

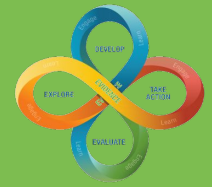
ANNUAL EDUCATION RESULTS REPORT 2022-2023

Beacon Hill Public School
Principal Graham Abbott
Fall 2023



Beacon Hill Public School SCHOOL RESULTS REPORT

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 190 students, an increase of 25 students from last year! Our amazing team of 9 ATA (teachers) and 10 CUPE (support staff) assist a diverse population which includes 4 ELL, 25 FNMI and 54 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. 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 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 students completed surveys for our School Assurance Model and the Our School Survey, our staff examined data and updated goals during the September PLFs, and our data and goals for the School Growth Plan for 2023-24 were shared at our October School Council meeting. The ongoing school wide 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

Principal

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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 improved from 2021-22; Education Quality 95.2%, Program of Studies 75%, Student Learning Engagement 88.2%, and School Improvement 89% above or at the provincial average; Citizenship 92.1%, Work Prep 100%, Safe & Caring 91.4%, Positive Relationships 90%, Positive Behaviors 95%, Motivated at Schools 83%.

AREAS FOR GROWTH

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

Additional goal Improving the character development, and empowering students to take on more school based leadership roles.

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 and DEI Professional Development, PD focused on Literacy and Numeracy initiatives supported by the division office literacy and numeracy coordinators, and
2. **Physical Resources:** abundance of technology (Chromebooks, iPads, and Macbooks); Numeracy resources: Leaps & Bounds for Math, Mathseeds, Mathletics, Math Makes Sense, Mathology, Math Prism, EquatiO, and MIPI; Literacy Resources: Reading Eggs, Leveled Literacy Intervention, Guided Reading, Reading and Writing Strategies, Classroom Levelled Books, Lexia, Words Their Way, Haggerty, 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.

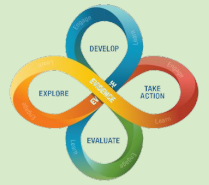
INDICATORS OF SUCCESS

Moving To - DESIRED OUTCOME: Improved Assurance Results, Our School Survey Data, Student Learning Assessments; Improved student reading levels; Improved student numeracy skills & knowledge, assessment generated data; improved academic results; and student leadership engagement.



Beacon Hill Public School Assurance Measure Results Summary

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OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



190 STUDENTS

- 1%** English Language Learners
- 25%** Early Childhood Learners
- 16%** First Nations, Métis, Inuit
- .031%** Severe Disabilities



19 STAFF

- 9** ATA Employees
- 10** CUPE Employees



PARENTS

65.2% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

40 Students **7** Teachers **3** Parents

STAKEHOLDER FEEDBACK

- 95.2%** of stakeholders... satisfied with the Overall Quality Of Education of the school.
- 91%** of stakeholders...Satisfied with the Welcoming, Caring, Respectful, and Safe Learning Environments (above the provincial average).
- 89.1** of stakeholders...Satisfied with School Improvement

PROGRAM PRIORITIES

- Priority #1:** Improve Literacy - LENS, CC3, Benchmarking, SLA, Classroom Resources & Strategies.
- Priority #2:** Improve Numeracy: Elk Island Math Assessment, Math Assessments, & SLA.
- Priority #3:** Improve Student Character, Citizenship and Leadership Capacity: LIM, CRM, DEI Apple Schools, Outdoor Education, DI & FNMI.

IMPROVEMENT AREAS

- Improvement #1: 69.9%** Satisfaction with Program Access - increase access and participation in both extracurricular and curricular activities and events (field trips, sports and clubs).
- Improvement #2: 82%** Access to Supports and Services - support you need from the school to help your child be successful in their learning and help at school with problems that are not school work related.

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - **88.2 %**
 2021-2022 School Result - **83.7 %**
 2022-2023 Provincial Result - **84.4 %**

EDUCATION QUALITY

2022-2023 School Result - **95.2 %**
 2021-2022 School Result - **92.4 %**
 2022-2023 Provincial Result - **88.1 %**

PAT EXCELLENCE

2022-2023 School Result - **0.0 %**
 2021-2022 School Result - **6.6 %**
 2022-2023 Provincial Result - **6.8%**

PAT ACCEPTABLE

2022-2023 School Result - **42%**
 2021-2022 School Result - **65.8 %**
 2022-2023 Provincial Result - **60 %**

CITIZENSHIP

2022-2023 School Result - **92.1 %**
 2021-2022 School Result - **90.8 %**
 2022-2023 Provincial Result - **80.3 %**

PARENTAL INVOLVEMENT

2022-2023 School Result - **80 %**
 2021-2022 School Result - **75.1 %**
 2022-2023 Provincial Result - **79.1 %**

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - **81.4 %**
 2021-2022 School Result - **85.8 %**
 2022-2023 Provincial Result - **80.6 %**

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

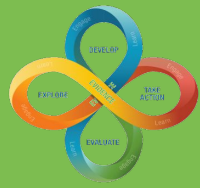
2022-2023 School Result - **90.9%**
 2021-2022 School Result - **95.7%**
 2022-2023 Provincial Result - **84.7%**



BEACON HILL PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Priority 2: Maintaining Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: Improving the character development, active citizenship, and leadership capacity of our students and Staff. Empower our students to take on more school based leadership roles.

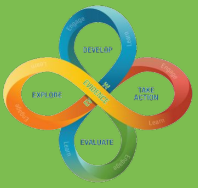
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Data from school assurance measures report, and Our School Survey: Citizenship 92.1%, Welcoming, Caring, Respectful, Safe, & Learning Environments 90.9% Positive Relationships 90%, Positive Behaviors 95%.</p> <p>Student surveys indicate anxiety levels remain a bit elevated post pandemic.</p> <p>Students participation in extracurricular sports and clubs is increasing.</p> <p>Parent participation in activities, assemblies, and school based events is increasing.</p> <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>Continue to recognize citizenship, positive behaviors, and leadership through monthly assemblies, Roaries, and School Awards. (PBIS).</p> <p>Involve more students in environmental stewardship, outdoor education, fundraising, Apple Schools, DEI, and FNMI activities.</p> <p>Provide professional development activities :7 Sacred Teachings, LIM, DEI, and Apple Schools activities & resources.</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>Teachers are teaming up again (reading Buddies & Library use).</p> <p>Teachers are taking on more school based leadership (Sports, Clubs, ATA & Tech Rep, Robotics, Apple Schools Health Champion, FNMI liaison, Health & Safety).</p>	<p>School-wide collaboration in LIM, Apple Schools, DEI, and FNMI initiatives and activities.</p> <p>Strategies shared by teachers in Collaborative Response Meetings and during PLFs.</p> <p>Resources: PBIS, WITS, Orange Shirt Day, Pink Shirt Day, LIM, Indigenous Week activities, Apple School activities, and Spirit Weeks.</p> <p>Support from FMPSD division counselors, LIM coaches, and Apple Schools and FNMI school coordinators and Elders.</p> <p>Staff model appropriate behaviors, citizenship qualities, and assign/offer leadership roles within the classroom. Incorporate LIM habits into classroom instruction.</p> <p>PLF collaborative meetings are excellent venues for teachers to share resources and participate in LIM, Apple Schools, DEI, & FNMI activities.</p> <p>Staff regularly track, & recognize student achievement, attitude and effort.</p> <p>FNMI, LIM & Apple Schools (healthy moment) are celebrated at every monthly assembly.</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, reading buddies, and extracurricular, 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>Student Advisory Teams established.</p> <p>A high level of fundraising involvement and support.</p> <p>Healthy eating, daily physical activities, and robust living habits.</p> <p>Increasing knowledge of FNMI and DEI.</p>



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: *NUMERACY* – Focus on identified gaps in learning and Implement numeracy improvement strategies in all grades. We would expect to see increased instances of students' success in numeracy skills & applications school wide (reduce At Risk numeracy performance by 15% by June 2024).

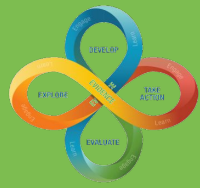
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Grade 2 & 3 Numeracy Assessments:</p> <p>Total: Not At Risk: 49 - At Risk: 26; Grade 3: Not At Risk: 20 - At Risk 7; Grade 2: Not At Risk: 15 - At Risk 9; Grade 1: Not At Risk: 14 - At Risk 10.</p> <p>Comparing Numbers: Not At Risk 36 At Risk 15; Writing Numbers: Not At Risk 34 At Risk 17; Numbers On Line Task: Not At Risk 34 At Risk 17; Number Facts: Not At Risk 31 At Risk 20; Ordering of Numbers: Not At Risk 36 At Risk 15 Weighted Total Score: Not At Risk 35 At Risk 16</p> <p>Elk Island Assessment: Grade 4/5/6 Universal Supports: 32% Targeted Supports: 25% Intensive Supports: 43%</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>Staff will focus on identified grade specific numerical topics and subjects for improvement.</p> <p>Staff will identify common strands of numeracy instruction that students struggle with and teach for improvement.</p> <p>Teacher will become more familiar with aspects of the new Math curriculum.</p> <p>All teachers will have at least one or two grade level focus areas based on data to focus on.</p>	<p>School-wide collaboration on numeracy improvement strategies.</p> <p>Strategies discussed by teachers in Collaborative Response Meetings and during PLFs.</p> <p>Use of 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 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>Every student knows where they are in relation to learning targets and knows what specifically they need to improve.</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>Numeracy Assessment: Grade 2 & 3: 70% Not at Risk by June 2024:</p> <p>Numeracy Assessment Grade 4/5/6: Decrease in Intensive Supports 45% to 30% June 2024.</p>



BEACON HILL PUBLIC SCHOOL

DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Priority 1: Promote Growth and Success for All Students & Strengthen Quality Teaching and Learning.

DESIRED OUTCOME: *LITERACY* - To reduce gaps in student literacy achievement through targeted intervention strategies. (reduce at risk literacy performance 15% by June 2024).



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 EAL 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>CC3 LENS Grade 2: At Risk: 11 & On Track: 13 CC3 LENS Grade 3: At Risk: 10 & On Track: 17</p> <p>RW - Regular Word Knowledge: Not At Risk Sept: 55% IR - Irregular Word Knowledge: Not At Risk Sept: 55% NW: Non Word Knowledge: Not At Risk Sept 62%</p>	<p>Gaps in learning 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>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>Areas to Address: 63% of students in Grade 2 are at risk in their letter name-sound awareness.</p> <p>46% of students in Grade 2 are at risk for their word reading skills, 19% of students in Grade 3 are at risk for their letter-name sound awareness, a decrease from 64% for the same student group in Fall 2022/23.</p> <p>19% of students in Grade 3 are at risk for their letter-name sound aware sound awareness, a decrease from 64% for the same student group in Fall 2022/23.</p> <p>37% of students in Grade 3 are at risk for their word reading skills, a decrease from 53% for the same student group in Fall 2022/23</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, & classroom 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>Use of Resources: Words their Way, Lexia, Reading Eggs, Guided Reading, 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>Increased motivation and desire to read.</p> <p>Empowered writers (interested in and motivated to write).</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>



Beacon Hill Public School
NARRATIVE OF THE RESULTS
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What data did we look at?

- Spring 2023 School Assurance Framework Results
- Fall 2022 and Spring 2023 OurSchool Survey Results.
- Beacon Hill Spring (Fountas & Pinell) & Fall Literacy Assessments CC3 & LENS).
- Report Card Indicators.
- Numeracy Assessments: Grade 2 & 3 AB ED Numeracy Screening Assessments and Elk Island Math Assessment Grade 4-6.
- Student Learning Assessment Results (IPPs and BsPs).

What did we learn about our students / staff strengths and needs?

Areas of Strength:

- **95.2%** of stakeholders are satisfied with the **Overall Quality Of Education** of the school.
- **91%** of stakeholders are Satisfied with the **Welcoming, Caring, Respectful, and Safe Learning Environments** of our school (above the provincial average).
- **89%** of stakeholders are Satisfied with our **School Improvement**
- **92.1%** of stakeholders are Satisfied that our students model the characteristics of active **Citizenship**.

PAT Results:

Scores Students Writing:

2021-22 Results
SS6: EXC - 0% AS - 72%
MA6: EXC - 16% AS - 77%
ELA6: EXC - 0% AS - 72%

2022-23 Results
SS6: EXC - 0% AS - 83%
MA6: EXC - 0% AS - 80%
ELA6: EXC - 18% AS - 90%

Improvement in raising the Acceptable Standard evident in results from previous years. Need to continue to work at increasing the level of Excellence and Level of Acceptance. We had 6 out of 12 students write the SS 9 PAT. *We piloted the new Science Curriculum in 2022-23 and were exempt from writing the SCI 6 PAT.



Beacon Hill Public School

NARRATIVE OF THE RESULTS

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Improvement areas:

- Improvement #1: **82% Access to Supports and Services** - support you need from the school to help your child be successful in their learning and help at school with problems that are not related to school work (extra learning and counseling supports).
- Improvement #2: **69.9% Satisfaction with Program Access** - increase access and participation in both extracurricular and curricular activities and events (field trips, sports and clubs).
- Improvement #3: **77% Lifelong Learning** - increase school wide student leadership opportunities (utilize LIM as a resource).

Academic areas of growth: School wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills). The goal is to continue to improve academic achievement over time.

Additional goal: Improving the character development (DEI, PBIS, ZONES, Restorative Practice), empowering students to take on more leadership roles (LIM), and focus on reconciliation - and FNMI resources & activities.

What did we do during 2022-2023 (last year's PLF plan)

1. Leader In Me - Focus on Leadership and Empowering Instruction.
2. Collaborative Response Model - Monthly Meetings using WeCollab
3. Literacy and Numeracy Focus - support from Division Office Literacy and Numeracy Coordinators.
4. Participated in Division Collaborative Groups
5. Reviewed and worked on the School Assurance Report
6. Apple School resources and activities.
7. Staff Mental Health & Wellness
8. FNMI focuses on Reconciliation and Resources.

Our PLFs focused on supporting staff and students through monthly Collaborative Response Meetings, LIM Professional Development, PD focused on Literacy and



Beacon Hill Public School

NARRATIVE OF THE RESULTS

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Numeracy initiatives supported by the division office literacy and numeracy coordinators, Indigenous Education, Apple School resources & activities, and Mental Health activities.

Provincial expectation for Beacon Hill Public School to look at:

Indigenous Achievement

We continue to prioritize opportunities to develop staff and students' ability to Apply Foundational Knowledge about Indigenous peoples with a focus on activities that promote the spirit of reconciliation.

We have a dedicated Indigenous Liaison on staff and time is allotted each Professional Learning Friday for professional development and resource reviews in addition to the following school wide initiatives:

- Our school is a Downie and Wenjack Legacy School.
- Staff are provided with the resources to support a year-long Cree language based 13 Grandfather Moons study
- Integrating the 7 Teachings into classroom community and designation of a Sacred 7 Award at each monthly assembly with a school-wide teaching moment
- Inclusion of a Land Acknowledgement at all school wide gatherings
- Participation and recognition of National Day of Truth and Reconciliation, Metis Week, Indigenous Wisdom Week, International Inuit Day, Indigenous Veterans Day, Rock Your Mocs, and other significant days in the calendar year

As we continue to grow in our knowledge, and build connections with community knowledge keepers and elders, we will seek meaningful opportunities to build relationships with members of Indigenous communities and integrate learning opportunities for our staff and students. Our Indigenous students continue to demonstrate success in numeracy and literacy achievement overall.

English as an Additional Language

Literacy Assessments Data will be the focus for improving reading and writing skills. Students will be supported with universal and targeted literacy interventions.



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What do we need to work at (2023-2024 Education Plan Goals)

Explore literacy foundational skills and how these skills directly affect reading comprehension. Moving forward, we will continue to examine data based upon how interventions have been implemented and the success in targeted instruction to close gaps in learning. The goal is to continue to increase the percentage of our students who are at or above their grade reading level and long term to improve literary academic achievement.

Beacon Hill Public School staff collect and enter running record data into Clevr twice per year. This data is used to track growth, and to determine instructional needs. Teachers will focus Literacy interventions upon targeted identified areas of risk. Resources and Interventions: Dawn Reithaug - Comprehension & Vocabulary; Heggerty - Bridging the Gaps; UFLI; Daily 5; Learning Without Tears. Students are supported by literacy inventions in individualized teacher interventions and support from the division literacy coordinator. Lens & CC3 Assessments, and DIBELS Data is a focus for analyzing and improving upon reading and writing skills.

Our Numeracy goal is to continue to increase the percentage of our students who score grade level expectations in numerical assessments, identify gaps in learning and provide interventions for improvement, and in the longterm to improve numerical academic achievement.

Division 2 teachers will use the Elk Island Assessment to generate data and plan for instructional strategies to address identified areas of weakness. At risk Division 2 students have participated in small groups with the Division 2 numeracy teacher.

Teachers will collaborate on numerical improvement strategies based on generated data and work on identified areas of focus, using a wide variety of school based Math Resources and Intervention Strategies with ongoing support from the division numeracy coordinator.



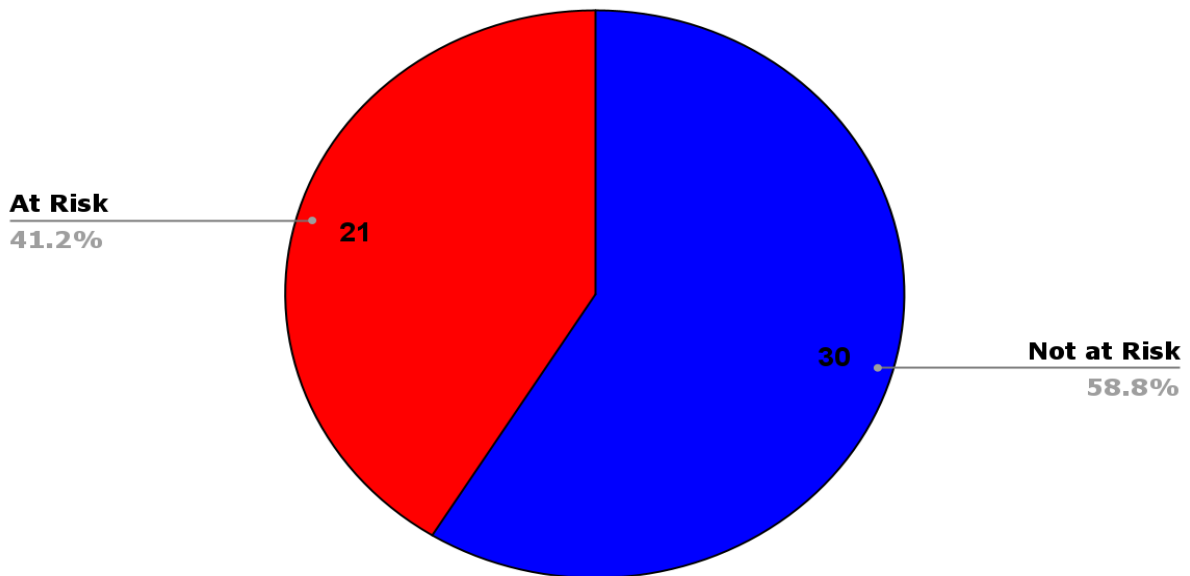
Supporting Data Provided

Reading Records & Assessments

Literacy Data

Div 1 Literacy Assessment:

CC3 Overall Performance Grade 2 & 3



CC3 (Castles & Coltheart Assessments)

Grade 2: At Risk: 11 47% & Not at Risk: 13 53% (24 total students)

Grade 3: At Risk: 10 37% & Not at Risk: 17 63% (27 total students)

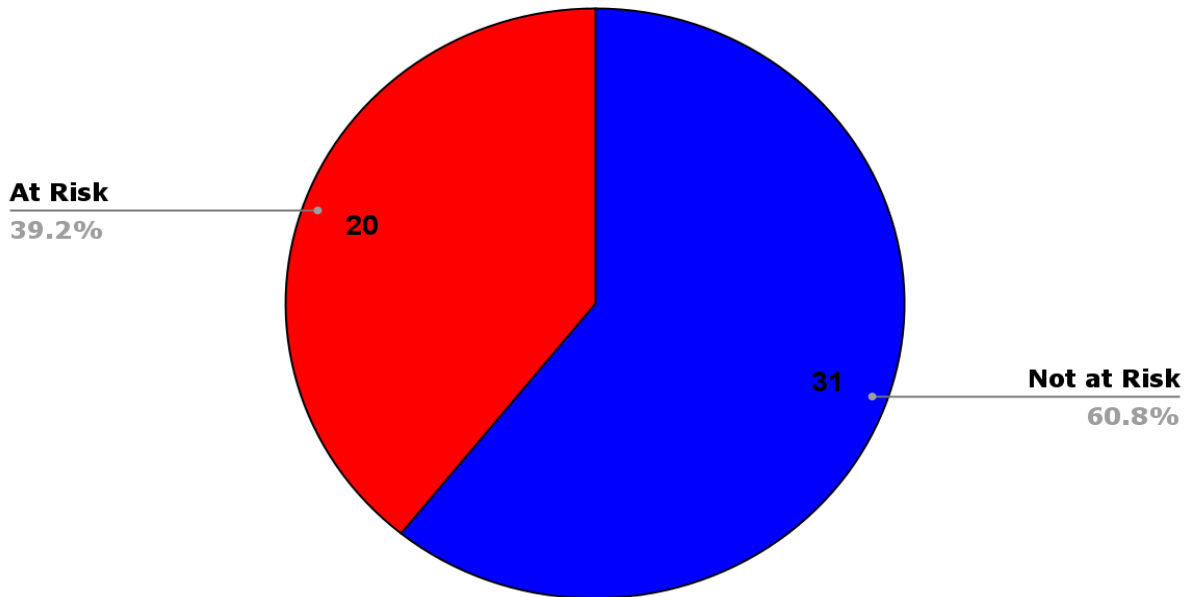
RW - Regular Word Knowledge: Not at Risk Sept/23: 55% - June/23 39% - (16%+)

IR - Irregular Word Knowledge: Not at Risk Sept/23: 55% - June/23 50% - (5%+)

NW: Non Word Knowledge: Not at Risk Sept/23: 62% - June/23 49% - (13%+)



LENS Overall Performance Grade 2 & 3



LENS (Castles & Coltheart Assessments)

Grade 2: At Risk: 15 & Not at Risk: 9 (24 students)

Grade 3: At Risk: 5 & Not at Risk: 22 (27 students)

Sound Accuracy: At Risk: 20 & Not at Risk: 31 (51 students)

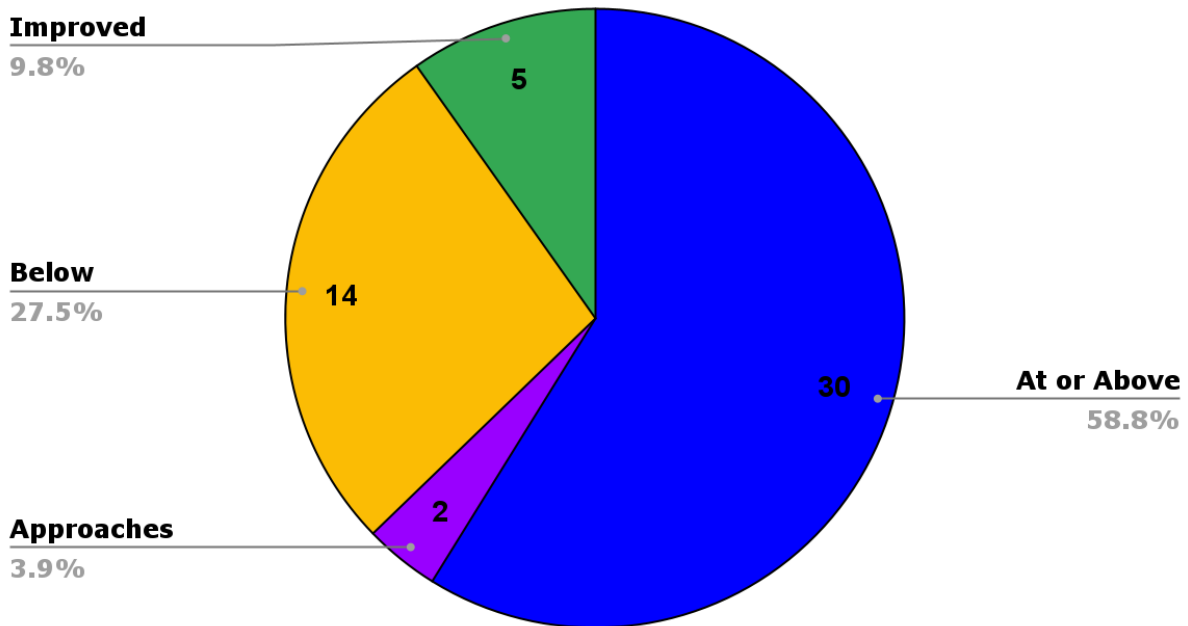
Based on the Castles & Coltheart 3 (CC3) and Letter Name-Sound Assessment (LeNS)

- 63% of students in Grade 2 are at risk in their letter name-sound awareness.
- 46% of students in Grade 2 are at risk for their word reading skills, 19% of students in Grade 3 are at risk for their letter-name sound awareness, a decrease from 64% for the same student group in Fall 2022/23.
- 19% of students in Grade 3 are at risk for their letter-name sound awareness, a decrease from 64% for the same student group in Fall 2022/23.
- 37% of students in Grade 3 are at risk for their word reading skills, a decrease from 53% for the same student group in Fall 2022/23



Div 2 Literacy Assessment

Spring 2023 Instructional Reading Levels (F&P): Grade 4,5,6



- Total Number of Students Assessed Fall 2022 Grades 4 to 6 - Fountas & Pinnell: 46
- Above or At Grade Reading Level: 65% (29 students)
- Approaching Reading Level: .08% (4 students)
- Below Reading Level: 28% (13 students)

- Total Number of Students Assessed Spring 2023 - Fountas & Pinnell: 46
- Above or At Grade Reading Level: 70% (31 students)
- Approaching Reading Level: .04% (2 students)
- Below Reading Level: 28% (13 students)
- Improved Reading Levels Since the Fall Assessment: (2 students)

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

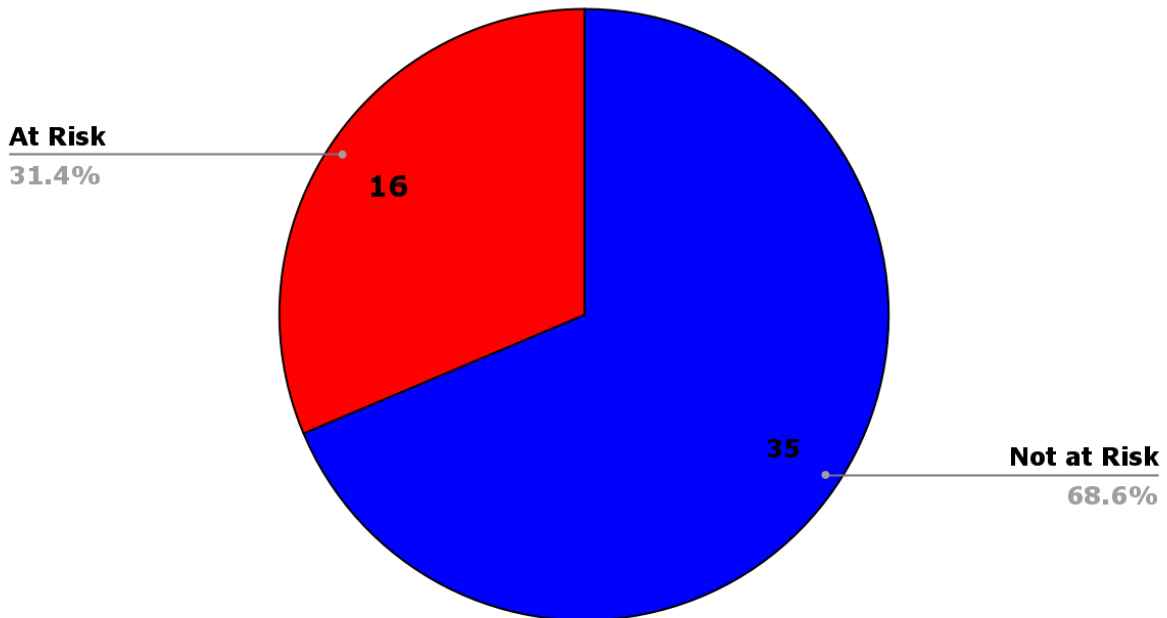


- Preliminary data completed using the DIBELS demonstrates that 65% of students in Grade 5 require Intensive Support in comprehension strategies and 8% require Strategic Support in comprehension strategies; 30% & 30% for Grade 6
- Preliminary data completed using the DIBELS demonstrates that 17% of Grade 5 students require Intensive Support in accuracy and 13% require Strategic Support in accuracy; no significant risks for accuracy in Grade 6
- Preliminary data completed using the DIBELS demonstrates that 43% of Grade 5 students require Intensive Support in WPM and 30% require Strategic Support in WPM; 20% and 30% in Grade 6.
- We are implementing UFLI in Div 2 classrooms as a strategic support for students struggling with accuracy and will seek comprehension strategies for those struggling in that area.

Numeracy Data

Div 1 Numeracy Assessments

Fall 2023 Grade 2 & 3 Numeracy Assessment





Beacon Hill Public School NARRATIVE OF THE RESULTS *Doing What's Best for Kids*



Based on the Alberta Education Numeracy Assessment

- 38% of students in Grade 2 are flagged At Risk
- 25% of students in Grade 3 are flagged At Risk
- 62% of students in Grade 2 are flagged Not At Risk
- 75% of students in Grade 3 are flagged Not At Risk
- Expected numbers for Grade 1 will come in the New Year
- 8 Grade 2 students At Risk in Spring 2023 now Not At Risk Fall 2023 (+ 25%)

Comparing Numbers: Not at Risk 36 - At Risk - 15

Writing Numbers: Not at Risk 34- At Risk -17

Numbers On Line Task: Not at Risk 34 - At Risk - 17

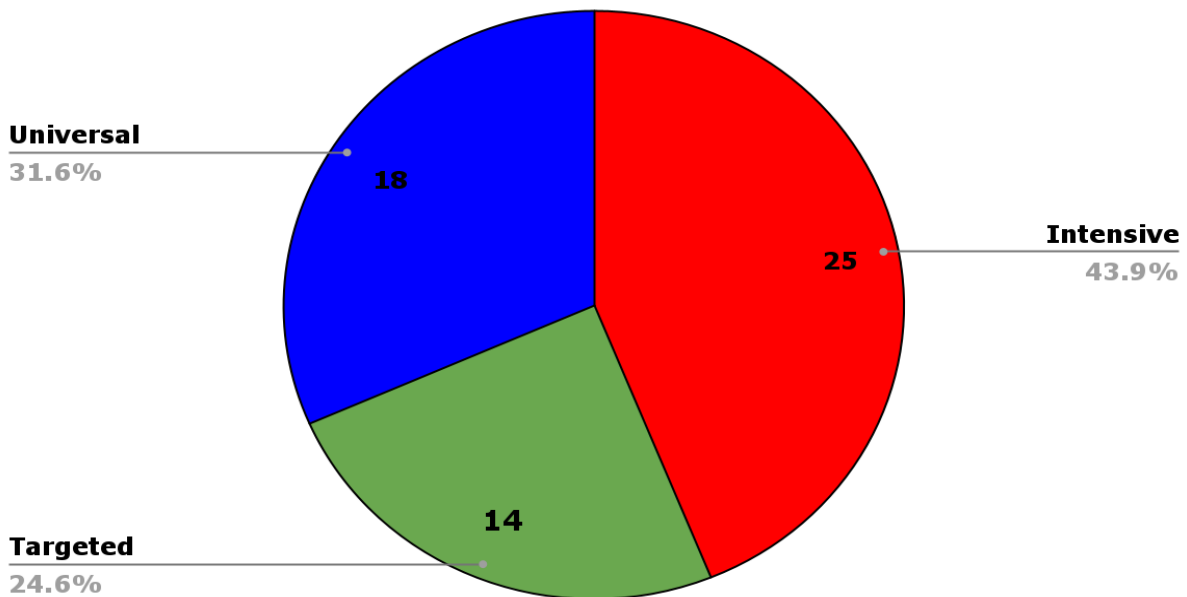
Number Facts: Not at Risk 31 - At Risk - 20

Ordering of Numbers: Not at Risk 36 - At Risk - 15

Weighted Total Score: Not at Risk 35- At Risk - 16

Div 2 Numeracy Assessments:

Grade 4/5/6 Elk Island Numeracy Assessment





Beacon Hill Public School
NARRATIVE OF THE RESULTS
Doing What's Best for Kids



Based on the Elk Island Public School Math Assessment

- 25% of our Division 2 students require Targeted Supports to develop grade appropriate numeracy skills
- 43% of our Division 2 students require Intensive Individual Intervention to develop grade appropriate numeracy skills; a significant portion of this resides at the Grade 4 level
- Division 2 students who are at risk have been participating in a 6 week numeracy sprint with the FMPSD Numeracy Teacher.

(Our SCHOOL Survey)
Report on Student Outcomes and School Climate
Grade 4, 5 & 6: Spring 2022, Fall 2022, Spring 2023

- Students with a Positive Sense of Belonging: **School 76% & 81% & 81% - Canadian Norm 79%**
Students are encouraged to take on leadership roles and all students are encouraged to take part in and help organize school events (cross grade reading buddies, Green Team, PALs, teaming up for special class projects and events, Leader In Me, and extracurricular activities).
- Students with Positive Relationships: **School 83% & 77% & 72% - Canadian Norm 84%**
At Beacon Hill Public School we teach and reward positive behaviors (ROARIES) and work on building responsible, respectful and ready citizens (Anti-Bullying & Pink Shirt Day) and we use Buddy Benches at recess to encourage inclusion, and build friendships.
- Students value doing well in school: **School 96% & 98% & 90% - Canadian Norm 95%**
Students are encouraged and supported to do their best and achieve excellence. Student Achievement is rewarded at Monthly Assemblies. Beacon Hill Public School teachers relate outcomes to real world experiences and use a wide range of instructional methods.
- Students with Positive Homework Behaviors: **School 62% - Canadian Norm 66%**
Students use an agenda to list homework and track completion of assigned work. Students use technology outside of school to extend learning (Mathletics, on-line spelling lists, Reading Eggs, Seesaw and Google classroom).
- Students with Positive Behavior at School: **School 94% & 96% & 88% - Canadian Norm 91%**
We value, teach and reward positive behaviors utilizing Positive Behavioral Integration and Strategies, the WITS Program, Anti-Bullying assemblies, and ROARIES.
- Students who are Interested and Motivated: **School 91% & 91% & 88% - Canadian Norm 86%**
At Beacon Hill Public School we offer a wide range of subjects and students are motivated to be successful in their studies through the use of multiple approaches to teaching supported by technology and hands-on learning activities.
- Positive Learning Climate: **School 75% & 74% & 78% - Canadian Norm 69%**
At Beacon Hill Public School there are clear rules and expectations for classroom behavior, and our teachers model, teach and reward positive behaviors. Students receive ROARIES for positive behaviors and are regularly recognized at monthly assemblies.
- Students with Moderate or High Levels of Anxiety: **School 29% & 48% - Canadian Norm 22%**
This is an area of focus that we are continuing to work on improvement strategies (Zones of Regulation in all classes. Mindfulness, WITS).
- Advocacy at School: **School 72% & 89% & 83% - Canadian Norm 64%**
High levels of support and caring staff, and the support of a full time school counselor & LAC.
- Positive teacher-student relations: **School 84% & 83% & 91% - Canadian Norm 83%**
A caring dedicated staff in a community oriented school culture.
- Feel Safe attending this school: **School 81% & 87% & 90% - Canadian Norm 65%**
A school climate that values respect, responsibility and teaches positive behavior.
- Students meeting and nearly meeting Canada's Food Guide : **School 5% - Canadian Norm 47%**
Continue to promote a school climate that values and encourages healthy eating and living habits; PLF that includes Apple School PD; Apple School school based activities; and Daily Physical Activity.

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	88.2	83.7	83.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	92.1	90.8	86.4	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	41.7	68.4	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	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	95.2	92.4	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	95.7	95.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.4	85.8	85.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.0	75.1	83.8	79.1	78.8	80.3	High	Maintained	Good

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 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.
- 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).
- 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.
- 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.
- 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.
- 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1843 Beacon Hill School

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	100.0	91.7	95.8	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	77.8	76.6	66.4	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	74.5	80.1	78.3	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	82.8	85.3	89.3	81.2	81.9	83.4	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	91.4	96.9	93.5	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	69.9	71.0	73.0	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	89.1	77.5	75.5	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	100.0	79.5	83.5	83.1	84.9	84.5	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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:

- 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 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.
- 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).
- 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.
- 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.
- 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.
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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1843 Beacon Hill School (EAL)

Assurance Domain	Measure	Beacon Hill School (EAL)			Alberta (EAL)			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	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	57.9	59.7	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	12.2	13.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	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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