



**Assurance Model for
Beacon Hill Public School
Principal
Graham Abbott
Spring 2024**



Beacon Hill Public School CONTINUOUS IMPROVEMENT CYCLE

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 205 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, Take Me Outside Club, Robotics Club, The Seven Sacred Teachings, extracurricular sports: Volleyball, Basketball, Floor Hockey and Badminton. We are proud of our school community and the safe and caring environment we all work together to maintain. 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. To date our school community has raised over \$39000.00 for the Terry Fox Foundation. 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 2024-25 were shared at our March and 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 & facilitating leadership and character building through the development of an Outdoor Learning Space) 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". The signature is written in a cursive style with a long, sweeping underline.

Principal



SCHOOL NAME: Beacon Hill Public School CONTINUOUS IMPROVEMENT CYCLE

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

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%, and 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 (decrease of students at risk 10% by June 2025).

Additional goal: Develop and Implement an Outdoor Learning Program including an outdoor classroom, involving our students and teachers in environmental stewardship and outdoor education opportunities, cross curricular instruction, and developing the active citizenship and leadership capacity of our students and staff.

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, involved caring parent community; a continuing school wide focus on improving the literacy and numeracy skills of all students; PD opportunities to develop staff and students' ability to apply Foundational Knowledge about First Nations, Metis, and Inuit peoples with a focus on activities that promote the spirit of reconciliation; Apple School initiatives that promote Wellness and Healthy living; programs and strategies in place that promote positive social-emotional learning, respectful behaviors, and responsible decision making; and the development of an Outdoor Learning Space.

STRATEGIES FOR MOVING FORWARD

1. **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, Mental Health PD & Mindfulness, 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.
2. **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, and EquatiO, ELK Island Assessment; Literacy Resources: Kahoots, Reading Eggs, UFLI, 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.
3. **Human Resources:** Dedicated hard working staff, supportive and active parent community, active and engaged student body, and ongoing support from the Apple Schools, and Division Literacy and Numeracy Coordinators and Teachers.

INDICATORS OF SUCCESS

Moving To Desired Outcome: Accountability results; Our School Survey Data; improved student reading levels; Dibels generated data; improved academic results; Lens & CC3 data; Numeracy Assessments; and student citizenship development and leadership engagement. Improved Assurance results; Our School Survey Data; Student Learning Assessments, a successful School Succession plan for staffing changes; Improved student reading level; Elk Island generated data; improved academic results; school-wide student leadership engagement; and the Development and Implementation of an Outdoor Learning Program.





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 10% by June 2025).

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 1 to 3 Numeracy Assessments:</p> <p>Total: Not At Risk: 55 - At Risk: 23; Grade 3: Not At Risk: 20 - At Risk 7; Grade 2: Not At Risk: 15 - At Risk 9; Grade 1: Not At Risk: 20 - At Risk 7.</p> <p>Comparing Numbers: Not At Risk 57 At Risk 21;</p> <p>Writing Numbers: Not At Risk 54 At Risk 24; Numbers On Line Task: Not At Risk 53 At Risk 25;</p> <p>Number Facts Add & Sub: Not At Risk 84 At Risk 62;</p> <p>Ordering of Numbers: Not At Risk 53 At Risk 25</p> <p>Weighted Total Score: Not At Risk 55 At Risk 23</p> <p>Elk Island Assessment: Grade 4/5/6</p> <p>Universal Supports: 32%</p> <p>Targeted Supports: 25%</p> <p>Intensive Supports: 43%</p>	<p>Areas Identified by teachers as focuses for Numeracy Improvement:</p> <p>Kindergarten : Number Sense</p> <p>Grade 1: Problem Solving & Number Sense.</p> <p>Grade 2: Math Fluency & Fact Fluency</p> <p>Grade 3: Addition & Subtraction; Number Sense</p> <p>Grade 4: Number Sense & Problem Solving; Place Value.</p> <p>Grade 5/6: Multiplication and Subtraction of Decimals; Understanding Place Value; Long Division; Critical Thinking & Problem Solving.</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 assessment data to work on improving.</p>	<p>School-wide collaboration on numeracy improvement strategies.</p> <p>Strategies discussed by teachers in Collaborative Meetings and during PLFs and staff meetings.</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>PLF collaborative time are excellent venues for teachers to share resources and teaching strategies.</p> <p>Ongoing support from the FMPSD numeracy coordinator and teacher: focus on exploring resources; using manipulatives; games & puzzles; Math Progressions; and Modeling a Growth Mindset in Math.</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 continue to demonstrate growth and improvement.</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 1, 2 & 3: 75% Not at Risk by June 2025 (10% decrease in At Risk).</p> <p>Numeracy Assessment Grade 4/5/6: At Risk - 25; Mid Range: 14; Not at Risk: 18 (10% decrease in At Risk).</p>



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 10% by June 2025).

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: CC3 Lens At Risk 12 & Not at Risk 12</p> <p>4 EAL students: CC3 Lens At Risk 0 & 4 Not At Risk</p> <p>CC3 LENS Grade 1: At Risk: 15 & Not at Risk: 12 CC3 LENS Grade 2: At Risk: 6 & Not at Risk: 19 CC3 LENS Grade 3: At Risk: 4 & Not at Risk: 23 Overall Improvement June 23 to Sept 23; 25%</p> <p>Gr 2 & 3 RW - Regular Word Knowledge: Not At Risk 28 At Risk 23 IR - Irregular Word Knowledge: Not At Risk 27 At Risk 23 Gr 1 Name Accuracy Not At Risk 17 At Risk 12; Sound Accuracy Not At Risk 17 At Risk 12</p> <p>Dibels Comprehension Assessment Gr 4/5/6 At Risk 19 Not at Risk 35</p> <p>Overall Improvement Sept 23 to March 24 Grade 4: 25% Grade 5: 42% Grade 6: 43%</p>	<p>Gaps in learning identified by teachers as focuses for Literacy Improvement:</p> <p>ECDP: Phonics, Letters; Kindergarten: Letter Sounds & Recognition. Grade 1: Letter Recognition & Sounds, Sentence Writing; Grade 2: Phonemic awareness & Phonics Grade 3: Reading Comprehension Skills Grade 4: Punctuation & Spelling, Reading Comprehension, Expanding Details; Grade 5/6: Detailed Writing & Editing, Imagery, Narrative Writing, Grammar, and Spelling.</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 sound accuracy.</p> <p>48% of students in Grade 1 are at risk for Name Word Accuracy; 41% of students in Grade 1 are at risk for their letter-name sound awareness, a decrease from 64% for the same student group in Spring 2023.</p> <p>19% of students in Grade 3 are at risk for their letter-name sound awarene sound awareness, a decrease from 64% for the same student group in Spring 2023.</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 Spring 2023</p>	<p>Staff identified common strands of literacy instruction that students struggle to understand the concepts being taught.</p> <p>PLF collaborative meetings and staff meetings are excellent venues for teachers to share resources and teaching strategies.</p> <p>FNMI & EAL students are supported by Lexia, & classroom Literacy interventions.</p> <p>FMPSD literacy coordinator and teacher provide 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, UFLI, Learning Without Tears, and Gimkit, New Vision Interactive Boards.</p>	<p>All teachers will have at least one improvement strategy they have been focusing 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 and Supervision 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 at norm for CC3 & Lens.</p> <p>Reduce At Risk Student Numbers by 10% and increase Not at Risk Students from 58% to 65%.</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>



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



FMPSD PRIORITY AREA: Priority #4: Strengthen Quality Teaching and Learning.

DESIRED OUTCOME: Develop and Implement an Outdoor Learning Program including an outdoor classroom, involving our students and teachers in environmental stewardship and outdoor education opportunities, cross curricular instruction, and developing the active citizenship and leadership capacity of our students and staff.

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 80%, Positive Behaviors 94%.</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>Developing an Outdoor Learning Space - Classroom Focus on Environmental Awareness; FNMI - Heart Garden; Greenscene, New Science Curriculum; Healthy Living & Eating; Community Restoration & Revitalization; Students taking on Leadership Roles.</p>	<p>When students are connected to outdoor learning they are more regulated and have improved literacy.</p> <p>Opportunities to demonstrate environmental leadership prepare students to be responsible citizens in the community.</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, Apple Schools, DEI, and FNMI activities.</p> <p>Provide professional development activities :7 Sacred Teachings, LIM, DEI, Apple Schools activities & resources; Outdoor Education PD.</p>	<p>Teachers need opportunities to develop capacities for outdoor learning including pedagogy and space management.</p> <p>Teacher need quality outdoor resources that will support outdoor learning and be available for easy access to encourage the outdoor space.</p> <p>Teachers and students participate in fundraising, environmental, FNMI, & Apple Schools activities, Outdoor Learning 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>Understanding of shifting curricular outcomes and how to accomplish these in the outdoor space.</p>	<p>School-wide collaboration in LIM, Apple Schools, DEI, FNMI, Outdoor Learning, and Environmental Stewardship initiatives and activities including opportunities for Take Me Outside Professional Development as part of PLF cycle.</p> <p>Opportunities to partner with organizations locally moving forward Outdoor Learning (GEOEC Open Minds, Inside Education, Search and Rescue, etc).</p> <p>Support from FMPSD division counselors, LIM coaches, Apple Schools and FNMI school coordinators.</p> <p>Staff model appropriate behaviors, citizenship qualities, and assign/offer leadership roles within the classroom. Incorporate Outdoor Education - Learning 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, Outdoor Learning activities.</p> <p>Class level goal setting for lessons outside per month, shifting the culture and developing skills.</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, environmental awareness, and Outdoor Education).</p> <p>Cross curricular instruction and activities utilizing the Outdoor Learning Center - Space.</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 Outdoor Learning.</p>

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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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.

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	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	12	83.3	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	12	16.7	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a		
Mathematics 6	Acceptable Standard	Low	n/a	n/a	12	66.7	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	12	41.7	n/a	n/a	57,855	66.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	57,855	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	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 (*).
- 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.
- Participation in the Provincial Achievement Tests 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 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.

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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses Included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Student Growth and Achievement



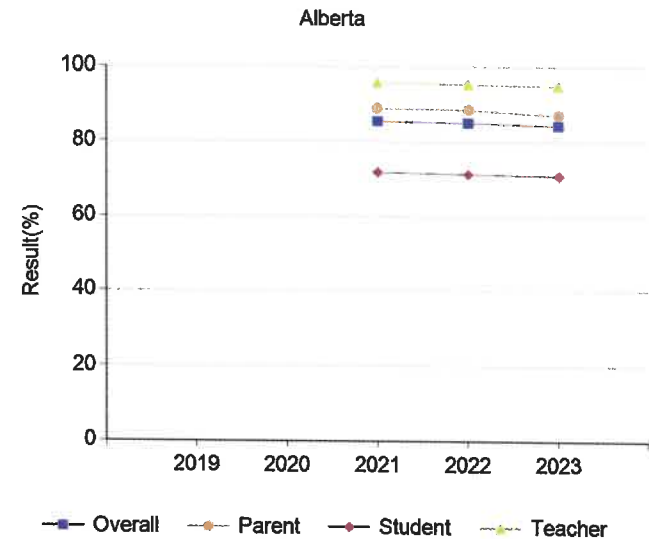
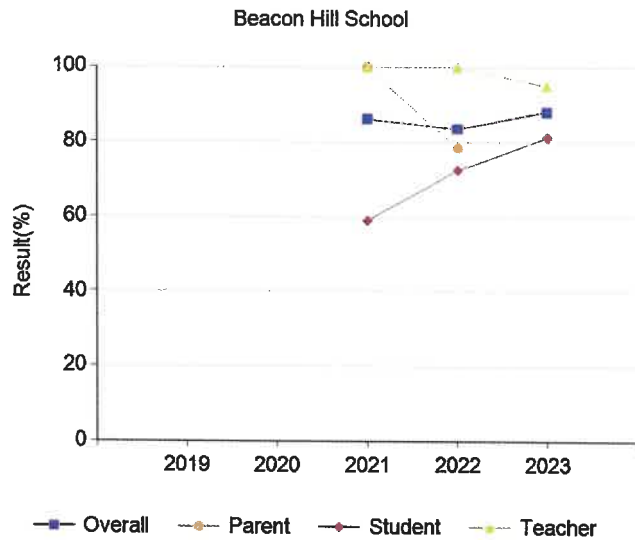
S.1 Student Learning Engagement - Measure History

School: 1843 Beacon Hill School

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Beacon Hill School										Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	53	86.3	62	83.7	47	88.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	6	100.0	14	78.6	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	39	59.0	40	72.5	40	81.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	8	100.0	8	100.0	7	95.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student Growth and Achievement



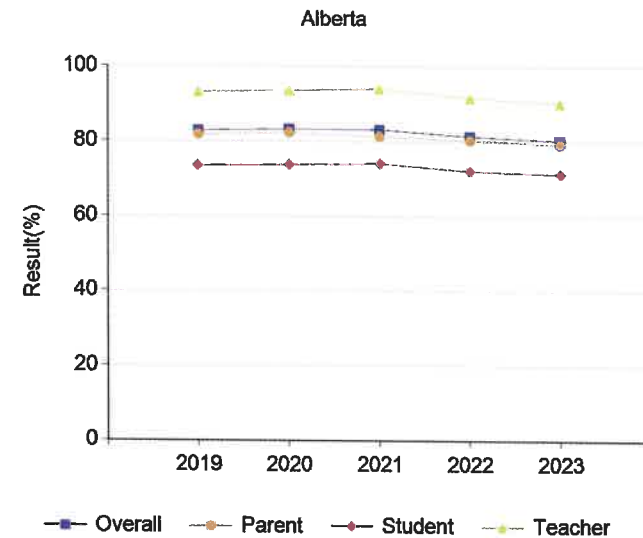
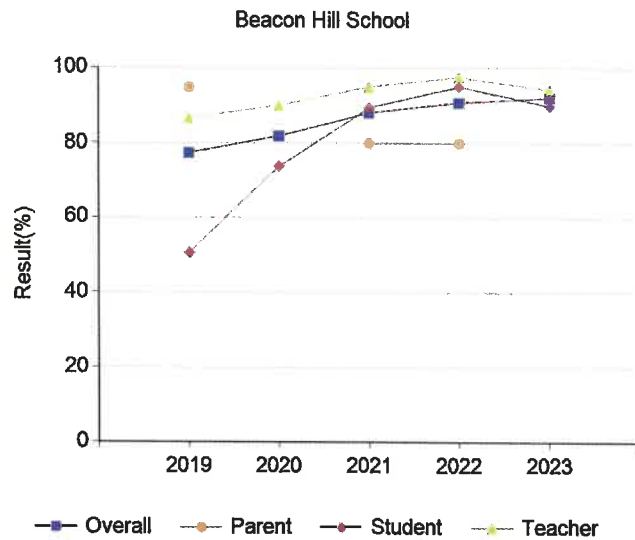
A.6 Citizenship - Measure History

School: 1843 Beacon Hill School

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Beacon Hill School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	77.4	53	81.9	54	88.1	62	90.8	47	92.1	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	8	94.9	4	*	6	80.0	14	80.0	3	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	42	50.6	45	73.9	40	89.4	40	95.0	40	89.9	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	6	86.7	8	90.0	8	95.0	8	97.5	7	94.3	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Teaching & Leading

A.4 Education Quality - Measure History

School: 1843 Beacon Hill School

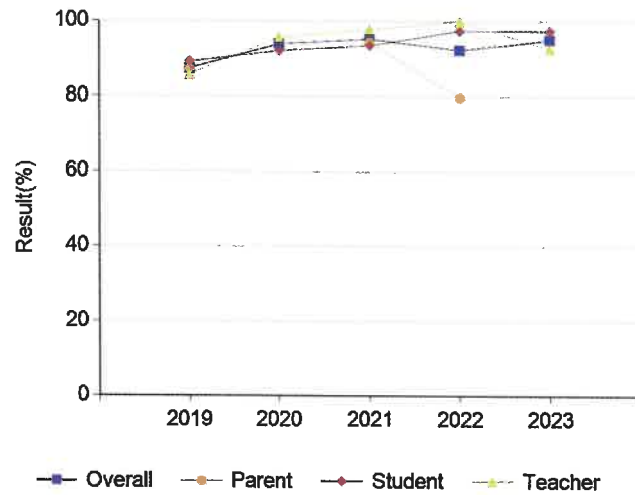
Province: Alberta



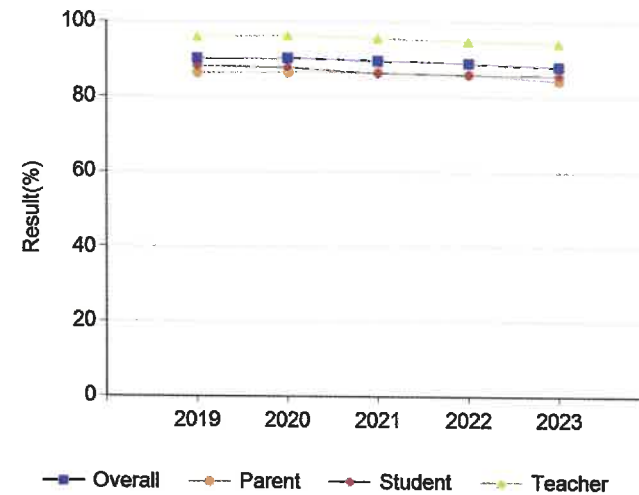
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Beacon Hill School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	87.6	53	94.0	53	95.3	62	92.4	47	95.2	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	8	87.5	4	*	6	94.4	14	79.8	3	*	*	*	*	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	42	89.3	45	92.2	39	93.6	40	97.5	40	97.5	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	6	86.1	8	95.8	8	97.9	8	100.0	7	92.9	Intermediate	Maintained	Acceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Beacon Hill School



Alberta



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

B.4 Safe and Caring

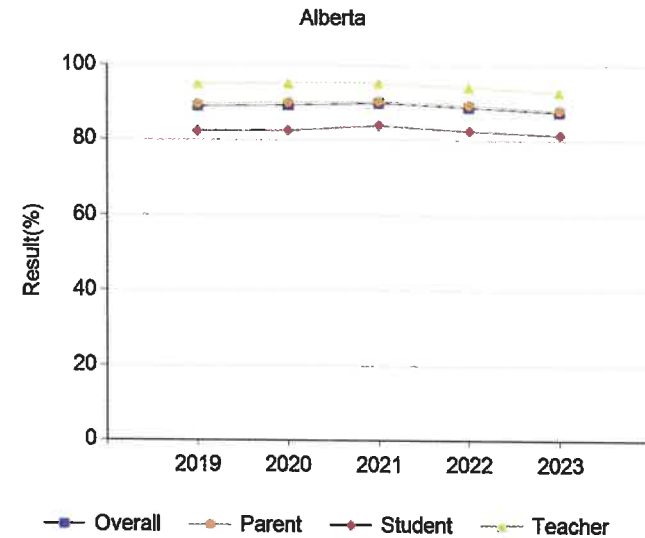
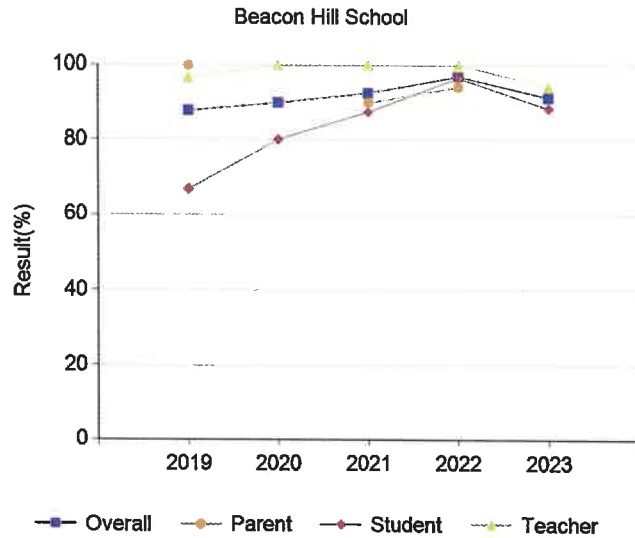
Measure History

School: 1843 Beacon Hill School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Beacon Hill School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	87.9	53	90.0	54	92.5	62	96.9	47	91.4	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	8	100.0	4	*	6	90.0	14	94.2	3	*	*	*	*	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	42	67.0	45	80.0	40	87.4	40	96.5	40	88.5	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	6	96.7	8	100.0	8	100.0	8	100.0	7	94.3	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

E.2 School Improvement

Measure History

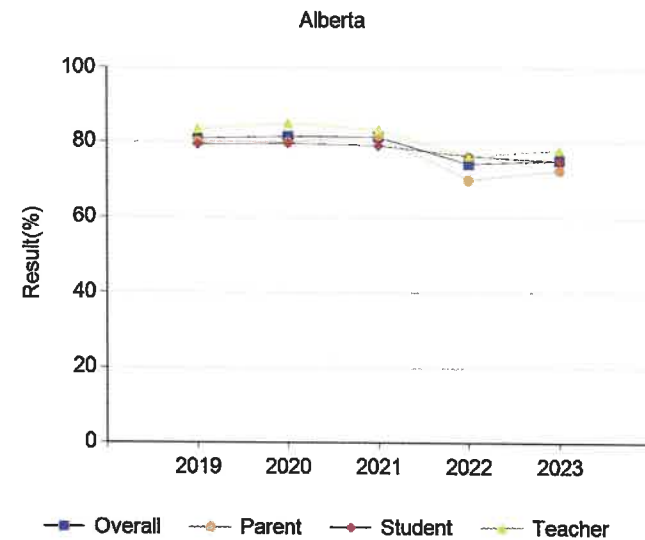
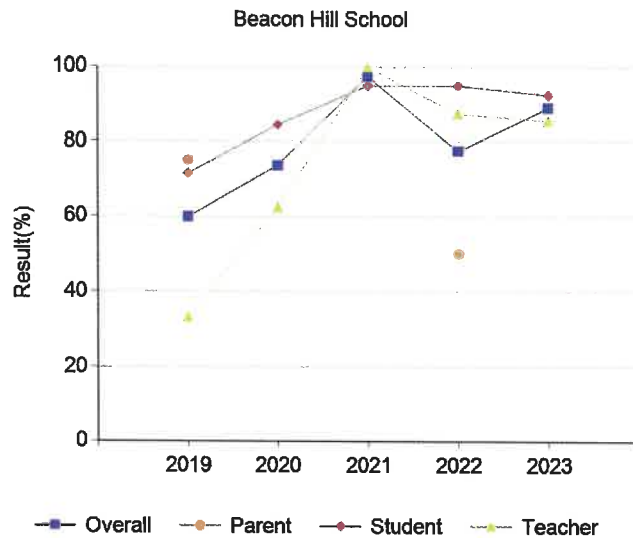
School: 1843 Beacon Hill School

Province: Alberta



Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Beacon Hill School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	59.9	53	73.5	47	97.5	62	77.5	47	89.1	Very High	Improved	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	8	75.0	4	*	5	*	14	50.0	3	*	*	*	*	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	42	71.4	45	84.4	40	95.0	40	95.0	40	92.5	Very High	Maintained	Excellent	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	6	33.3	8	62.5	7	100.0	8	87.5	7	85.7	Very High	Maintained	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



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



Data

- Fall 2023 School Assurance Framework Results
- Fall 2023 and Spring 2024 OurSchool Survey Results.
- Beacon Hill Fall Literacy Assessments CC3 & LENS.
- Report Card Indicators.
- Numeracy Assessments: Grade 1, 2 & 3 AB ED Numeracy Screening Assessments and Elk Island Math Assessment Grade 4-6.
- Student Learning Assessment Results (IPPs and BsPs).

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**.
- **Parental Involvement** has improved from **75.1%** to **80%**.

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. Goal is to increase the level of excellence and acceptable standard in the SS6 PAT.

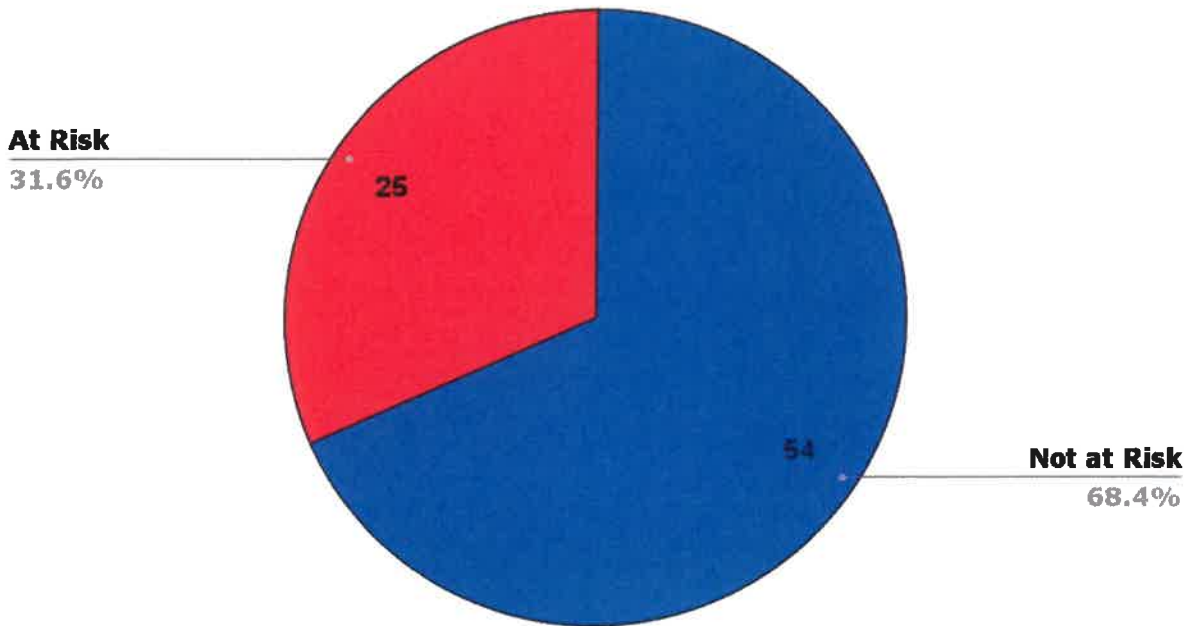


Reading Records & Assessments

Literacy Data

Div 1 Literacy Assessment:

CC3 & Lens Overall Performance Grade 1/2/3



CC3 (Castles & Coltheart Assessments) & LENS

Grade 1: At Risk: 15 55% & Not at Risk: 12 45% (27 total students)

Grade 2: At Risk: 6 22% & Not at Risk: 19 78% (27 total students)

Grade 3: At Risk: 4 15% & Not at Risk: 23 85% (27 total students)

Total: At Risk 25 32% Not at Risk 54 68%

Overall Improvement: June 2023 to March 2024 25%

Improvement Goal for 2024-25: 75% Not at Risk

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%+)

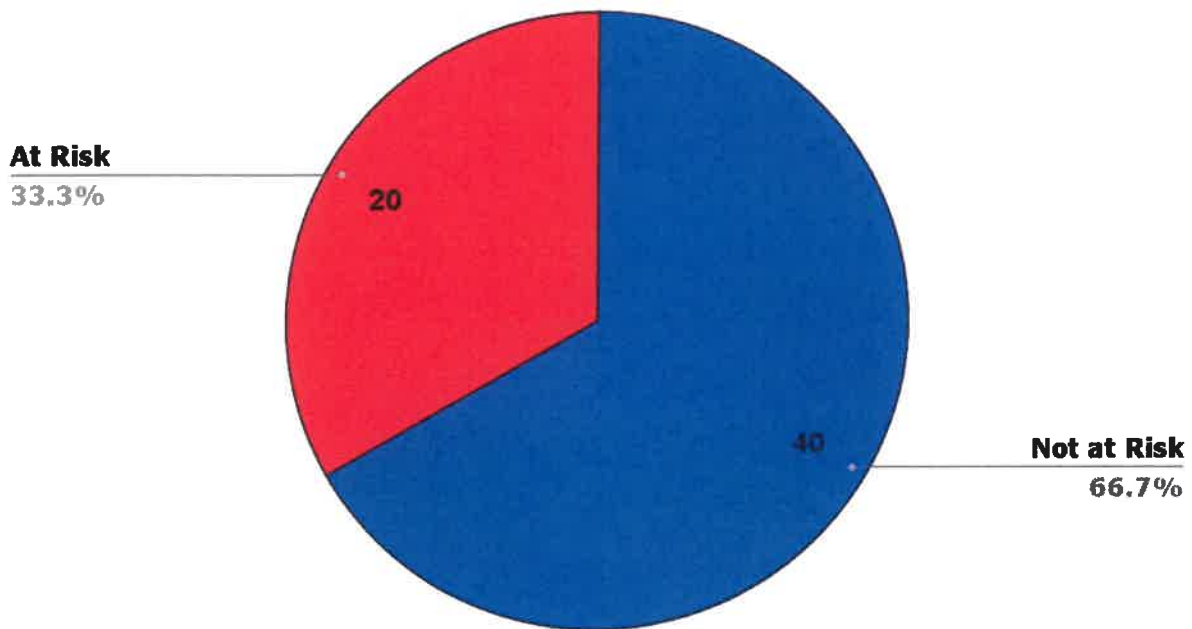
NW: Non Word Knowledge: Not at Risk Sept/23: 62% - June/23 49% - (13%+)



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.

Dibels Comprehensive Assessment Grade 4/5/6



Dibels Comprehensive Assessment

Grade 4: At Risk: 6 & Not at Risk: 20 (26 students)

Grade 5: At Risk: 10 & Not at Risk: 14 (24 students)

Grade 6: At Risk: 4 & Not at Risk: 6 (10 students)

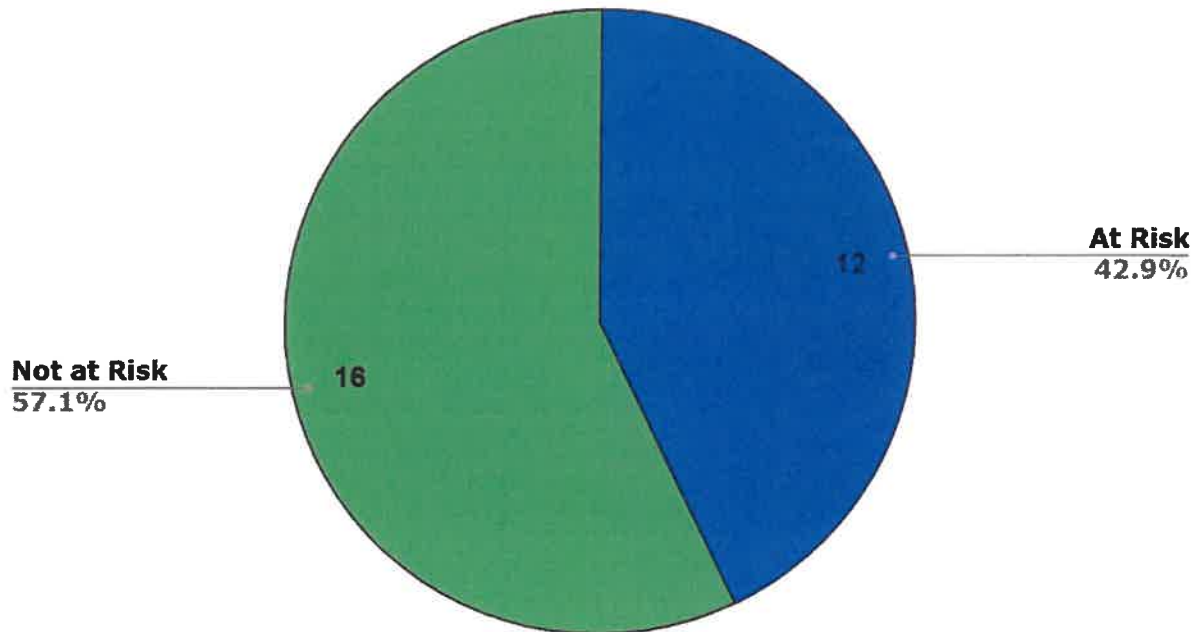
Total: At Risk 20 33% Not at Risk 40 67%

Overall Improvement: Sept 2023 to March 2024 42%

Improvement Goal for 2024-25: 70% Not at Risk



Indigenous & EAL 2022-23 Literacy Assessments



CC3 (Castles & Coltheart Assessments) & LENS

EAL: At Risk: 0 0% & Not at Risk: 4 100% (4 total students)

FNMI: At Risk: 12 50% & Not at Risk: 12 50% (24 total students)

Overall Improvement: Sept 2023 to March 2024 10%

Improvement Goal for 2024-25: FNMI 60% Not at Risk

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

- DIBELS data 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
- DIBELS 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



Beacon Hill Public School
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Doing What's Best for Kids



- DIBELS 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.
- UFLI in Div 2 classrooms is a strategic support for students struggling with accuracy and provides comprehension strategies for those struggling in that area.

Gaps in learning identified by teachers as focuses for Literacy Improvement:

ECDP: Phonics, Letters; Kindergarten: Letter Sounds & Recognition.

Grade 1: Letter Recognition & Sounds, Sentence Writing;

Grade 2: Phonemic awareness & Phonics

Grade 3: Reading Comprehension Skills

Grade 4: Punctuation & Spelling, Reading Comprehension, Expanding Details;

Grade 5/6: Detailed Writing & Editing, Imagery, Narrative Writing, Grammar, and Spelling.

Division Coordinator Literacy Supports 2024-25

Bug Club Morphology

Shifting the Balance

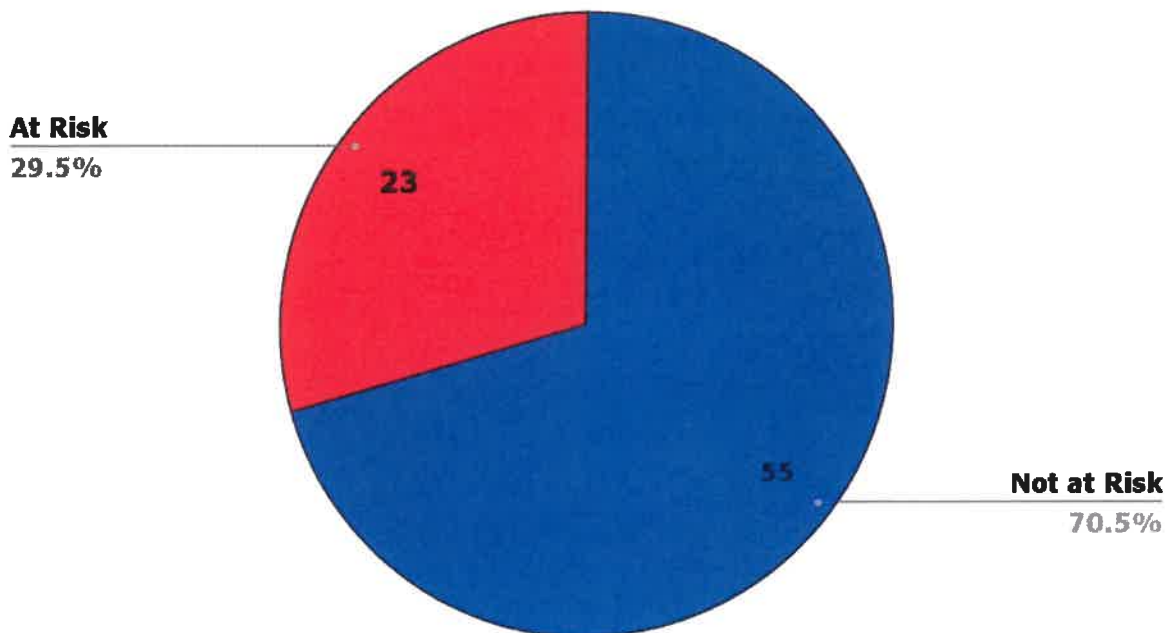
Building FluencyThe Writing Rope



Numeracy Data

Div 1 Numeracy Assessments

Fall 2023 Grade 1/2/3 Numeracy Assessment



Alberta Education Numeracy Assessment

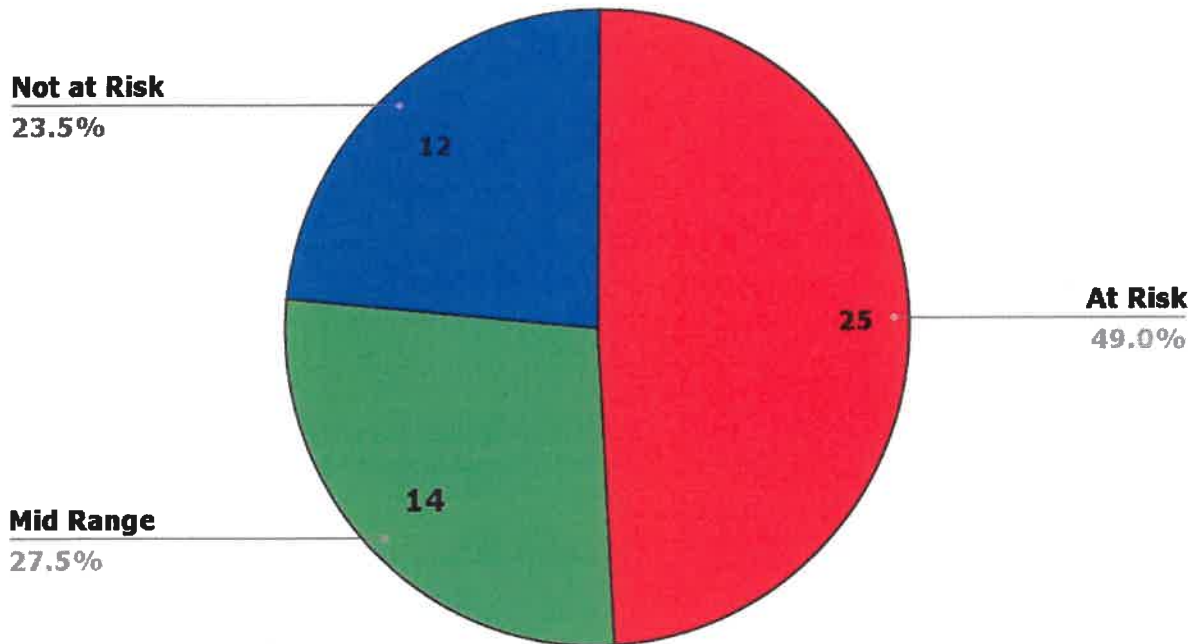
- 30% of students in Div 1 are flagged At Risk
- 70% of students in Div 1 are flagged Not At Risk
- 8 Div 1 students At Risk in Spring 2023 now Not At Risk Fall 2023 (+ 25%)

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 53 - At Risk - 25
Number Facts: Not at Risk 49 - At Risk - 28
Ordering of Numbers: Not at Risk 45 - At Risk - 33
Weighted Total Score: Not at Risk 53- At Risk - 25
Improvement Goal for 2024-25: 75% Not at Risk



Div 2 Numeracy Assessments:

Grade 4/5/6 Elk Island Numeracy Assessment



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 participated in a 6 week numeracy sprint with the FMPSD Numeracy Teacher. Post data shows improved results.
- Improvement Goal for 2024-25: 30% Not at Risk



Beacon Hill Public School
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Gaps in learning identified by teachers as focuses for Numeracy Improvement:

Kindergarten : Number Sense

Grade 1: Problem Solving & Number Sense.

Grade 2: Math Fluency & Fact Fluency

Grade 3: Addition & Subtraction; Number Sense

Grade 4: Number Sense & Problem Solving; Place Value.

Grade 5/6: Multiplication and Subtraction of Decimals; Understanding Place Value;
Long Division; Critical Thinking & Problem Solving.

Division Coordinator Numeracy Supports 2024-25

Modeling a Growth Mindset

Using Games & Puzzles

Visual & Hands -on to Connect Daily Life

Math Progressions

[Our SCHOOL Survey]
Report on Student Outcomes and School Climate
Grade 4, 5 & 6: Spring 2023, Fall 2023, Spring 2024

- Students with a Positive Sense of Belonging: **School 81% & 81% & 80%- Canadian Norm 72%**
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 71% & 83% & 80% - Canadian Norm 80%**
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 School Outcomes: **School 90% & 98% & 85% - Canadian Norm 91%**
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 72% - 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 88% & 100% & 94%- Canadian Norm 90%**
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 87% & 96% & 78%- Canadian Norm 78%**
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 77% & 76% & 67% - Canadian Norm 66%**
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 are assigned leadership roles.
- Students with Moderate or High Levels of Anxiety: **School 38, 28% & 39% - Canadian Norm 29%**
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 83% & 87% & 76% - Canadian Norm 63%**
High levels of support and caring staff, and the support of a full time school counselor & LAC.
- Positive Teacher-Student relations: **School 84% & 89% & 82%- Canadian Norm 81%**
A caring dedicated staff in a community oriented school culture.
- Feel Safe attending this school: **School 91% & 85% & 85% - Canadian Norm 62%**
A school climate that values respect, responsibility and teaches positive behavior.
- Students who find classroom instruction relevant to their everyday lives: **School 84% & 86% & 80% - Canadian Norm 73%**
Classroom topics and activities that mirror or involve everyday life: Outdoor Learning Space, Trout Program, Tower Garden, Arts & Crafts, Indigenous Activities.

*All categories are at or above the provincial average.