>Increased reading levels.</p> | <p>68% of students read at or above their grade reading level.</p> <p>Reading Interventions and Assessment become standard practice of daily teaching and learning.</p> <p>Teachers are able to provide proof of improvement using a variety of assessment data and use specific criteria to monitor and adjust their instruction.</p> <p>Every student knows where he/she is in relation to literacy targets and knows what specifically he/she needs to do to improve.</p> |



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

| Moving From... <i>Current State</i> | Evidence in support of claim (baseline data) | What does the evidence tell you about the current state of student learning? | What does the evidence tell you about current teaching practices? | Strategies for improvement <i>How?</i> | Short term success indicators (October) <i>Evidence of Improvement</i> | Moving To... (June) <i>Desired State "Audacious" 1-year goal</i> |
|--|---|--|--|---|--|---|
| <p>Areas Identified by teachers as focuses for Numeracy Improvement:</p> <p>Kindergarten : Number Sense Grade 1: Problem Solving Grade 2-3: Addition & Subtraction. Grade 4-5: Problem Solving & Number Sense Grade 6: Problem Solving & Word Problems; Multiplication and Subtraction of Decimals; Understanding Place; Long Division.</p> | <p>Feedback gained through interviews with students.</p> <p>Data from Math Assessments (Grade 3 SLAs and Grade 6 PATs).</p> <p>Classroom Assessment.</p> <p>Teacher surveys.</p> <p>MIPI generated results.</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>SLA, PAT, MIPI provide data for specific areas of strength and to focus on.</p> | <p>Staff identified common strands of numeracy instruction that student's struggle with understanding the concepts taught.</p> <p>Collaborative Response Meetings & PLF collaborative meetings are excellent venues for teachers to share resources and teaching strategies.</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.</p> <p>Ongoing support from the FMPD numeracy coordinator.</p> | <p>All teachers will have at least one or two grade level focus areas to work on.</p> <p>All teachers will be able to 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 being able to analyze 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 are able to 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 he/she is in relation to learning targets and knows what specifically he/she needs to do to improve.</p> |



GROWTH AREA: Improving the character development of , active citizenship, and leadership capacity of our students.

ACTION FOR IMPROVEMENT: Empower our students to take on more school based leadership roles.

| Moving From... <i>Current State</i> | Evidence in support of claim (baseline data) | What does the evidence tell you about the current state of student learning? | What does the evidence tell you about current teaching practices? | Strategies for improvement <i>How?</i> | Short term success indicators (October) <i>Evidence of Improvement</i> | Moving To... (June) <i>Desired State "Audacious" 1-year goal</i> |
|--|---|--|---|--|---|---|
| <p>Teachers and students are working to their best ability post global pandemic.</p> <p>Using LIM as a resource to explore opportunities and assign students to take on more school wide leadership roles.</p> <p>Recognize citizenship, positive behaviors, and leadership through monthly assemblies, Roaries, and School Awards.</p> <p>Student involvement in environmental stewardship, fundraising, Apple Schools and FNMI activities.</p> | <p>Data from school assurance measures report, and Our School Survey: Citizenship 88.1%, Welcoming, Caring, Respectful, Safe, & Learning Environments 92.3%</p> <p>Teacher & student surveys.</p> <p>Student participation & input.</p> <p>FNMI, LIM, and Apple Schools activities & resources.</p> <p>Focus on FNMI reconciliation - resources & activities.</p> | <p>Post global pandemic, student lead activities once again are occurring at a school wide level.</p> <p>Teachers and students participate in fundraising, environmental, FNMI, & Apple Schools activities.</p> <p>Teachers, Administration & Support Staff teach and model appropriate behavioral skills and facilitate opportunities for students to take on leadership roles.</p> | <p>Staff model appropriate behaviors, citizenship qualities, and assign leadership roles within the classroom.</p> <p>Collaborative Response Meetings & PLF collaborative meetings are excellent venues for teachers to share resources, and participate in LIM, Apple Schools & FNMI activities.</p> <p>Staff regularly track, & recognize student achievement, attitude and effort.</p> | <p>School wide collaboration in LIM, Apple Schools, and FNMI initiatives and activities.</p> <p>Strategies shared by teachers in Collaborative Response Meetings and during PLFs.</p> <p>Resources: PBIS, Boats, WITS, Orange Shirt Day, Pink Shirt Day, LIM, Indigenous Week activities, Inuit Games, and Spirit Weeks.</p> <p>Support from FMPSD division counselors, LIM coaches, and the Apple Schools and FNMI school coordinators.</p> | <p>All teachers are able to recognize & celebrate ongoing student leadership participation.</p> <p>Ongoing classroom assessment will demonstrate character growth.</p> <p>Data driven accomplishments (Roaries, PAT, SLA & OurSCHOOL).</p> <p>Students actively participate in more school based leadership roles (assemblies, announcements, recycling, events, fundraising, etc).</p> | <p>Every student can relate to or demonstrate participation in some form of leadership role.</p> <p>All students are recognized in Monthly Assemblies for either leadership, academic achievement, and/or for citizenship and attitude & effort.</p> <p>LIM Student Lighthouse Teams established.</p> <p>A high level of fundraising involvement and support.</p> <p>Healthy eating and living habits.</p> <p>Increasing Knowledge of FNMI.</p> |



Beacon Hill Public School **School Growth Plan Focus Areas**

FNMI Achievement

Ongoing school wide focus to Applying Foundational Knowledge about First Nations, Metis and Inuit: teacher developing and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students. A focus on supporting Reconciliation by including First Nations, Metis and Inuit perspectives and experiences in classroom instruction. Professional Development Activities and Resource reviews for staff as part of PLFs. The school is a Downie and Wenjack Legacy School and students participate in 10 minutes of DPA (walking for Wenjack).

30 FNMI students: Reading Assessment

Above or at Grade Level: 33% (10 students)

Approaching Reading Level: 36% (11 students)

Below Reading Level: 30% (9 students)

Continue to use literacy interventions to support reading and writing improvement.

ELL Achievement

Lens Assessment and Fountas and Pinnell Benchmarking Data is a focus for analyzing and improving upon reading and writing skills.

Students will be supported by literacy inventions supported by the school LAC and division literacy coordinator.

Utilized the new literacy position to support school literacy initiatives.

15 ELL students: Reading Assessment

Above or at Grade Level: 73% (11 students)

Approaching Reading Level: 27% (3 students)

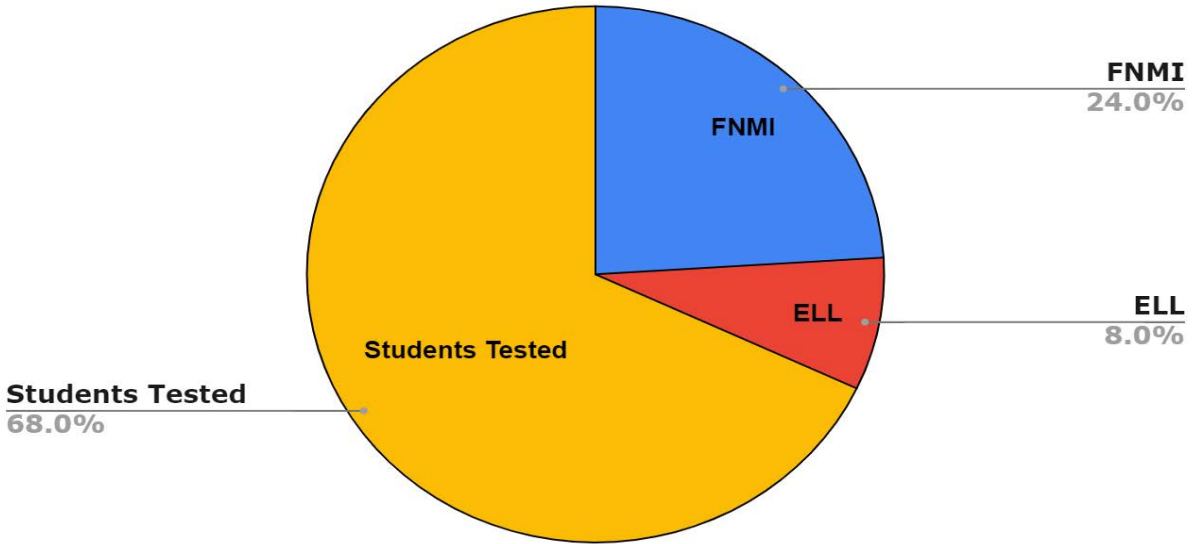
Below Reading Level: 13% (2 students)

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. Fountas and Pinnell Benchmarking Kits can be found in the school library office.

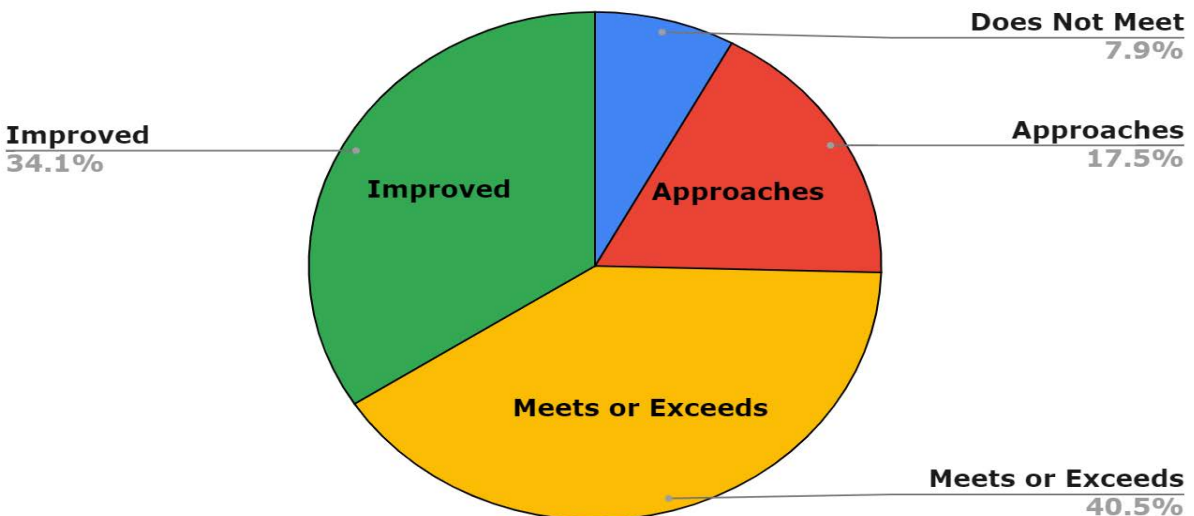
Total Number of Students Assessed - Fountas & Pinnell: 85
 Above Grade Level: 11% (10 students)
 At Reading Level: 41% (41 students)
 Approaching Reading Level: 25% (22 students)
 Below Reading Level: 11% (10 students)
 Improved Reading Levels Since the Fall Assessment: 50% (43 students)

Literacy Assessments



| Literacy Assessments | | |
|----------------------|--|----|
| Students Tested | | 85 |
| FNMI | | 30 |
| ELL | | 15 |

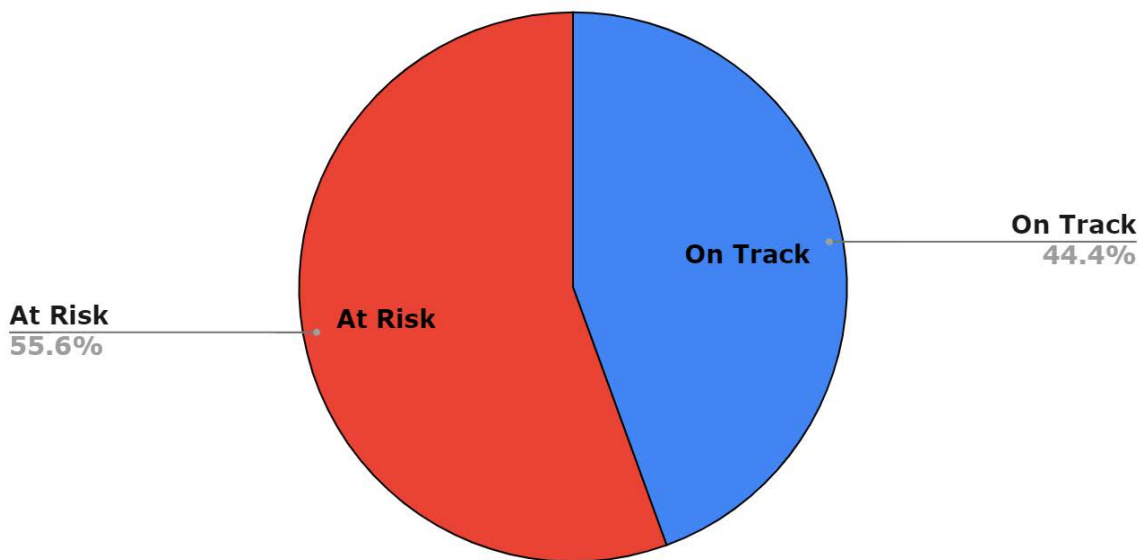
Instructional Reading Level Expectations



Instructional Reading Levels Expectations

| | Students | FNMI | ELL |
|----------------------------|----------|------|-----|
| Meets & Exceeds | 51 | 10 | 11 |
| Approaches | 22 | 11 | 3 |
| Does Not Meet | 11 | 9 | 2 |
| Improved | 43 | | |

CC3 & LENS



CC3 Lens Assessment

| | Grade 1 | Grade 2 | Grade 3 |
|-----------------|-----------|----------|----------|
| At Risk | 10 | 9 | 1 |
| On Track | 6 | 9 | 6 |

CC3 LENS Grade 1: At Risk: 10 & On Track: 6

CC3 LENS Grade 2: At Risk: 9 & On Track: 9

CC3 LENS Grade 3: At Risk: 1 & On Track: 6

RW - Regular Word Knowledge: At Risk Sept: 87% - March 42% (45%+)

IR - Irregular Word Knowledge: At Risk Sept: 78% - March 42% (36%+)

NW: Non Word Knowledge: At Risk Sept 83% - March 42% (41%+)

SLA Literacy Assessment

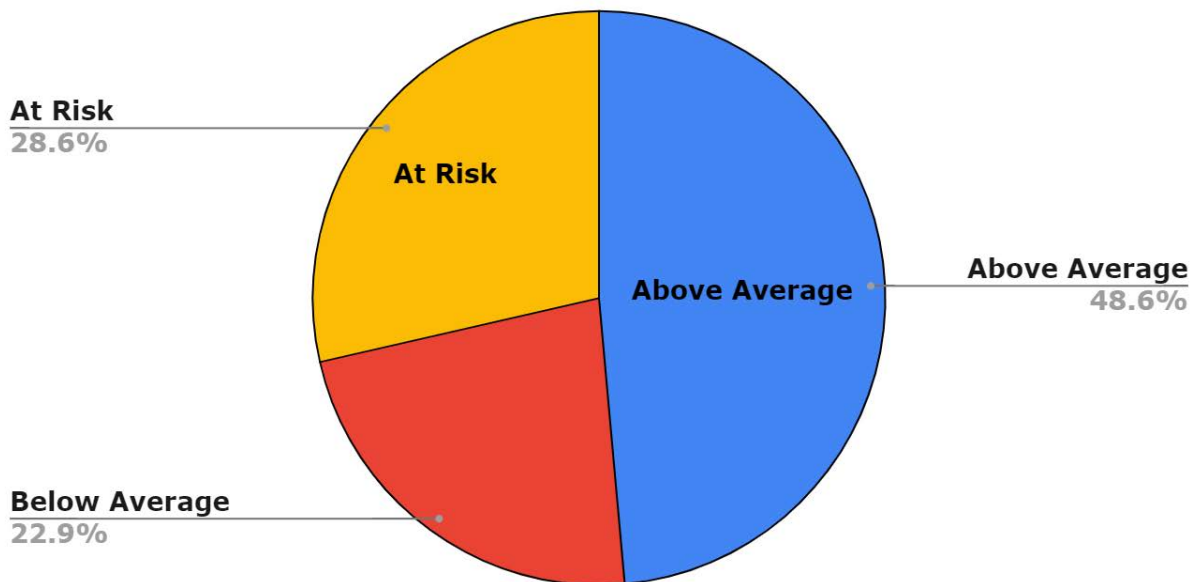
Grade 3/4: 18 at or above the Provincial Standard: 7 below the Provincial Standard
Areas of Focus: Word Parts, Recording Ideas, Story Elements, Finding Information, Recognizing Information, Capital Letters, Spelling Words

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

Mipi



| Mipi Assessment | | |
|------------------------|----------------|----------------|
| | Grade 2 | Grade 3 |
| Above Average | 5 | 12 |
| Below Average | 3 | 5 |
| At Risk | 6 | 4 |

13 Grade 2 (5 Above Average - 3 Below Average - 6 At Risk)

22 Grade 3 (12 Above Average - 5 Below Average - 4 At Risk)

Comparing Numbers: Above Avg -19 Below Avg - 5 At Risk - 11
Writing Numbers: Above Avg - 16 Below Avg - 3 At Risk - 16
Numbers On Line Task: Above Avg - 10 Below Avg - 4 At Risk - 21
Ordering of Numbers: Above Avg- 14 Below Avg - 10 At Risk - 11
Weighted Total Score: Above Avg - 22 Below Avg - 5 At Risk - 8

SLA NumeracyAssessment

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.