



Annual Education Results Report
2020 - 2021
School Continuous Improvement Plan
2020 - 2023



VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.\

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the *School Continuous Improvement Plan*.



School Profile



Evansview School is a Junior Kindergarten to Grade 6 elementary school. We operate with a population of close to 100 students and 10 staff members. We are located in the Lobstick Zone of the Grande Yellowhead Public School Division and the school is located in the hamlet of Evansburg, Alberta. Our students are supported with the part time services of a Family School Liaison Counsellor and the centralized services of our division. Evansview school is fortunate to have a very supportive School Council that provides our students with numerous opportunities to participate in extracurricular activities.

Principal's Message

Due to the COVID 19 Pandemic we have had to adapt to new restrictions that have forced our staff and our school to put many of our programs on hold until the pandemic is over. Our re-entry plan calls for classes to remain separate from one another and for limited mixing of students and grades. As a result of these restrictions many of the programs and activities our students normally participate in have been cancelled for the year.

This message will outline the activities that we normally participate in when we are not dealing with a global pandemic.

School Demographics and Philosophy

Evansview School is a small rural school serving close to 100 students in Junior Kindergarten to Grade Six. Our involved and successful School Council meet on a regular basis and work to provide numerous opportunities for our students to be involved in. The School Council President communicates with school administration on a regular basis to discuss Council business and the happenings taking place at the school. Being a small school, staff work closely with parents and the community and in combination are able to provide a well rounded education to our students.

Student Achievement

Staff at Evansview school are proud of the accomplishments our students demonstrate on the annual Provincial Achievement Tests. Our results consistently demonstrate higher than provincial averages on the Acceptable level of achievement as well as the Level of Excellence. These results are a culmination of efforts that begin in the early years and are continued through to the grade six level.

Students at Evansview School

Prior to the COVID 19 Pandemic, the students at Evansview school were encouraged to support one another by being involved in other classes. The older students volunteered time to eat in the younger classes, trained to be crossing guards, assisted with school assemblies and helped deliver the breakfast program to the younger grades.

Building a strong student community is evident throughout the school. Our students create random birthday cards that are then passed out when it is someone's birthday, they assist with creating bulletin boards, updating the school sign, and the recycling program. In the past we started a card making club after school where students create handmade greeting cards and then send half of the total cards made to various organizations. Organizations include Military Families and Seniors and we continue to explore other options.

Communication and Community Engagement

Creating a strong communication plan leads to increased community engagement. Evansview school communicates with our parents and community stakeholders through various platforms. Administration delivers a weekly voicemail and email to each household with the weekly happenings around the school. The school Facebook page is updated regularly, the school sign is consistently up to date, and many of the teachers utilize apps like REMIND or send home newsletters or daily journals.

Engaging the community is completed through the active school council. The School Council meets on a regular basis. In the past the school council attendance ranged from 15 to 23 people and met at the school. In addition to the monthly meetings administration works to communicate with parents informally by providing bus lane supervision prior to and after school and this allows for the informal but vital opportunity to gather feedback and establish relationships.

Teaching and Leadership Excellence

Evansview staff is a small dedicated group of professionals who have begun to collaborate with colleagues from a neighbouring school as part of their professional development plans. The two groups have begun to work together to continue strengthening the literacy initiatives in both schools and have been sharing resources and pedagogical practices. The Lobstick Zone principals continue to collaborate

and establish plans to enhance continuity between buildings to ensure consistency when students transition to the next school in their academic journey.

Engagement

Staff and community engagement take place at staff meetings as well as School Council meetings in the fall months of October and November. Staff review and contribute directly during professional development days while parents are asked for input during council meetings and during individual discussions with administration.

Our plan to review this document will take place in the spring when staff participate in a planning session that includes a “Start, Stop, Continue, Tweak” portion of the day to measure success. The parents will also participate in a special meeting surrounding advanced planning for the next school year.

Accountability Pillar Report

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.
- Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.
- All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.
- Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
 - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and

Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

- Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

4. **Governance**

- Survey measure of Parent Involvement.
- School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
- Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. **Local & Societal Context**

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

Diploma and Provincial Results

Grande Yellowhead Public School division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency, writing, and mathematics to inform instruction to ensure the success of all students.

Accountability Pillar results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 2009 Evansview School



Measure Category	Measure	Evansview 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
Safe and Caring Schools	Safe and Caring	94.6	82.1	84.7	89.4	89.0	89.2	Very High	Improved	Excellent
	Program of Studies	85.1	75.2	69.4	82.4	82.2	82.0	Very High	Improved	Excellent
Student Learning Opportunities	Education Quality	96.3	88.4	90.8	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	88.5	78.6	82.2	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	20.8	23.2	20.1	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	95.0	75.0	67.6	84.1	83.0	82.7	Very High	Improved Significantly	Excellent
	Citizenship	95.2	78.0	78.9	83.3	82.9	83.2	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	97.0	82.2	82.5	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	91.5	86.1	81.0	81.5	81.0	80.9	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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.
 7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement – This is a comparison of current results to a set of standards

- a. Very Low (red)
- b. Low (orange)
- c. Intermediate (yellow)
- d. High (green)
- e. Very High (blue)

Improvement – This is a comparison of current results with the previous 3 year average

- a. Declined Significantly (red)
- b. Declined (orange)
- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

School Data Story

Student Success:

Creating Safe Caring Schools

Staff at Evansview school believe strongly in the divisional perspective that “All students are our students”. With this belief in mind the school philosophy includes a focus to ensure there is equality among students.

The staff work to ensure student concerns are heard and addressed in a timely manner and inform parents of any concerns. Our school has a safe arrival procedure and each unexcused absence receives a phone call from our school secretary. Our teachers develop schedules with families to have all of the IPP’s reviewed and signed after meeting with parents three times throughout the school year.

While working with students the staff provide opportunity and have expectations that match the zone of proximal development for each student. During Parent Teacher Interviews staff review student achievement and goals for the remainder of the school year.

Each week every family and some community members receive a phone call and accompanying email from school administration to outline the week’s activities. In addition many staff members utilize a variety of communication tools to reach out to families.

Academic Success:

Evansview school sets high standards and expectations for all students in the building. Setting high standards encourages accountability and independence for our students and is reinforced when we celebrate individual student success. Academic achievement is supported with Educational Assistant time when necessary and is identified through the use of Individual Student Plans and Individualized Program Plans. These documents and the daily practice of our staff work together to achieve the goal of one years growth for every student in the building.

In addition to the academic goals we have for each of our students we also develop self-empowerment and character traits. Our students participate in numerous activities to encourage positive character development and leadership skills.

Indigenous Education

Low numbers of self-identified students results in survey numbers being suppressed and unavailable.

Teaching and Leadership Excellence:

Students in Evansview school have access to the Family School Liaison Counsellor two days a week. This leads to increased support for students and staff. Trauma informed classrooms combined with the knowledge and understanding of staff members leads to increased empathy in the lives of students which leads to increased safe and caring initiatives.

The staff at Evansview School are dedicated to Professional growth and development. Each staff member creates and works towards achieving the goals established in the individual Professional Growth Plan. Many belong to social media groups that support Professional Development and have established relationships with colleagues from different schools throughout the division and the province. Each staff member meets with administration to review progress towards the individual's Professional Growth Plan and to establish what is needed to achieve the goals in that plan.

Community Engagement:

Evansview staff meet annually and develop the School Continuous Improvement Plan for the year. After the staff has met, school administration meets with the Parent Council/School Council to review the plan. Part of this plan is to establish the variety of activities that will take place throughout the school year. The calendar is established prior to the start of the school year and then reviewed throughout the year. School council is very active in supporting the goals we establish and use the monies raised at the annual fundraiser to support the school. The Grouches Ball is the annual fundraiser and involves a large portion of the community. Through this fundraiser the School Council is able to support field trips, school presentations, hot lunch programs, and a wide range of activities and supplies.

In addition to supporting the school with financial support the School Council is kept apprised of the financial situation and the pillar survey results. School Administration meets with the School Council on a regular basis and informs the group of happenings throughout the school.

Parents and community members are informed of weekly activities through the School Messenger system that is part of the PowerSchool Student Information System. Administrators record a weekly message that is accompanied by an email that notifies parents of happenings throughout the week and gives notice of upcoming events.

Instructional Focus

The instructional focus for Evansview School is focused on Literacy with a lense on writing to increase the number of students writing at the proficient level on the HLAT assessment, the 3 R assessment, as well as focusing on number sense with a concentrated effort on operations and word problems.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
Increase student comprehension of fiction and non-fiction text demonstrating one year's growth after completing the F&P benchmark assessments.	<ul style="list-style-type: none"> ● LLI ● Right to Read ● Guided Reading ● Daily 5 ● 3 R's Assessment Questions ● F&P Boxes
Evidence of Success <ul style="list-style-type: none"> ● Comprehend text at grade level using the F&P benchmark assessments. ● Demonstrate one year's growth using the F&P benchmark assessments. 	

NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> ● Improve numeracy skills surrounding number sense and operations by one years growth. 	<ul style="list-style-type: none"> ● Jump Math (Gr.1-6) ● Mathletics ● Math Makes Sense (Gr. 4-6) ● First Steps in Math? (K) ● Context for Mathematics (K) ● Numeracy consultant for PD Day. ● Power of 10
Evidence of Success <ul style="list-style-type: none"> ● Increased student results on the final Mathletics assessment for number sense and operations. ● Increased fluency surrounding math facts and mental math calculations. 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> ● Teachers will apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. 	<ul style="list-style-type: none"> ● PD surrounding 3R's Assessment. <ul style="list-style-type: none"> ○ Irene Heffel support regarding 3R marking consistency. ● PD for marking HLAT assessments ● Utilizing the GYPSD Technology Learning Library
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Pillar survey success is consistent with current results. 	

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> ● Staff will participate in literacy and numeracy PD. ● Staff PD surrounding behavioural and emotional supports. ● Staff will complete individual PG plans and meet with school administration to review. 	<ul style="list-style-type: none"> ● Math Specialist ● Literacy Specialist <ul style="list-style-type: none"> ○ Virtual one to one meetings ● FBA data analysis ● Collaborate with colleagues in other schools ● Behavioural Supports ● Teacher Mentorship ● Staff Growth Plan ● One to One meetings with administration
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Improved response time with professionals offering services to students due to more efficiencies when completing the prerequisite forms and information. ● One to one meetings to review PG plans. ● Evidence of one years growth on divisional assessments for literacy and numeracy. 	

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> Students, Parents, and Staff will feel safe and cared for by the adults in the building while on the way to and from school and while attending Evansview. 	<ul style="list-style-type: none"> Crossing Guards Hand sanitizer and soap choices Re-entry plan Radios Vests for supervisors All staff supervision Snack/Breakfast program Supplying necessities for individual students. Outdoor drop off for JK/K Communication between home and school <ul style="list-style-type: none"> Weekly Messages REMIND Newsletters Emails Planners Google Classroom Developing personal relationships (Families and Students) 2 weeks of Parent Teacher Interviews.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Continued satisfaction survey results of 90% or higher. 	

STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> Students will receive timely ongoing support in areas of need. 	<ul style="list-style-type: none"> FSLC, BEST, Behavioral Specialist, OT, SLP, Therapy Aide, Vision Consultant, referrals to FSCD where applicable EA supports in class and small group pull-out in targeted areas as outlined in student ISP and behaviour plan LST to support staff in documentation and analysis of data (FBA, behaviour support plans)
<p>Evidence of Success</p> <ul style="list-style-type: none"> FBA data analysis will show fewer instances of behaviour or intervention requiring supports Students receive timely and ongoing programming from therapy aide (and EA if applicable) to achieve goals set out by Khan Communication for OT and divisional SLP 	

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration· improves practice to enhance student learning.

Division Professional Learning Days

Date	Focus	Audience	Activities Planned
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event
October 23, 2020	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	Mental Health PASI	Support Staff Secretaries	Virtual Meet Meeting with Shirley
November 27, 2020	HLAT Assessment	Teaching & Support Staff	Marking HLAT assessments and sharing exemplars
March 5, 2020	Numeracy	Teaching Staff	Meet with Numeracy Specialist - Geri Lorway
	Mental Health	Support Staff	ACES and Resilience
April 30, 2020	Calendar for 2021/2022	Teaching & Support Staff	Start/Stop/Continue/Tweak
May 28, 2020	Year End Assessment Preparation and Analysis	Teaching & Support Staff	Review Assessments and progress throughout the year