



Alberta Education Assurance Measures Report  
2022 - 2023  
School Continuous Improvement Plan  
2022 - 2025



### **VISION**

Our school division endeavours to provide each student with the opportunity to fulfil 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 provides Junior Kindergarten to Grade 6 programming. The school operates with a population of 109 students and 13 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, BEST Success Coach 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

## School Demographics and Philosophy

Evansview School is a small rural school serving 109 students in Junior Kindergarten to Grade Six. Our involved and successful School Council meets on a regular basis and works to provide numerous opportunities for our students to be involved. 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

The students at Evansview school are encouraged to support one another by being involved in other classes. The older students volunteer time to act as "buddies" in the younger classes, train to be crossing guards, assist with school assemblies, and help 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. We have a card making club after school where students create handmade greeting cards and then send half of the total cards made to various local, provincial, and national organisations. Organisations include military families and seniors and we continue to explore other options for our handmade greeting cards. In addition to the card club our students have the opportunity to participate in Skipping Club and Mini-Basketball.

Our school theme this year centres on the book "How Full is Your Bucket". Staff give tickets to students who are caught making positive contributions to our school community by helping one another and demonstrating care and compassion towards their peers. Students put the vouchers into a bucket in the office and names are drawn at random to win prizes. When the bucket is full the entire student body will win a prize that is sponsored by our Parent Council.

## 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 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, email, text messaging 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 addition to the monthly meetings administration and teachers work to communicate with parents informally by providing bus lane supervision prior to and after school which allows for the informal but vital opportunity to gather feedback and establish relationships.

School Council coordinates a Hot Lunch twice per month on Tuesdays. In the past parents had to pay a fee if their child was going to receive Hot Lunch. Through advertising and effective communication with parents and the community, Parent Council has been able to secure corporate and personal financial support so parents do not have to pay for the Hot Lunches.

## Teaching and Leadership Excellence

Evansview staff is a small dedicated group of professionals who collaborate with colleagues as part of their professional development plans. Teachers work together to continue strengthening the literacy initiatives in our school and share 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 as well as preparing for the future modernization and amalgamation of the three schools. This year will see an increase in the number of activities that are planned to host multiple schools so students start to know others from the surrounding schools and become familiar with Grand Trunk.

## Engagement

Staff and community engagement take place at staff meetings, School Council meetings, Community Engagement meetings, and Council of School Council meetings. Staff review and contribute directly during professional development days while parents are asked for input during council and stakeholder engagement 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.

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# Assurance Measures Survey

- Alberta Education provides all school jurisdictions in Alberta with Assurance Survey Results each year. The results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate are updated after the end of the school year.
- 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 October of the following school year.

Areas included on the Assurance 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.



# School Data Story

## Creating Welcoming, Caring, Respectful and Safe 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.

While moving through the pandemic we were very fortunate to have parents and community members work in partnership with us and all were very understanding and supportive of the actions we had to undertake.

Each week every family and some community members receive an 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.

As we prepared for the “How Full is Your Bucket” theme we worked with our School Council and they decided to utilize grant money from the Alberta Government to support the initiative. School Council purchased a copy of the book for each family in the school so parents would be aware of the intent behind the initiative.

## 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. We are happy to have a BEST Success Coach as well as a Family School Liaison Counsellor in our school.

## 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.

#### Indigenous Education

Teachers utilize resources to teach all students lessons centered on or surrounding Indigenous education. We have teachers that have modified seating arrangements, built specific PE unit plans around indigenous traditions and are planning to bring in indigenous leaders and authors from within the community.

Our school supports and encourages participation in Orange Shirt Day, National Day for Truth and Reconciliation and National Indigenous Peoples Day. One of our staff members represents our school on the Divisional Indigenous Education Committee and regularly attends meetings and disperses information to her colleagues regarding Indigenous Education.

#### Learning Supports

Students and Staff at Evansview School are supported by our Learning Support Teacher, Family School Liaison Counsellor, BEST Coach, Divisional Director of Inclusive Learning, our Divisional Psychologist and our Divisional Learning Services branch.

Student learning is supported through the ongoing use of Individual Support Plans, Individual Program Plans and Functional Behaviour Assessments. Creating these plans requires implementation of support from Speech and Language Pathology, Occupational Therapists, and Therapy Aides. These centralized supports work in consultation with the Learning Support Teacher and plans are created and reviewed with parents on a continual basis.

#### Community Engagement

Staff and community engagement take place at staff meetings as well as School Council meetings. 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.

## Instructional Focus

- Students will respond to questions demonstrating a complete and appropriate response that addresses the question using supporting proof or evidence when required.
- Improve numeracy skills surrounding number sense and operations by one year's growth.
- Improve Mental Math abilities for Division I and II students to grade level expectations.

## School Continuous Improvement Goals

### STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> <li>• <b>During the 2022/23 school year students will respond to questions demonstrating a complete and appropriate response that addresses the question using supporting proof or evidence, when required.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• “Thin vs Thick” Response</li> <li>• Direct instruction               <ul style="list-style-type: none"> <li>○ Questions</li> <li>○ Types of Questions                   <ul style="list-style-type: none"> <li>▪ Div I                       <ul style="list-style-type: none"> <li>• What is a question                           <ul style="list-style-type: none"> <li>• How do we ask questions?</li> </ul> </li> </ul> </li> <li>▪ Div II                       <ul style="list-style-type: none"> <li>• Question Types</li> </ul> </li> <li>▪ Staff development and consistency</li> </ul> </li> <li>○ How to answer specific types of questions</li> <li>○ How to ask a good question</li> </ul> </li> <li>• Bulletin Board               <ul style="list-style-type: none"> <li>○ Informational and exemplars</li> </ul> </li> <li>• Communicate importance of question/response to parents</li> <li>• Focus on modelling the following:               <ul style="list-style-type: none"> <li>Direct questions, Journal/reflection questions</li> <li>Factual/Conceptual/Debatable</li> <li>Generalizing</li> </ul> </li> </ul>

<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Improvement in 3R's and HLAT results</li> <li>• Oral response to direct questions that matches the type of question being asked.</li> <li>• "Thin or Thick" answers are used appropriately when answering corresponding questions in daily student work or interactions.</li> </ul>	

<p><b>NUMERACY SMARTe GOAL 2</b></p>	<p><b>STRATEGIES</b></p>
<p>Improve numeracy skills surrounding number sense and operations by one years growth.</p> <p>Improve Mental Math abilities for Division I and II students to grade level expectations.</p>	<ul style="list-style-type: none"> <li>• Jump Math (Gr.1-6)</li> <li>• Mathletics</li> <li>• First Steps in Math (K) <ul style="list-style-type: none"> <li>◦ Assessments in some classes</li> </ul> </li> <li>• Context for Mathematics (K)</li> <li>• Numeracy consultant. <ul style="list-style-type: none"> <li>◦ Thinking 101 (Geri Lorway)</li> </ul> </li> <li>• Power of 10</li> <li>• BrainingCamp Digital Math Manipulative</li> <li>• Manipulatives</li> <li>• Incorporate "Thin and Thick" literacy responses into numeracy skills</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Increased student results on the final Mathletics assessment for number sense and operations.</li> <li>• Increased fluency surrounding math facts and mental math calculations.</li> <li>• Automaticity of math facts at grade appropriate levels.</li> </ul>	

## TEACHING AND LEADERSHIP

<b>EDUCATION QUALITY</b> <b>SMARTe GOAL 1</b>	<b>STRATEGIES</b>
<p>Teachers will apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p>	<ul style="list-style-type: none"> <li>● Continued Literacy PD.</li> <li>● Numeracy support from Geri Lorway</li> <li>● Utilize First Steps in Math to determine developmental phase for each student.</li> <li>● Utilizing the GYPSD Technology Learning Library</li> <li>● Anne Davies' Assessment Plan (K)</li> <li>● In Depth instruction regarding appropriate question response                             <ul style="list-style-type: none"> <li>○ Labelling and Identifying Questions</li> <li>○ Formulating Questions</li> <li>○ Responding to "Thin and Thick" Questions</li> </ul> </li> <li>● Bulletin boards displaying questioning strategies and techniques</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>- Increased results when comparing beginning and year end assessments.</li> <li>- Students will demonstrate an increase of skills in identified areas of need as determined by specific assessment data.</li> </ul>	

<b>TEACHING &amp; LEADERSHIP</b> <b>EXCELLENCE</b> <b>SMARTe GOAL 2</b>	<b>STRATEGIES</b>
<ul style="list-style-type: none"> <li>● Staff will participate in literacy and numeracy Professional Development.</li> <li>● Staff Professional Development surrounding behavioural and emotional supports.</li> <li>● Staff will complete individual PG plans and meet with school administration to review.</li> </ul>	<ul style="list-style-type: none"> <li>● Consultation with Geri Lorway (Numeracy Consultant) and Irene Heffel (Literacy Consultant)</li> <li>● BEST Success Coach supporting teachers implementing social and emotional behaviour support programs and strategies to use in their classrooms.</li> <li>● Family School Liaison Counsellor working with-in classrooms to support social and emotional regulation.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Decreased time required for students to self-regulate and return to classroom activities with their peers.</li> <li>● Decreasing the amount of adult support required for self-regulation.</li> <li>● One to one meetings to review Professional Growth Plans.</li> </ul>	

- Evidence of one years growth on divisional assessments for literacy and numeracy.

## LEARNING SUPPORTS

<b>INDIGENOUS EDUCATION SMARTe GOAL 1</b>	<b>STRATEGIES</b>
<ul style="list-style-type: none"> <li>• All students will have opportunities to participate in activities that promote and share indigenous culture.</li> </ul>	<ul style="list-style-type: none"> <li>• School wide theme surrounding Orange Shirt Day and National Day for Truth and Reconciliation the week prior to September 30.</li> <li>• Incorporate learning strategies that arise from the Indigenous Lead Teacher attending Lead Teacher meetings.</li> <li>• Share Indigenous Pathways Newsletter with staff and discuss activities as a large group.</li> <li>• Active participation and promotion of National Aboriginal Peoples Day.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify age appropriate understanding of historical, social, economic, and political implications that impact(ed) indigenous culture.</li> <li>• Students will demonstrate understanding and respect toward indigenous culture and perspectives and understand the impact indigenous culture has on the societal values we promote in our everyday lives..</li> </ul>	

<b>STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2</b>	<b>STRATEGIES</b>
<ul style="list-style-type: none"> <li>• Students will receive timely ongoing support in areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• FSLC, BEST, OT, SLP, Therapy Aide, Vision Consultant, referrals to FSCD where applicable</li> <li>• EA supports in class and small group pull-out in targeted areas as outlined in student ISP and behaviour plan</li> <li>• LST to support staff in documentation and analysis of data (FBA, behaviour support plans)</li> </ul>
<p><b>Evidence of Success</b></p>	

- 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.

**We believe professional learning is the responsibility of the individual, school and division.**

Data guides the decisions in both the division and the school. Your data analysis assists you in setting SMARTe goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed.

### Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

### Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

Date	Focus	Audience	Activities Planned			
August 31, 2022	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick Off Event			
October 21, 2022	Data and Instructional Focus	Teaching Staff	Data gap analysis, Instructional focus establishment			
	Learning Services Sessions	Support Staff	Non-Violent Crisis Intervention Disengagement Strategies	Relationship Based Strategies for Working with Hard to Reach Kids	Regulation Tools and Tips	



December 2, 2022	Numeracy, Literacy and Health and Wellness	Teaching & Support Staff	1/2 Day with Numeracy Consultant, 1/4 Day Literacy Goal from SCIP, 1/4 Day Health and Wellness			
March 3, 2023		Teaching Staff				
		Support Staff	Learning Services			
April 21, 2022	Adverse Childhood Experience Scale	Teaching & Support Staff	Presentation and Guest Speaker . Partnering with Grand Trunk.			
May 19, 2023	Assessment planning, Start Stop Continue, Calendar construction for 23/24	Teaching & Support Staff	Scheduling and planning			