

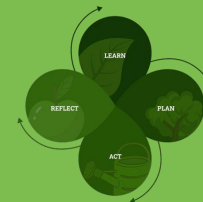
**Education Plan for
Beacon Hill Public School
Principal
Graham Abbott
Spring 2025**



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 235 students, an increase of 41 students from last year! Our amazing team of 11 ATA (teachers) and 12 CUPE (support staff) assist a diverse population which includes 4 EAL, 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, Baseball, running Club 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 \$40000.00 for the Terry Fox Foundation participating in 31 runs. 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 2025-26 were shared at our March 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

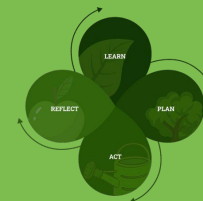
Principal



Beacon Hill Public School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



FMPSD PRIORITIES

1. Promote Growth and Success for All Students
2. Maintain Safe and Caring Learning Environment and Supports for All

LEARN: Gather feedback to **learn** about areas for growth

PLAN: Create actionable **plans** based on feedback and available resources.

ACT: Implement the plans and take purposeful **actions**.

REFLECT: Evaluate actions and **reflect** on impact to guide next steps.

CURRENT STATE

LEARN

Most recent PAT results were improved from 2023 Excellence 9%; Education Quality 88%, School Improvement 87%, WCRSLE 87%, Access to Supports and Services 87%, Citizenship 86%, Safe & Caring 88%, Program Access 82% above or at the provincial average; Work Prep 66%, and Motivated at Schools 83%, Program of Studies 73%, Student Learning Engagement 78%, and Positive Relationships 90%, Positive Behaviors 95% were maintained.

LOCAL CONTEXT

LEARN

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 continued development of an Outdoor Learning Space/Classroom.

AREAS FOR GROWTH - DESIRED OUTCOMES

PLAN

Academic areas of growth: School wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills & applications). The goal is to improve academic achievement over time (increase students Not at Risk by 10% by June 2026).

Additional goal: Continue to develop an Outdoor Learning Program which includes 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.

STRATEGIES FOR MOVING FORWARD

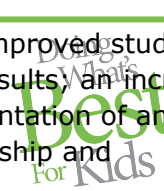
ACT

1. **Professional Learning:** PLFs are focused on supporting staff and students through Division 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 & New Vision Boards); 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, Senior Leaders and Teachers.

MOVING TO DESIRED OUTCOME - INDICATORS OF SUCCESS

REFLECT

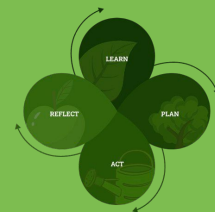
Moving To Desired Outcome: Lens & CC3 data and Numeracy Assessments that demonstrate improved student literacy skills and improved student numeracy skills; improved academic results; Improved PAT results; an increase in the percentage of staff and students engaged in school-wide leadership roles; and the Implementation of an Outdoor Learning Program with increased student and staff involvement in environmental stewardship and conservation activities.





Beacon Hill Public School DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: NUMERACY – 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 2026).

CURRENT STATE (BASELINE DATA)

LEARN

Kindergarten, Grade 1, 2 & 3 Numeracy Assessments: 90 students.

Kindergarten: Not At Risk: 8 - At Risk 24 - Kindergarten Goal: Not At Risk: 35% by June 2025

Total: Not At Risk: 57 (63%) - At Risk: 33 (27%)

Grade 1: Not At Risk: 19 - At Risk 9 - Grade 2: Not At Risk: 19 - At Risk 12 - Grade 3: Not At Risk: 19 - At Risk 12.

Comparing Numbers: Not At Risk 45 At Risk 44; Writing Numbers: Not At Risk 59 At Risk 30; Numbers On Line Task: Not At Risk 70 At Risk 16;

Number Facts (add): Not At Risk 52 At Risk 37; Number Facts (sub): Not At Risk 51 At Risk 29; Ordering of Numbers: Not At Risk 65 At Risk 24;

Weighted Total Score: Not At Risk 62 At Risk 28

Elk Island Assessment: Not At Risk: 41 (58%) - At Risk: 30 (42%)

Grade 4: Not At Risk 13 At Risk 12; Grade 5: Not At Risk 11 At Risk 13; Grade 6: Not At Risk 17 At Risk 5

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

- Kindergarten: Number Sense (Naming and Comparing).
- Grade 1: Problem Solving (addition & subtraction) & Number Sense.
- Grade 2: Addition & Subtraction & Comparing and Ordering numbers.
- Grade 3: Addition & Subtraction & Counting and Ordering; Solving Equations.
- Grade 4: Number Sense & Problem Solving, Place Value, Patterns and Fractions.
- Grade 5: Prime Numbers, Place Value, Patterns, Problem Solving (multiplication & subtraction).
- Grade 6: Problem Solving (multiplication & subtraction), Fractions, Decimal Points, Patterns.

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

- Staff will identify common strands of numeracy instruction that students struggle with and teach for improvement.
- Teachers will become more familiar with aspects of the new Math curriculum and use the best practices for instruction.
- All teachers will have at least one or two grade level focus areas based on data to focus on.
- Build teacher capacity to support learning and instruction.
- Teacher practices to promote increased interest in numeracy.

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE

PLAN/ACT

- School-wide collaboration on numeracy improvement strategies.
- Discuss and utilize strategies discussed by teachers in division meetings, staff meetings, and during PLFs.
- Expanded 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.
- Ongoing support from the FMPSD numeracy coordinator: focus on exploring resources, using manipulatives, gamification & puzzles, Math Progressions, and Modeling a Growth Mindset in Math.
- PLF division collaborative meetings are excellent venues for teachers to share resources and teaching strategies.
- Grade level partner and division collaboration to scaffold numeracy instruction.

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

- All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.
- Teacher interactions during PLF will provide evidence of teacher growth in analyzing classroom evidence.
- Classroom assessment and data will demonstrate continuous improved growth.
- Every student knows where they are in relation to learning targets and knows what specifically they need to improve- work on.
- Teachers and students having fun with numeracy.

DESIRED OUTCOME

REFLECT

- Assessment and ongoing feedback are woven into the day-to-day fabric of teaching and learning.
- 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.
- Numeracy Assessment: Grade 1, 2 & 3: 70% Not at Risk by June 2026.
- Numeracy Assessment Grade 4/5/6: 65% Not at Risk by June 2026.
- Improved academic results (Report Card marks).

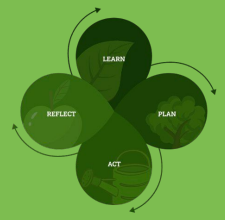
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DESIRED OUTCOME PLANNING

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

DESIRED OUTCOME: LITERACY - To reduce gaps in student literacy achievement through targeted intervention strategies. (reduce at risk literacy performance 10% by June 2026).

CURRENT STATE (BASELINE DATA) LEARN

- 32 FNMI students: CC3 Lens At Risk 14 & Not at Risk 18
- 5 EAL students: CC3 Lens At Risk 4 & Not At Risk 1
- Kindergarten: Name Accuracy: RAS 26 NRAS 7, Sound Accuracy: RAS 25 NRAS 8, Average Time On Task: 33 seconds.
- Grade 1, 2 & 3: 49 % Not At Risk 51% At Risk
- LENS Grade 1: At Risk: 19 & Not at Risk:10; CC3 Grade 2: At Risk: 17 & Not at Risk:12; CC3 Grade 3: At Risk: 9 & Not at Risk: 21.
- Grade 1: Letter Names: Not At Risk 69% At Risk 31%; Letter Sounds: Not At Risk 63% At Risk 37%
- Grade 2: RW - Regular Word Knowledge: Not At Risk 52% At Risk 48%; IR - Irregular Word Knowledge: Not At Risk 56% At Risk 44%; NW - Non Words: Not At Risk 56% At Risk 40%
- Grade 3: RW - Regular Word Knowledge: Not At Risk 68% At Risk 32%; IR - Irregular Word Knowledge: Not At Risk 64% At Risk 36%; NW - Non Words: Not At Risk 60% At Risk 40%
- Gr 4 Comprehension At Risk 77% NAR 23%; Oral Reading At Risk 25% NAR 75%; Oral Accuracy At Risk 44% NAR 56%
- Gr 5 Comprehension At Risk 68% NAR 32%; Oral Reading At Risk 36% NAR 64%; Oral Accuracy At Risk 56% NAR 44%
- Gr 6 Comprehension At Risk 30% NAR 70%; Oral Reading At Risk 0% NAR 100%; Oral Accuracy At Risk 50% NAR 50%

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

- Kindergarten: Phonological Awareness, Letter Sounds & Recognition.
- Grade 1: Letter Recognition, & Sounds, Decoding & Encoding, Oral Fluency, Phonics.
- Grade 2-3: Phonics, Reading Comprehension, Rhyming, Sentence Structure, Oral fluency.
- Grade 4-5: Punctuation & Spelling, Oral Fluency & Speed, Comprehension, Vocabulary, Reading Out Loud.
- Grade 6: Detailed Writing & Editing; Imagery; Narrative Writing; Oral Accuracy & Comprehension, Reading Out Loud, Summarizing.

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

- Teachers should apply strategies to address subject specific areas of need with interventions focused on teaching phonetics, letter recognition and sounds, reading comprehension, oral fluency and written work.
- Increased opportunities to collaborate with division partners to address sequential gaps by subject.
- Staff will identify common strands of literacy instruction that students struggle with and teach for improvement.
- All teachers will have at least one or two grade level focus areas based on assessment data to teach for improvement.

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

- Staff identified common strands of literacy instruction that students struggle to understand the concepts being taught.
- PLF collaborative meetings and staff meetings are excellent venues for teachers to share resources and teaching strategies.
- FNMI & EAL students are supported by Lexia, & classroom Literacy interventions.
- FMPSD literacy coordinator and teacher provide ongoing support.
- School-wide collaborative instructional approach for school improvement.
- Teachers collaborate in online meetings and during PLFs.
- Reading centers in all classrooms.
- Use of Resources: Words their Way, Lexia, Secret Stories, Fast Phonics, 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.

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

- All teachers will have at least one or two improvement strategies they have been focusing on.
- All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.
- Observations of teacher interactions during PLF will provide evidence of teacher growth analyzing classroom evidence.
- Classroom Assessment and Supervision will demonstrate growth.
- Increased reading levels & CC3 results.
- Increased motivation and desire to read.
- Empowered writers (interested in and motivated to write).

DESIRED OUTCOME

REFLECT

- 60% of students at norm for CC3 & Lens.
- Reduce At Risk Student Numbers by 10% and increase Not at Risk Students from 58% to 70%.
- Reading Interventions and Assessment become standard practice of daily teaching and learning.
- 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.
- Every student knows where they are in relation to literacy targets and knows what specifically they need to do to improve.

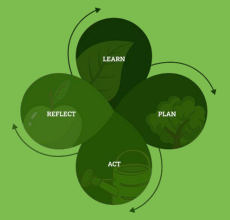
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Beacon Hill Public School

DESIRED OUTCOME PLANNING

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

DESIRED OUTCOME: Leadership - Continue to 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)

LEARN

- Data from school assurance measures report, and Our School Survey: Citizenship 86%, Welcoming, Caring, Respectful, Safe, & Learning Environments 87%, Positive Relationships 85%, Positive Behaviors 93%.
- 85% of Students Grade 4 to 6 are participating in extracurricular sports and clubs.
- Parent participation in School Council & PAC, activities, assemblies, fundraising, and events is increasing.
- Students participation in environmental awareness and activities, Take Me Outside Club, Tower Garden Activities, Recycling, Trout Project, Apple Schools, FNMI (Land Based Learning) and LIM is increasing (70% participation rate in Grades 4 to 6).

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

- When students are connected to outdoor learning they are more regulated and have improved literacy.
- Opportunities to demonstrate environmental leadership prepare students to be responsible citizens in the community.
- Continue to recognize citizenship, positive behaviors, and leadership through monthly assemblies, Roaries, and School Awards.
- (PBIS).
- Involve more students in environmental stewardship, outdoor education, Apple Schools, DEI, and FNMI activities.
- Provide professional development activities : 7 Sacred Teachings, LIM, DEI, Apple Schools activities & resources; Outdoor Education PD.
- Students are taking on leadership roles and running activities at a school-wide level (assemblies, reading buddies, announcements, hallway monitors, recycling, Friendship Club, and peer helpers).

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

- Teachers need opportunities to develop capacities for outdoor learning including pedagogy and space management.
- There is a need for more outdoor resources that will support outdoor learning and be available for easy access to encourage the outdoor space.
- Teachers, Administration & Support Staff teach and model appropriate behavioral skills and facilitate opportunities for students to take on leadership roles.
- Understanding of shifting curricular outcomes and how to accomplish these in the outdoor space.
- Teachers are taking on more school based leadership (Sports, Clubs, ATA & Tech Rep, Robotics, DEI Rep, Apple Schools Health Champion, FNMI liaison, Health & Safety).

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE

PLAN/ACT

- 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 and support from division based coordinators.
- Opportunities to partner with organizations locally moving forward Outdoor Learning (GEOEC Open Minds, Inside Education, Search and Rescue).
- Staff model appropriate behaviors, citizenship qualities, and assign/offer leadership roles within the classroom.
- Incorporate Outdoor Education - Learning habits into classroom instruction.
- PLF collaborative meetings are excellent venues for teachers to share resources and participate in Outdoor Learning activities.
- Class level goal setting for lessons outside per month, shifting the culture and developing skills.
- FNMI, LIM & Apple Schools (healthy moment) are celebrated at every monthly assembly.
- 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.

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

- All teachers recognize & celebrate ongoing student leadership participation.
- Ongoing classroom assessment will demonstrate character growth.
- Data driven accomplishments (Roaries, PAT, SLA & OurSCHOOL).
- Students actively participate in more school based leadership roles (assemblies, announcements, recycling, events, fundraising, reading buddies, environmental awareness, and Outdoor Education).
- The outdoor learning center is open and being utilized.
- Cross curricular instruction and activities utilizing the Outdoor Learning Center.

DESIRED OUTCOME

REFLECT

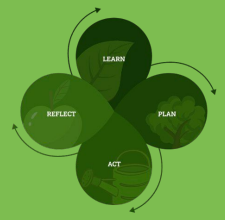
- Every student can demonstrate participation in some form of leadership role.
- All students are recognized in Monthly Assemblies for leadership, academic achievement, and/or for citizenship and attitude & effort.
- Student Advisory Teams established.
- A continued high level of fundraising involvement and support.
- Healthy eating, daily physical activities, and robust living habits.
- Increasing knowledge of Outdoor Learning and a vibrant Outdoor Learning Space garden for school instructional use.

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Beacon Hill Public School CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Supporting Data Provided

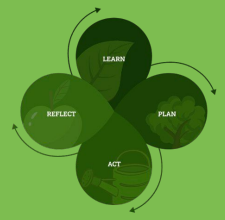
1. Summary of Alberta Education Assurance Measure Results
2. Alberta Education Assurance Measure Results - EAL Report
3. Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Applicable Assurance Measure Results
 - Social Studies 6 PAT Results.
5. School PLF and PD Survey Results
6. School Literacy and Numeracy Results.
7. Our School Survey Results Summary



Beacon Hill Public School

SUPPORTING DATA

Doing What's Best for Kids



Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

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	77.7	88.2	86.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	85.4	92.1	91.5	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	36.4	41.7	41.7	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	9.1	0.0	0.0	19.8	18.0	18.0	Low	Improved	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.5	95.2	93.8	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	90.9	93.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.8	81.4	83.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.7	80.0	77.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

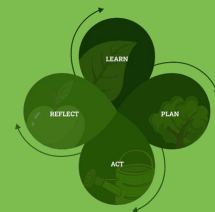
Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

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	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	83.3	100.0	95.8	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	63.5	77.8	77.2	79.9	80.4	80.7	Low	Maintained	Issue
Program of Studies	72.2	74.5	77.3	82.8	82.9	82.9	Low	Maintained	Issue
Program of Studies - At Risk Students	83.5	82.8	84.0	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	87.6	91.4	94.1	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	81.9	69.9	70.5	71.9	72.9	72.7	High	Improved	Good
School Improvement	86.1	89.1	83.3	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	66.7	100.0	89.7	82.8	83.1	84.0	Very Low	Declined	Concern



Beacon Hill Public School SUPPORTING DATA

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Summary of Alberta Education Assurance Measure Results - EAL Report

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1843 Beacon Hill School (FNMI)

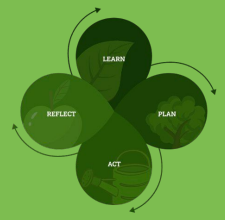
GOVERNMENT

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	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	7.3	6.5	6.5	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Beacon Hill Public School SUPPORTING DATA

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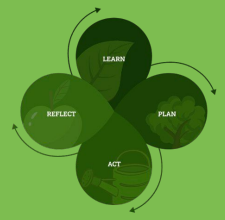
Summary of Alberta Education Assurance Measure Results - FNMI Report

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

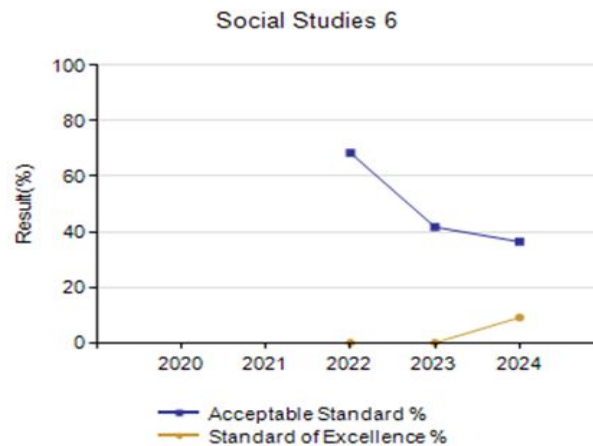
School: 1843 Beacon Hill School (EAL)

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	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	*	n/a	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	n/a	n/a	16.5	15.7	15.7	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	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

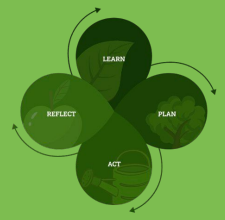


Summary of Alberta Education Assurance Measure Results - FNMI Report

Grade 6 PAT Results By Number Enrolled Measure History													
	Beacon Hill School					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	19	12	11	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	68.4	41.7	36.4	Very Low	Maintained	Concern	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	0.0	0.0	9.1	Low	Improved	Acceptable	n/a	n/a	20.1	18.0	19.8



11 students enrolled in SS6 PAT of which 3 were no shows.
 8 students wrote (1 EAL and 2 FNMI). 1 was in the excellence category
 and 4 in the acceptable category.



School PLF Survey Results

Summary of Participants' Responses

The majority of participants are satisfied with the learning opportunities provided this year and plan to apply their professional learning in the classroom.

Professional Learning Opportunities: A significant majority of participants (88%) agreed or strongly agreed that the learning opportunities provided this year contributed positively to their professional and teaching practices. This reflects a generally positive perception of the professional development initiatives.

Application of Professional Learning: Most participants (95%) plan to apply their professional learning in the classroom, indicating a strong commitment to integrating new knowledge and skills into their teaching practices.

Areas to investigate: A small percentage of participants (12%) disagreed or strongly disagreed that the learning opportunities contributed to their professional practices. Understanding the reasons behind this dissatisfaction could help improve future initiatives.

Application of Learning in the Classroom: Although a vast majority plan to apply their learning, 5% do not. Investigating the barriers preventing these participants from applying their learning could provide valuable insights for future support and training programs.

Participants appreciated the collaborative aspect and mental health focus of professional learning opportunities but suggested improvements in diverse training and increased time for implementation.

Collaboration and Networking: Participants valued connecting with colleagues, especially during in-person meetings, which were productive and facilitated resource sharing and strategy discussion, enhancing classroom practices.

Mental Health and Well-being: Mental health topics were well-received for reducing stress and anxiety. These sessions provided beneficial strategies for classroom management, especially during stressful periods like the CUPE strike.

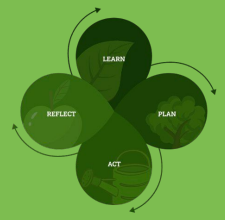
Time Management and Implementation: Participants highlighted the need for more time to plan, implement, and reflect on new ideas. They suggested extending PLF sessions and reducing redundant reflections to better apply their learning.

Scope and Diversity of Training: Participants requested more diverse and targeted professional development, especially in differentiated instruction for literacy and math. They also desired more autonomy in choosing topics relevant to their interests.

Practical Application and Impact: Many found the training impactful, with evidence of improved student engagement and learning outcomes, though some were unsure of the overall impact, indicating mixed results.

Areas to investigate

- Inclusion of Educational Assistants (EAs) in PLF meetings
- Frequency and Distribution of PLF days



School PD Day Survey Results

Summary of Participants' Responses

Meaningful Aspects of the Professional Development Day

- **Sessions and Topics:** Many participants found the sessions and the variety of topics available to be very meaningful. They appreciated the quality of the breakout sessions and the resources shared by presenters.
- **Networking Opportunities:** Lunch and other opportunities to converse with colleagues were highlighted as valuable for sharing key takeaways and catching up.
- **Logistics:** Some participants appreciated the logistical arrangements, such as transportation options that mitigated traffic issues.

Areas for Improvement

- **Keynote Topic:** While the keynote speaker was found interesting, some participants felt that the topic of resilience was somewhat tone-deaf given the current challenges faced by teachers.
- **Logistics and Comfort:** Suggestions included shortening lunchtime, providing more comfortable seating for keynote presentations, and recognizing the difficulties faced without CUPE staff.
- **Picket Line Concerns:** One participant expressed discomfort with being asked to cross a picket line, suggesting virtual options as an alternative.

Support for Further Professional Learning

- **Time and Autonomy:** Participants expressed a need for time to implement what they learned and autonomy in their professional development.
- **Continued Sessions:** There was a desire for similar PD sessions throughout the year, with time to discuss and explore the topics further.
- **Specific Interests:** Requests included more outdoor learning sessions, sessions applicable to school administration, and continuing work with specific tools like ViewSonic boards.

Key Takeaways from the Keynote on Resilience

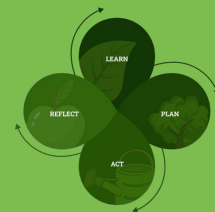
- **Resilience in Teaching:** Participants resonated with the idea that teaching requires resilience and the ability to overcome obstacles.
- **Practical Applications:** Some found value in practical applications like using a vision board and focusing on finding the good in challenging situations.
- **Mixed Reactions:** While some appreciated the keynote, others felt it did not fully address the unique challenges faced by teachers.

Overall, the Professional Development day was well-received, with valuable sessions and networking opportunities. However, there are areas for improvement, particularly in addressing the specific needs and challenges of teachers.



Beacon Hill Public School SUPPORTING DATA

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Literacy Data

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

Gaps in learning identified by data/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: Writing, Grammar, and Spelling, Reading Comprehension and Fluency

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

Division Coordinator Literacy Supports 2025-26

Bug Club Morphology

Shifting the Balance

Building Fluency

The Writing Rope

Numeracy Data

Gaps in learning identified by data/teachers as focuses for Numeracy Improvement:

Kindergarten : Number Sense

Grade 1: Problem Solving & Number Sense.

Grade 2: Addition & Subtraction & Writing & Ordering.

Grade 3: Addition & Subtraction & Counting & Ordering

Grade 4: Number Sense & Problem Solving, Place Value

Grade 5: Fluency, Number Concepts, Patterns

Grade 6: Problem Solving, Fractions, Decimal Points

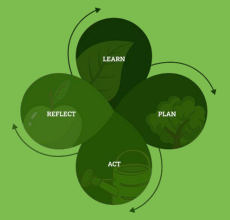
Division Coordinator Numeracy Supports 2025-26

Modeling a Growth Mindset

Using Games & Puzzles

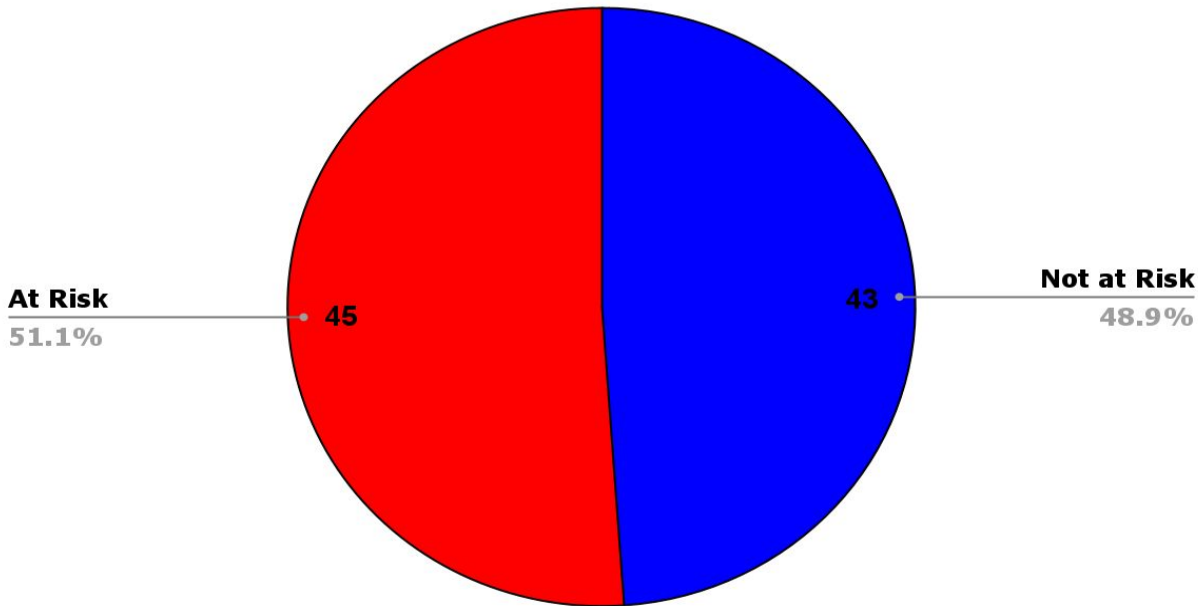
Visual & Hands -on to Connect Daily Life

Math Progressions



Div 1 Literacy Assessment:

CC3 & Lens Overall Performance Grade 1/2/3



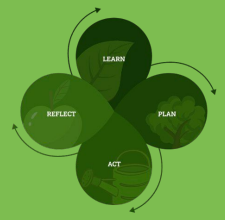
Kindergarten

Name Accuracy: RAS 26 NRAS 7
Sound Accuracy: RAS 25 NRAS 8
Average Time On Task: 33 seconds

LENs Grade 1: At Risk: 19 & Not at Risk:10
CC3 Grade 2: At Risk: 17 & Not at Risk:12
CC3 Grade 3: At Risk: 9 & Not at Risk: 21
Grade 1, 2 & 3: 49 % Not At Risk 51% At Risk
Improvement Goal for 2025-26: 60% Not at Risk

Grade 1: Letter Names: Not At Risk 69% At Risk 31%
Letter Sounds: Not At Risk 63% At Risk 37%
Grade 2: RW - Regular Word Knowledge: Not At Risk 52% At Risk 48%
Word Knowledge: Not At Risk 56% At Risk 44%
NW - Non Words: Not At Risk 56% At Risk 40%

IR - Irregular

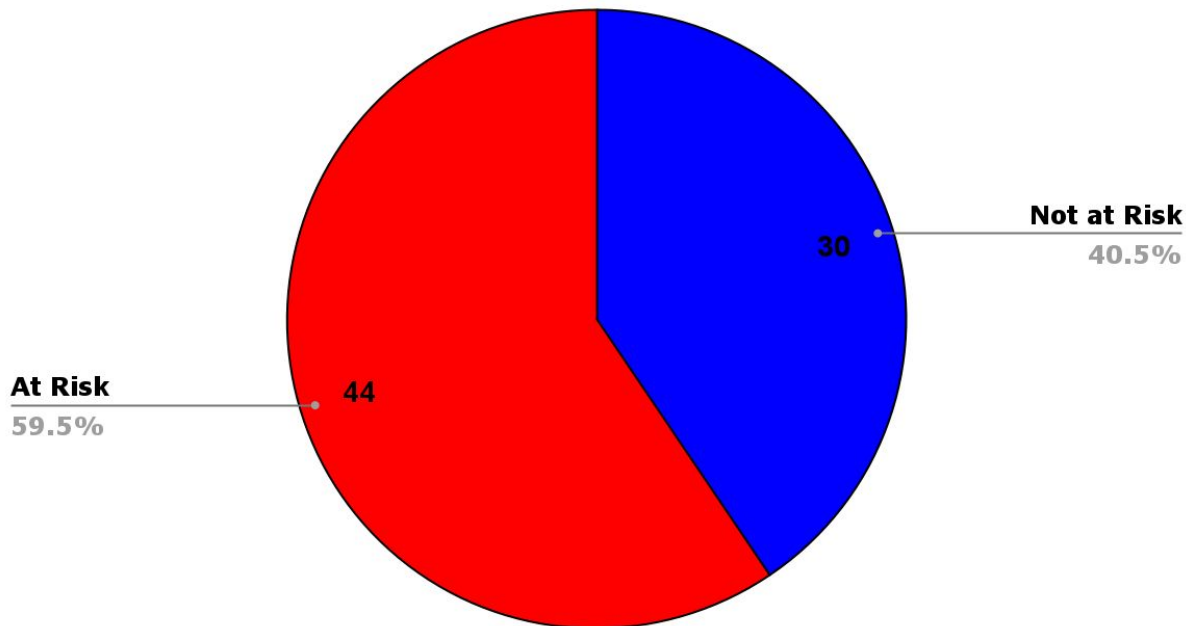


Grade 3: RW - Regular Word Knowledge: Not At Risk 68% At Risk 32%
IR - Irregular Word Knowledge: Not At Risk 64% At Risk 36%
NW - Non Words: Not At Risk 60% At Risk 40%

- 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.

Div 2 Literacy Assessment:

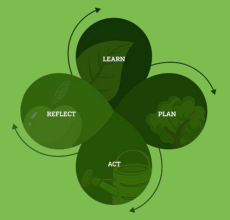
Comprehensive Maze Assessment Grade 4/5/6



Comprehension Maze Assessment

Comprehension

Grade 4: At Risk 77% Approaching 11% Meeting/Exceeding 12%
Grade 5: At Risk 68% Approaching 8% Meeting/Exceeding 24%
Grade 6: At Risk 30% Approaching 30% Meeting/Exceeding 40%



Oral Reading Fluency Accuracy

Grade 4: At Risk 25% Approaching 56% Meeting/Exceeding 19%

Grade 5: At Risk 36% Approaching 8% Meeting/Exceeding 56%

Grade 6: At Risk 0% Approaching 10% Meeting/Exceeding 90%

Oral Reading Fluency Speed

Grade 4: At Risk 44% Approaching 33% Meeting/Exceeding 23%

Grade 5: At Risk 56% Approaching 20% Meeting/Exceeding 24%

Grade 6: At Risk 50% Approaching 15% Meeting/Exceeding 35%

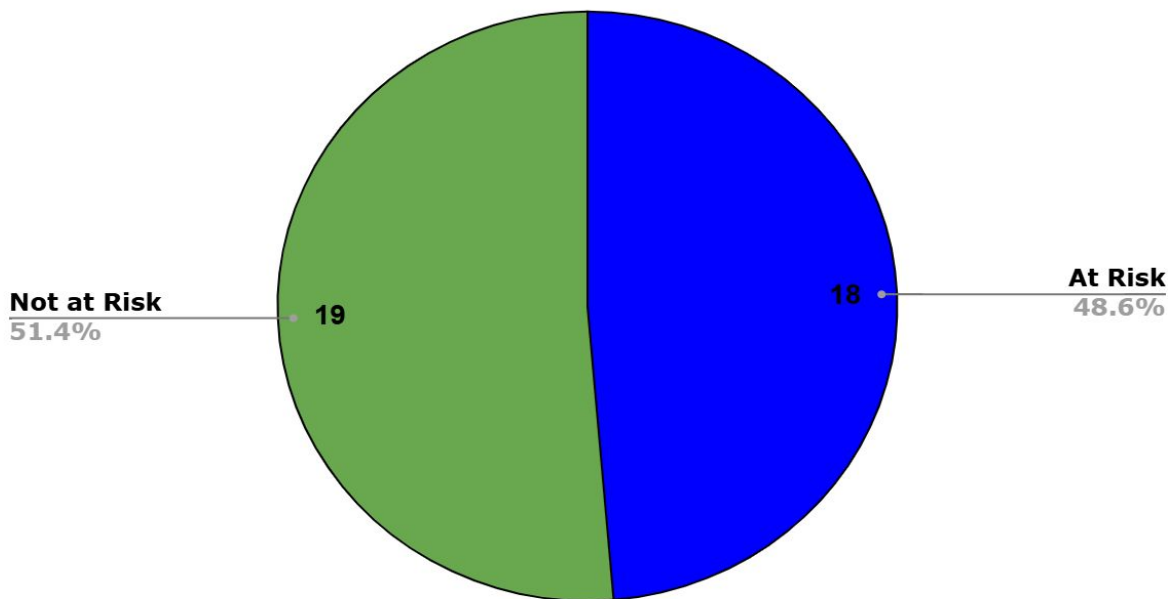
Total: Grade 4 At Risk 21 77% Fall 2025 (+10% NAR)

Grade 5 At Risk 17 68% Fall 2025 (+10% NAR)

Grade 6 At Risk 6 30% Fall 2025 (+10% NAR)

Improvement Goal for 2025-26: 60% Fall 2025 (+10% NAR)

FNMI/EAL 2024 CC3 Literacy Assessments

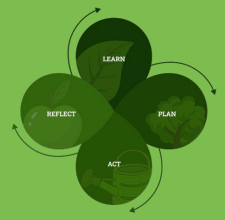


CC3 (Castles & Coltheart Assessments) & LENS

32 FNMI students: CC3 Lens At Risk 14 & Not at Risk 18

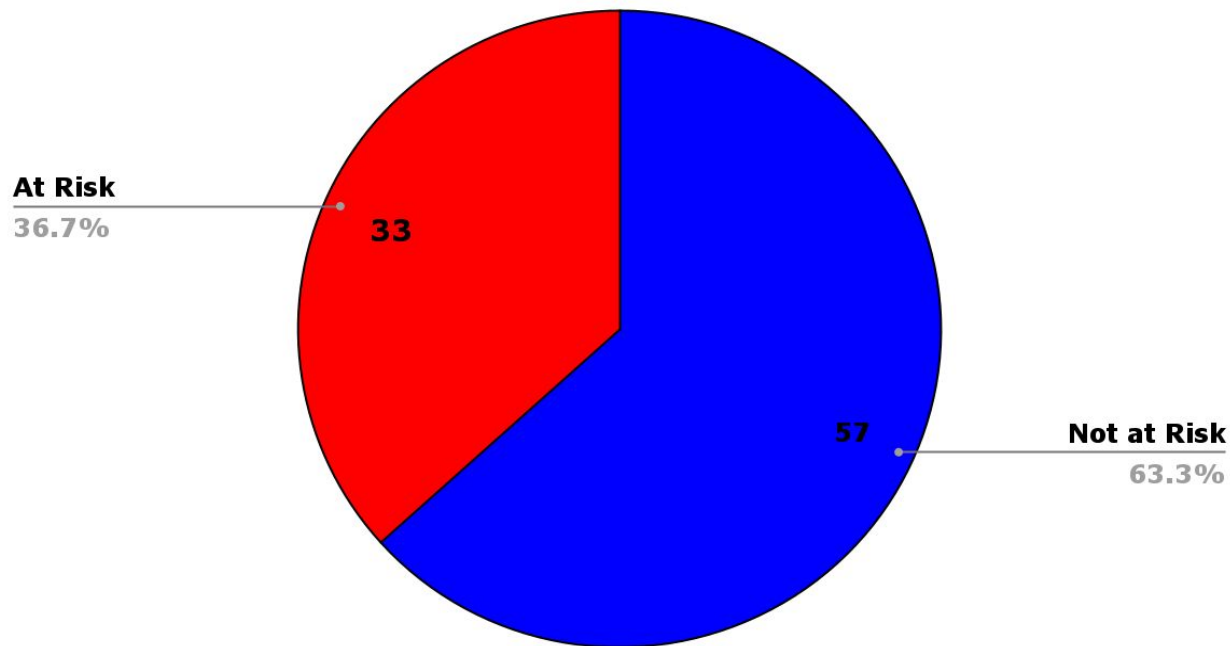
5 EAL students: CC3 Lens At Risk 4 & Not At Risk 1

Improvement Goal for 2025-26: FNMI 60% Not at Risk Fall 2025 (+10% NAR)



Div 1 Numeracy Assessments

Winter 2025 Grade 1/2/3 Numeracy Assessment



Kindergarten, Grade 1, 2 & 3 Numeracy Assessments: 90 students

Total: Not At Risk: 57 (63%) - At Risk: 33 (27%)

Grade 3: Not At Risk: 19 - At Risk 12;

Grade 2: Not At Risk: 19 - At Risk 12;

Grade 1: Not At Risk: 19 - At Risk 9.

Kindergarten: Not At Risk: 8 - At Risk 24.

Kindergarten: Not At Risk: 35% by June 2025

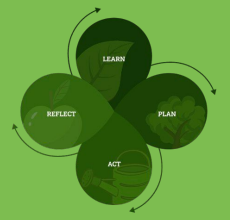
Comparing Numbers: Not At Risk 45 At Risk 44

Writing Numbers: Not At Risk 59 At Risk 30; Numbers On

Line Task: Not At Risk 70 At Risk 16

Number Facts (add): Not At Risk 52 At Risk 37

Number Facts (sub): Not At Risk 51 At Risk 29



Ordering of Numbers: Not At Risk 65 At Risk 24
Weighted Total Score: Not At Risk 62 At Risk 28

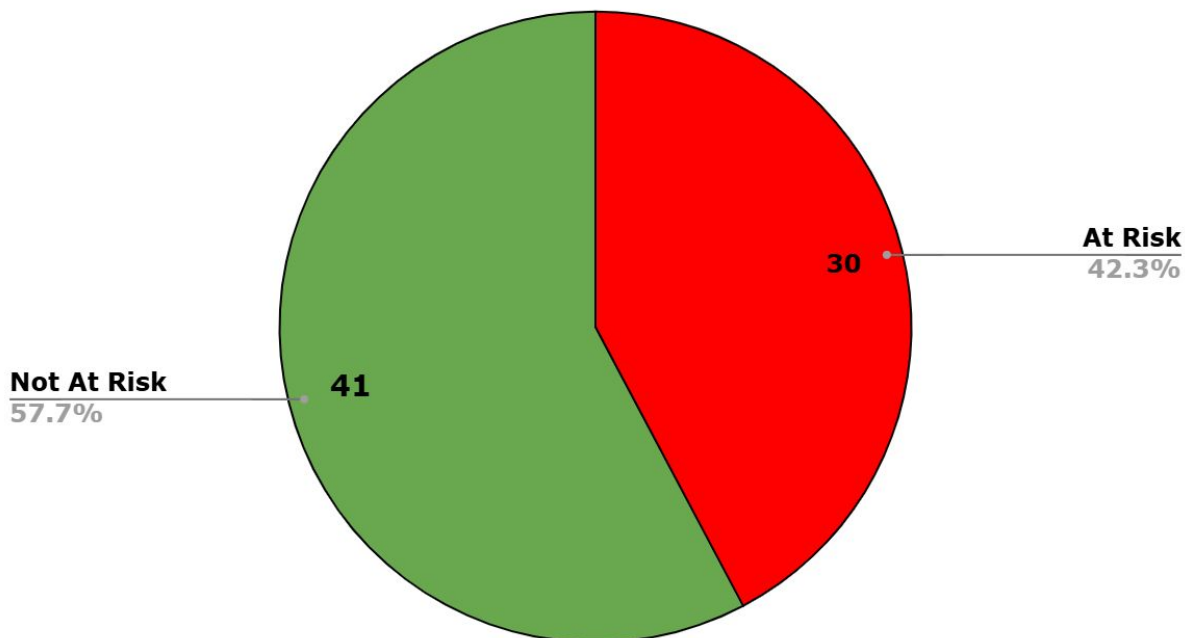
Improvement Goal for 2025-26: 70% Not at Risk

Areas Identified by teachers as gap area focuses for Numeracy Improvement:

Kindergarten : Number Sense
Grade 1: Problem Solving & Number Sense.
Grade 2: Addition & Subtraction & Writing & Ordering.
Grade 3: Addition & Subtraction & Counting & Ordering
Grade 4: Number Sense & Problem Solving, Place Value
Grade 5: Fluency, Number Concepts, Patterns
Grade 6: Problem Solving, Fractions, Decimal Points

Div 2 Numeracy Assessments:

Grade 4/5/6 Elk Island Numeracy Assessment

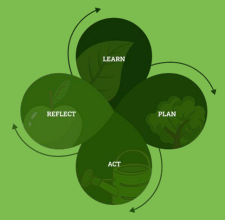




Beacon Hill Public School

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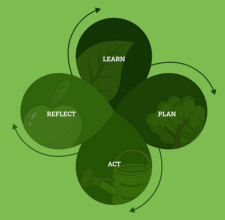
Elk Island Assessment: Not At Risk: 41 (58%) - At Risk: 30 (42%)

Grade 4: Not At Risk 13 At Risk 12

Grade 5: Not At Risk 11 At Risk 13

Grade 6: Not At Risk 17 At Risk 5

- 58% of our Division 2 students require Some 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
- Improvement Goal for 2025-26: 65% Not at Risk



(Our SCHOOL Survey)
Report on Student Outcomes and School Climate
Grade 4, 5 & 6: Spring 2024, Fall 2024, Spring 2025

- Students with a Positive Sense of Belonging: **School 80% & 77% & 76% Canadian Norm 72%**
Students are taking on leadership roles and all students are encouraged to take part in and help organize school events (cross grade reading buddies, Green Team, teaming up for special class projects and events, Leader In Me, fundraising, and extracurricular activities).
- Students with Positive Relationships: **School 80% & 80% & 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 85% & 96% & 96% - 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, online spelling lists, Reading Eggs, Mathseeds, Seesaw and Google classroom).
- Students with Positive Behavior at School: **School 94% & 94% & 93% - 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 78% & 83% & 70% - 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. Students have access to a wide range of extracurricular activities.
- Positive Learning Climate: **School 66% & 72% & 68% - 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 39% & 35% & 38% - 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, SOS, & WITS).
- Advocacy at School: **School 76% & 72% & 72% - Canadian Norm 63%**
High levels of support and caring staff, and the support of a half time school counselor & LAC.
- Positive Teacher-Student relations: **School 82% & 85% & 82% - Canadian Norm 81%**
A caring dedicated staff in a small community oriented school culture.
- Feel Safe attending this school: **School 85% & 77% & 79% - Canadian Norm 62%**
A school climate that values respect, responsibility and teaches positive behavior.
- Expectations for Success: **School 78% & 83% & 85% - Canadian Norm 82%**
The school staff emphasize the academic skills and hold high expectations for all students to succeed.

*Most categories are at or above the provincial average.