

Ecole Charlie Killam School

Achieving Success Together! Réussir Ensemble!



Annual Education Results Report

2024-25

September, 2024

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.



2023-2024 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *Ecole Charlie Killam Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our Principal Advisory Committee

Ecole Charlie Killam School

Profile

We are a Grade 6-8 dual-track school with programming in English, French Immersion, and Late French Immersion available. We offer Hockey Academy and Soccer Academy to students at any level who are interested in joining.

Our Vision: Our House

Our Mission: In Our House, we collaborate to create a safe, welcoming, and inclusive community where students, parents, and teachers build meaningful relationships and connections, empowering all to excel and grow together.

Our Beliefs or Values:

- We value the power of collaboration and community, where students, parents, and teachers work together to foster a safe, welcoming, and inclusive environment for all.
- We prioritize meaningful relationships and connections as the foundation for growth and excellence in our middle school community
- We are committed to empowering every individual in our community to excel and grow together, embracing diversity and inclusion as core values."

Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Charlie Killam 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	72.7	70.7	74.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	49.3	60.6	63.7	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	50.3	49.3	49.3	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	6.0	4.1	4.1	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	74.0	78.0	79.4	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	58.7	70.3	74.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	63.2	68.2	68.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	57.3	57.0	62.2	79.5	79.1	78.9	Very Low	Maintained	Concern

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL(s)

Students in Grades 6-8 will demonstrate measurable growth in their literacy skills and proficiency in the use of intervention strategies to support their reading and writing development.

Students in Grades 6-8 will build resiliency and rigor to apply critical thinking to mathematical problems, which will transfer into real-world application.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Provincial Achievement Test (PAT) & Diploma Exam Results

PAT Grade 6 Results									
	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Acceptable Standard %	n/a	53.6	49.3	n/a	63.9	60.7	n/a	67.8	66.2
Standard of Excellence %	n/a	12.9	4.1	n/a	13.5	9.6	n/a	20.1	18.0

PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	32.1	3.6	42.5	7.5	29.2	0.0		
	Authority	n/a	n/a	n/a	n/a	32.1	3.6	42.5	7.5	29.2	0.0		
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	School	n/a	n/a	n/a	n/a	64.3	21.4	43.8	11.6	53.3	9.6		
	Authority	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	66.3	17.9		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	School	n/a	n/a	n/a	n/a	53.6	12.9	49.3	4.1	50.3	6.0		
	Authority	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	64.0	13.8		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		

Implications for Education Plan

The data from the PAT course-by-course results indicate several areas where targeted planning and interventions are needed. Please note that last year only select PAT's were written as per direction of Alberta Education. For **French Language Arts 6 année**, the school results show a noticeable decline, with a significant gap between the school's performance and the provincial average. This suggests that a more intentional focus on language skills, especially at the foundational level, is critical. **Science 6** results also highlight a concerning trend, with lower achievement compared to the provincial average, particularly in areas requiring higher levels of understanding. To address this, building rigor into the curriculum and providing more intervention for students in need would help

improve comprehension and mastery of key concepts. Similarly, **Social Studies 6** scores remain below provincial benchmarks, indicating that intervention strategies should focus on strengthening students' analytical skills and their understanding of social concepts. To close these gaps, we need to prioritize targeted interventions, increase instructional rigor, and focus on specific areas where students consistently underperform. These efforts should be designed to push all students towards higher levels of mastery and ensure success in core subjects.

Priority 2: High Quality Teaching and Optimum Learning

SCHOOL GOAL(s)

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.8	70.7	72.7	82.7	82.3	81.9	85.1	84.4	83.7
Parent	77.8	77.1	81.8	84.0	83.4	84.6	88.7	87.3	86.7
Student	69.3	73	59.9	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	86.3	62	76.3	96.1	93.3	95.3	95.5	95.1	95.1

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	72.4	58.3	56.7	77.2	75.4	76.4	81.0	80.4	79.9
Parent	57.9	56	70.6	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	87	60.6	42.9	90.1	85.8	86.2	87.4	87.3	86.6

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.5	63.4	50.0	82.8	79.3	80.1	84.9	83.1	82.8
Parent	69.6	57.1	50.0	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	87.5	69.6	50.0	92.8	89.0	90.3	92.5	91.3	90.7

Education Quality

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	80.8	78	74.0	86.8	87.0	86.8	89.0	88.1	87.6
Parent	71.8	85.4	74.2	80.4	82.5	81.9	86.1	84.4	83.8
Student	78.5	76.5	68.4	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	92.2	72.2	79.5	96.3	94.3	96.1	95.0	94.4	93.9

School Improvement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	59.2	51.5	45.3	70.7	73.8	74.5	74.2	75.2	75.8
Parent	50	50	76.2	59.6	66.7	74.4	70.0	72.5	75.2
Student	74.8	68.3	43.0	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	52.9	36.4	16.7	79.2	80.9	80.9	76.3	78.0	78.2
Comments:									

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024

	%	%	%	%	%	%	%	%	%
Overall	85.4	74.3	77.7	79.4	80.5	79.5	82.9	82.9	82.8
Parent	83	63.8	86.1	80.1	79.5	79.8	82.4	82.2	82.3
Student	85.1	74.6	71.5	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	88.1	84.4	75.5	88.6	88.9	88.2	89.3	89.3	89.2

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	67.3	57	57.3	73.3	75.2	76.3	78.8	79.1	79.5
Parent	51.8	56.4	67.0	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	82.9	57.6	47.7	84.9	83.9	83.1	85.2	85.7	84.6

Implications for Education Plan

The data reveals areas for improvement in student engagement and the development of lifelong learning skills within our school community, particularly in relation to teacher, student, and parent satisfaction. Specifically, the decline in student engagement indicateing the need for a more consistent and supportive learning environment.

To address these challenges, it is imperative to focus on the following priorities:

1. **Consistency in Teaching and Support:** All staff should continue to prioritize high-quality, consistent teaching practices aligned with provincial learning outcomes, ensuring that students receive the support they need across all subject areas. This consistency will foster an environment where students feel more engaged and are better able to grow intellectually.
2. **Increased Student Advocacy:** There is a clear need to advocate more effectively for student needs. Ensuring that students feel supported, understood, and encouraged to actively participate in their learning will enhance overall engagement. This advocacy includes addressing students' unique learning needs, providing feedback, and creating avenues for students to voice their concerns and successes.
3. **Strengthening Support Systems:** The data points to the necessity of increasing the support structures within the school. More targeted interventions for students who are struggling with engagement and developing lifelong learning skills are essential. Ensuring that both teachers and parents are involved in supporting students' academic and emotional development will contribute to their sense of security and success, leading to improved outcomes in these areas.

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

SCHOOL GOAL

Foster an environment where every student experiences equitable access to high quality education, resources, and support ensuring that they have the opportunity to thrive and succeed academically and socially.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.8	70.3	58.7	85.4	83.3	83.4	86.1	84.7	84.0
Parent	74.1	68.8	67.6	84.1	82.9	85.9	86.9	85.6	85.3
Student	71.5	71	57.3	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	90.7	71.3	51.1	96.7	91.5	93.2	93.6	92.0	91.6
Comments:									

Citizenship

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	66.7	60.6	49.3	79.4	76.8	77.3	81.4	80.3	79.4
Parent	58.8	51.9	53.2	75.5	73.2	76.7	80.4	79.4	78.7
Student	62.8	65.2	50.0	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	78.6	64.7	44.6	93.2	87.3	90.2	91.7	90.3	89.8
Comments:									

Safe and Caring

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.3	75.7	65.9	88.4	86.7	86.8	88.8	87.5	87.1
Parent	79.8	73.8	73.6	87.7	86.6	88.8	89.5	88.1	88.0
Student	78.3	77	65.5	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	91.8	76.5	58.5	97.0	93.2	94.1	94.3	93.0	92.9
Comments:									

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	63.1	52	49.8	71.2	69.6	69.5	72.6	72.9	71.9
Parent	46.6	44.1	53.5	63.7	63.6	67.4	67.4	68.4	67.8
Student	69.7	69.6	55.4	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	73.1	42.2	40.5	75.4	66.2	68.8	77.0	76.0	74.8
Comments:									

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	69.7	68.2	63.2	76.5	75.2	76.5	81.6	80.6	79.9
Parent	58.3	66.7	66.4	68.1	69.3	73.7	77.4	75.7	75.4
Student	74.5	75.7	62.3	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	76.2	62.2	60.9	84.1	76.6	78.9	87.3	86.2	85.6
Comments:									

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	70.4	69.8	62.6	78.1	76.5	78.0	81.9	81.2	80.6
Parent	58.3	64.6	64.1	67.9	67.1	71.5	75.3	73.7	73.5
Student	74.5	75.7	62.3	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	78.4	69	61.5	89.3	82.9	85.4	90.3	89.9	89.5
Comments:									

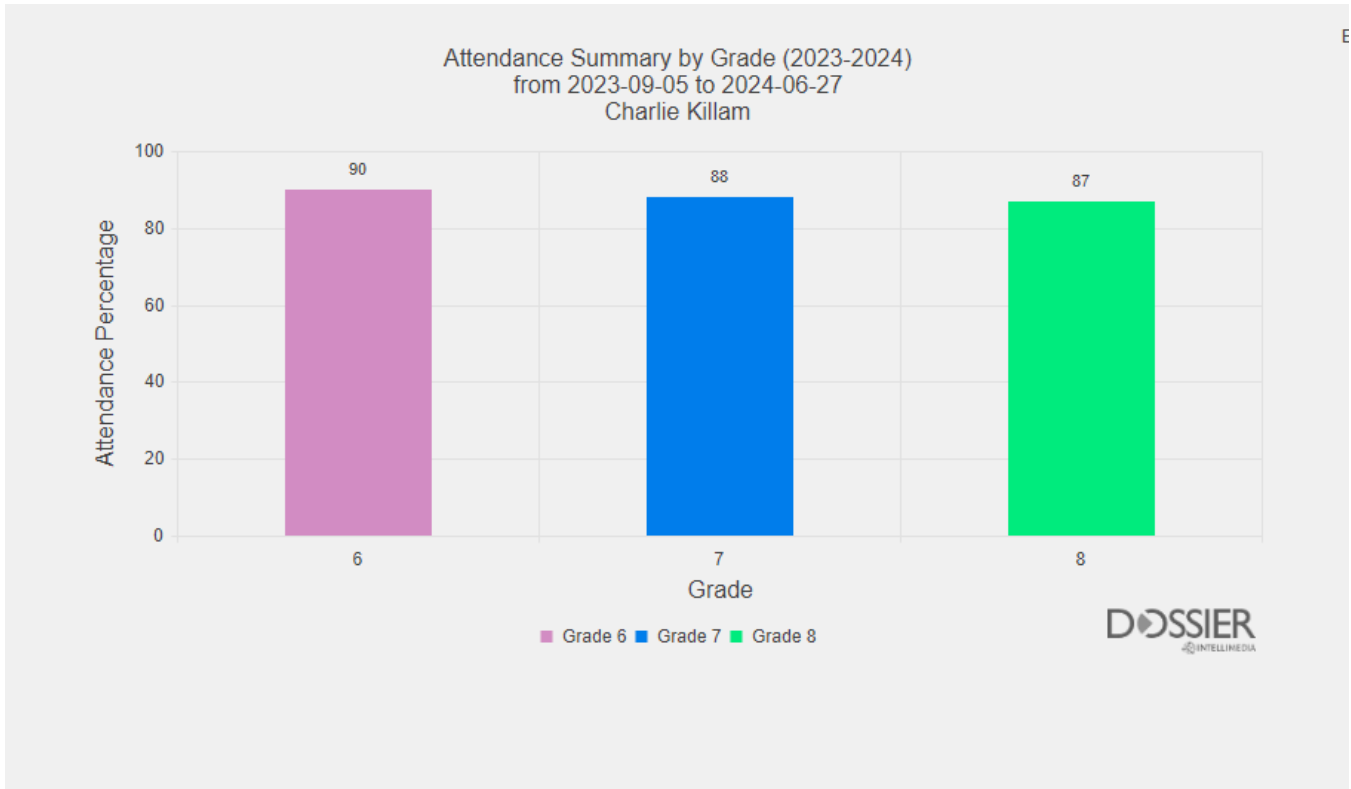
Implications for Education Plan

To address the data from the previous three years in support of the equity work in our building:

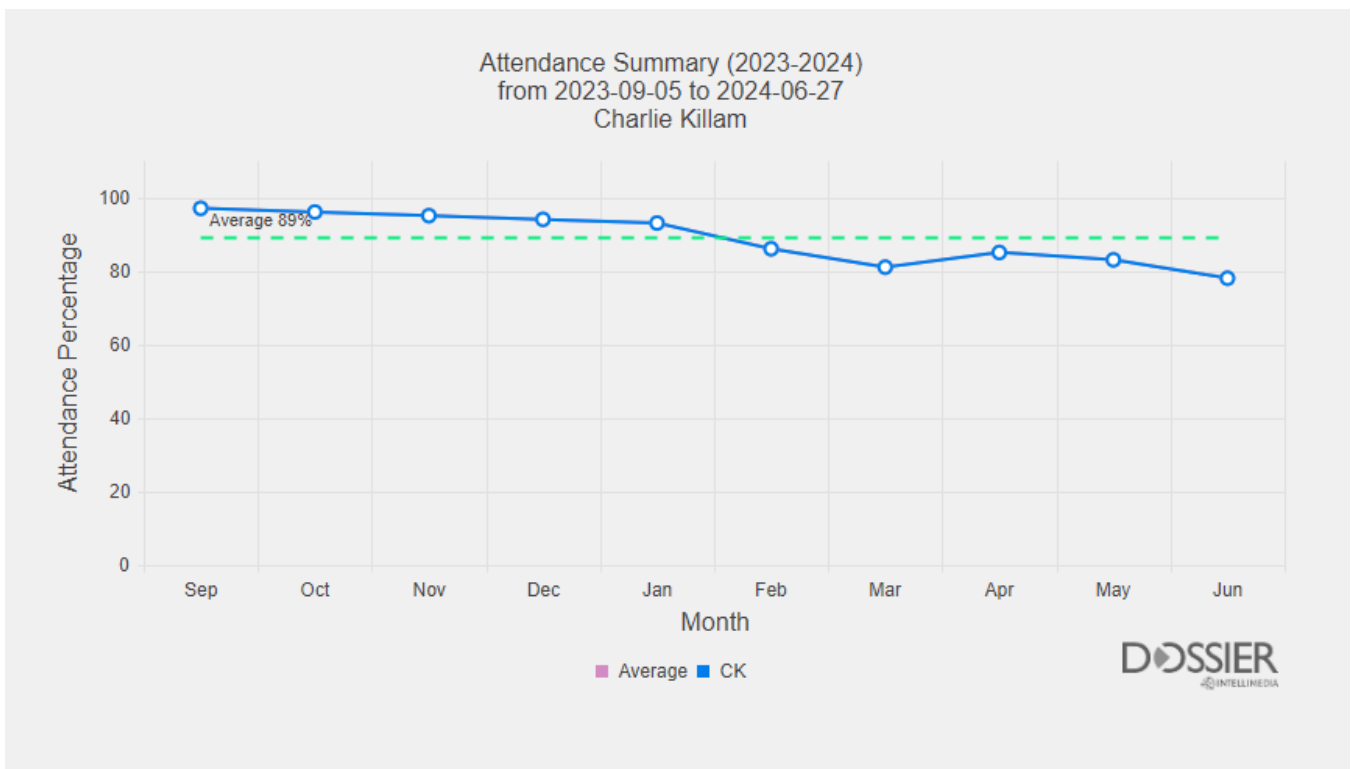
1. **Consistency and Equity in Support:** There is a clear need for improved, equitable access to educational resources and support systems across all student backgrounds. Ensuring that all students, regardless of their personal circumstances, receive consistent and adequate support will help foster a more inclusive learning environment. This includes both academic and social-emotional support tailored to diverse needs.
2. **Strengthening Safe and Caring Learning Environments:** Creating a safe, welcoming, and respectful environment is paramount. Students should feel both physically and emotionally secure in their learning spaces. This involves bolstering student-teacher relationships, enhancing peer interactions, and increasing awareness of diversity and inclusion within the classroom.
3. **Promoting Active Citizenship:** A focus on developing active citizenship skills is essential for fostering a sense of belonging and responsibility among students. This includes integrating more opportunities for students to engage in community-building activities, leadership roles, and service-based learning, which can support the development of empathy, responsibility, and respect for others.

Attendance

Average Attendance/grade for the year.



Average Attendance for each month.



School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	2,417,728.82
Support Staff	122,025.05
Substitutes	91,497.42
Classroom Resources	100,134.41
General Resources	44,202.08
Professional Development	3000.00

Amount (\$)

Classroom Resources

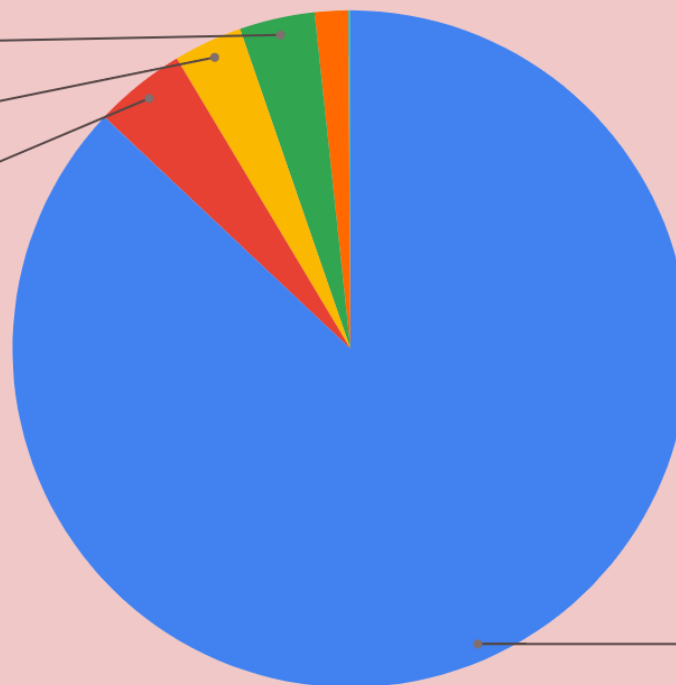
3.6%

Substitutes

3.3%

Support Staff

4.4%



Teachers
87.0%

School Year Summary

The 2023/24 school year at École Charlie Killam School (ECKS) has been a year of progress, reflection, and growth. As we align our instructional practices with our mission and vision, we have focused on embedding intentional supports in literacy and equity, and effectively utilizing our resources to address the diverse needs of our students. This year served as a foundational platform for our continued commitment to creating high-quality learning environments and ensuring equitable access to effective programming for all students.

Successes:

1. **Instructional Practices Aligned with Mission and Vision:** Throughout the year, staff worked collaboratively to ensure that our teaching practices were consistently aligned with the mission and vision of ECKS. Our focus on high-quality instruction has supported student growth in both academic and social-emotional domains. We've made significant strides in integrating evidence-based instructional strategies, ensuring that all students have access to the tools and support needed to thrive in the classroom.
2. **Intentional Supports in Literacy and Equity:** One of our key successes this year has been our concerted effort to embed intentional supports in literacy. This included the implementation of targeted literacy interventions and professional development for teachers to enhance their instructional strategies. By focusing on equity, we were able to create a more inclusive environment where the diverse needs of our students were met, helping to close gaps in student achievement and engagement.
3. **Effective Resource Utilization:** We have made strides in effectively utilizing resources to support student needs. This year, we increased access to learning tools, support services, and community-based resources, ensuring that every student had the necessary supports to succeed. Staff worked diligently to assess and respond to individual student needs, creating flexible learning environments that fostered student engagement and growth.

We recognize that while we have made significant progress in literacy and equity, there is still work to be done to ensure that these supports are consistently implemented and are accessible to all students, particularly those with more complex needs. The 2023/24 school year will serve as a baseline as we continue our work towards consistency and excellence at ECKS. We are committed to a focus on creating and maintaining high-quality learning environments for all students. This will be achieved through:

- **Intentional Planning:** We will continue to refine our planning processes to ensure that learning experiences are responsive to student needs and aligned with our broader goals. This includes ongoing professional development for staff and the strategic use of data to inform instruction and decision-making.
- **Engaging Student and Stakeholder Voices:** In order to make informed decisions that truly reflect the needs of our community, we will actively seek input from students, parents, and staff. Their voices will guide our actions as we work to create a more inclusive and responsive educational environment.
- **Prioritizing Learning in Our Structures:** Going forward, we will ensure that learning remains at the forefront of all decisions. By integrating a focus on literacy, equity, and differentiated support within our structures, we will continue to build a foundation of success that is accessible to every student at ECKS.

Stakeholder Engagement

At École Charlie Killam School, stakeholder engagement is a cornerstone of our efforts to create a responsive and inclusive learning environment. Throughout the year, we have actively engaged staff, students, and parents through various channels, including surveys, Principal Advisory Committee meetings, and ongoing communication. These conversations have provided valuable insights into the needs, concerns, and successes within our school community. By fostering a culture of open dialogue and collaboration, we ensure that all voices are heard and considered in decision-making processes. This ongoing engagement allows us to continuously improve our practices and build a supportive, inclusive, and responsive school environment that reflects the diverse needs of our students and families.

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.
Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

Students in Grades 6-8 will demonstrate measurable growth in their literacy skills and proficiency in the use of intervention strategies to support their reading and writing development.

Students in Grades 6-8 will build resiliency and rigor to apply critical thinking to mathematical problems, which will transfer into real-world application

Assurance Domains:

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

Literacy

Focus on Targeted Interventions: Implement targeted reading and writing interventions for students struggling with literacy. This includes structured small-group instruction, one-on-one tutoring, and individualized reading plans.

Embed Literacy Across the Curriculum: Integrate literacy strategies into all subject areas (e.g., reading comprehension, academic writing, vocabulary development) to reinforce skills and allow students to apply their literacy learning in varied contexts.

Utilize Data for Differentiation: Regularly assess literacy skills using literacy screeners to identify gaps and adjust instructional practices accordingly, ensuring differentiated learning paths for students.

Increase Student Ownership: Foster self-regulation in students by teaching them to use metacognitive strategies to monitor and improve their reading and writing skills.

Numeracy

Focus on Rigor in Mathematical Thinking: Use problem-solving tasks and higher-order thinking questions that encourage students to apply math concepts to real-world scenarios.

Collaborative Problem-Solving: Incorporate cooperative learning opportunities where students collaborate in small groups to solve complex problems, encouraging peer learning and critical thinking.

Emphasize Conceptual Understanding: Focus on building a deep understanding of mathematical concepts, not just procedural skills, through visual, hands-on, and inquiry-based learning activities.

Incorporate Resiliency Practices: Teach students strategies for building resilience in problem-solving (e.g., persistence, adaptability, seeking help when needed) to overcome mathematical challenges.

Measures:

1. **Provincial Achievement Test (PAT) Results**
 - Analyze improvements in PAT results in literacy and mathematics for students.
2. **Literacy and Numeracy Screeners**
 - Use ongoing literacy and numeracy screeners to track student progress in reading, writing, and math. These screeners will provide early identification of struggling students and areas of need.
 - Compare baseline data with end-of-year data to measure growth in reading comprehension, writing fluency, and mathematical problem-solving.
3. **Professional Feedback from Teachers**
 - Collect feedback from teachers through surveys or focus groups to assess the effectiveness of PD sessions and the implementation of new strategies. This feedback will help identify strengths and areas for improvement in instruction.
 - Teacher reflections and self-assessments will help measure how well they are integrating new strategies into their classrooms.

Implementation Plan:

- **Intentional Learning Structures:** Prioritizing instructional time, less transitions, and opportunities for cross curricular instruction

- **Flexibility for Intervention:** Allow for flexible timetabling that enables the delivery of interventions for students who require additional support in literacy or math, without disrupting core learning time.
- **Establish "Cougar Time":** Create a dedicated time block within the timetable where students can receive universal support in literacy and math. During this time, students can work on personalized learning goals, access additional interventions, or receive enrichment activities.
- **Provide Targeted Support:** Use Cougar Time/Den for small-group interventions and to allow students who are excelling to engage in extension activities, reinforcing their skills.
- **Ensure Teacher Collaboration:** Teachers collaboration time embedded in our monthly staff PD/meeting days

Allocation of Resources:

- Literacy and Numeracy prioritized funding
- PD Funds allocated in school budget.

Professional Learning:

- Support of Teachers/Staff in attendance and PD that aligns with our goals in literacy and numeracy
- BRSD Professional Learning

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.

Foster welcoming, caring and equitable learning and working environments.

Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL: Foster an environment where every student experiences equitable access to high quality education, resources, and support ensuring that they have the opportunity to thrive and succeed academically and socially.

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

1. Prioritize Resources to Support Student and System Success

- **Advocacy for Indigenous Student Supports:** Actively advocate for and secure resources and support tailored to Indigenous students, ensuring cultural relevance and support for these students' unique educational needs. This includes integrating Indigenous perspectives into

curriculum planning and fostering partnerships with local Indigenous communities to guide educational practices.

- **Increase Access to Learning Tools:** Ensure all students, particularly those in need, have access to learning tools, assistive technology, and other academic supports, which will help close achievement gaps and promote equitable access to education.

2. Foster Welcoming, Caring, and Equitable Learning and Working Environments

- **Cougar Den - Reset/Restorative Space:** Establish and promote the *Cougar Den*, a dedicated space where students can reset, engage in restorative practices, and receive academic and social-emotional support. The Cougar Den will be staffed by adults trained in restorative practices, goal-setting, and offering academic support, ensuring students have a space to develop strategies for success in both learning and behavior.
- **Welcoming and Respectful Climate:** Focus on building positive relationships between students, staff, and the broader community. Encourage and implement restorative practices school-wide to address conflicts, promote respect, and ensure all students feel heard, respected, and valued.
- g the development of leadership skills in both academic and extracurricular activities.

4. Support Student Social-Emotional Wellbeing

- **Social-Emotional Learning (SEL) Programs:** Implement and integrate social-emotional learning programs across all grade levels. These programs will focus on developing skills such as self-awareness, self-regulation, empathy, and relationship-building.
- **Targeted Supports for At-Risk Students:** Use data to identify students who may be at risk socially or emotionally, and provide targeted interventions. This includes accessing counseling services, mentoring, and peer support programs.
- **Regular Goal-Setting and Check-Ins:** Use the *Cougar Den* as a hub for regular student check-ins, where students can set personal and academic goals with adult support. These goals will be monitored and revisited, providing students with the structure and encouragement they need to stay engaged and motivated in their learning.

Measures:

Student and System Success Metrics

- **Survey Data and Feedback:** Collect and analyze feedback from students, staff, and parents about their experiences with the *Cougar Den*, advocacy for Indigenous supports, and overall learning environment. Surveys will gauge satisfaction with access to resources, the perceived inclusivity of the environment, and the effectiveness of interventions in supporting student success.

- **Indigenous Student Progress:** Track the academic and social-emotional progress of Indigenous students, ensuring that they receive culturally relevant support and resources, and assessing whether these interventions improve engagement and achievement.

Cougar Den Usage and Effectiveness

- Frequency and Purpose of Use: Track how often students are accessing the *Cougar Den* and for what purposes (e.g., academic support, social-emotional reset, goal-setting). This data will help identify the specific needs of students and ensure that the space is being used effectively.

Implementation Plan:

- Cougar Time and Universal programming for classrooms to be established in the fall through timetabling, MHCB resources, and check in’s with our SWF team.
- Monthly Meetings with our team to gauge effectiveness of resources allocated and action steps.
- Advocation for Indigenous supports is ongoing
- Regular Communication regarding our School Goals within our newsletter and advisory committee meetings to access stakeholder input.

Allocation of Resources:

- Instructional time planning to incorporate Cougar Time
- Inclusion budget for supplies and resources
- EA support dedicated in a flexible model to share support with larger grouping of students

Professional Learning:

- Weekly PD components in our Staff News
- PD aligned with high quality learning environment goals

Well Being

OUTCOMES

Prioritize and enhance well-being and positive mental health for all.

Promote inclusive environments that celebrate diversity and support all.

Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL: We are committed to fostering an environment where the well-being and positive mental health of all stakeholders—students, staff, and families—are prioritized and supported. Our goal is to promote inclusive, safe, and supportive environments that celebrate diversity, nurture individual strengths, and ensure that every member of our school community feels respected, valued, and empowered to succeed.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:1. Promote Mental Health and Well-Being for All Stakeholders

- **Sports Performance Mornings:** Sports Performance Mornings as a means to engage students in physical activity, promote healthy habits, and build community. These sessions will be open to all students, fostering a sense of belonging and well-being through physical activity and peer connection.
- **Cougar Time and Mental Health Capacity Building:** Embed mental health supports within *Cougar Time* through the *Connection 15* initiative, in partnership with our Mental Health Capacity Building Team. This will provide students with regular opportunities to engage in activities and discussions that promote mental well-being, emotional regulation, and positive coping strategies.
- **Sports Academies:** Expand access to sports academies to engage students in structured physical activities that promote teamwork, resilience, and self-esteem. These programs will focus on building both physical and mental strength, fostering a sense of pride and community.
- **Cougar Den as a Well-Being Hub:** Continue to develop the *Cougar Den* as a safe, restorative space where students can receive individualized support for mental health, goal-setting, and academic assistance. This space will offer social-emotional learning, one-on-one support, and access to counseling resources as needed.

2. Foster Inclusive Environments and Celebrate Diversity

- **Inclusive School Culture:** Promote school-wide initiatives that highlight and celebrate diversity, such as cultural awareness events, diversity days, and collaborative projects that showcase various cultures, backgrounds, and identities.
- **Student Leadership and Culture Building:** Empower the Student Leadership Team to organize and facilitate activities and events that build school culture, such as spirit weeks, multicultural events, and awareness campaigns. These activities will reinforce a sense of belonging and pride in the school community.

3. Support Indigenous Students' Success

- **Culturally Relevant Support:** Provide Indigenous students with tailored academic and emotional support, including access to Indigenous mentorship, culturally relevant programming, and connections to the local Indigenous community.
- **Supportive Environment for Indigenous Students:** Create spaces where Indigenous students can connect with peers and mentors, share experiences, and receive the academic and social-emotional support they need to succeed.

Measures:

Student, Staff, and Parent Well-Being Surveys

- **Surveys** will be administered annually to gather feedback from students, staff, and parents on the state of well-being within the school. These surveys will assess satisfaction with mental health resources, the inclusivity of the school environment, and the perceived effectiveness of well-being programs.
- **Measure of Impact:** Increased participation and positive feedback regarding well-being initiatives like *Cougar Time*, *Cougar Den*, and Sports Academies.

Indigenous Student Engagement and Success

- **Tracking Success:** Monitor the academic and social-emotional progress of Indigenous students through regular check-ins, academic assessments, and participation in cultural programs and activities.
- **Measure of Success:** Improved academic outcomes, higher engagement rates, and increased participation in cultural initiatives for Indigenous students.

Use of Cougar Den and Well-Being Supports

- **Cougar Den Usage:** Track the frequency and nature of visits to the *Cougar Den* to assess the effectiveness of the space in supporting students' academic, social, and emotional needs.
- **Measure of Success:** Positive outcomes from students accessing the Cougar Den, including improved social-emotional skills, academic progress, and overall well-being.

Implementation Plan:

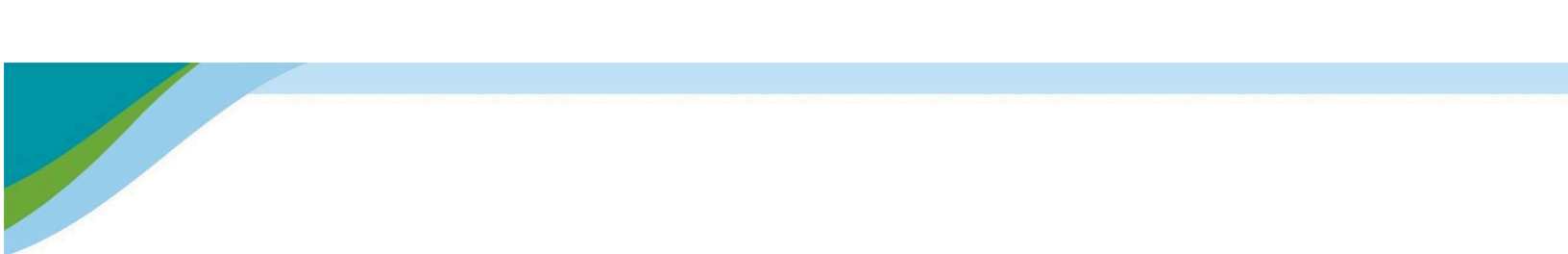
- Expand Sports Performance Mornings
- Implement Cougar Time with Connection 15
- Develop and Promote the Cougar Den
- Host Diversity and Inclusion Events
- Provide Professional Development on Inclusivity
- Support Indigenous Student Programming

Allocation of Resources:

- Personnel resources to expand our leadership opportunities for students and our sports performance
- intentional use of nutrition funds to support needs
- Resources shared within our communication to the community to

Professional Learning:

- Well Being incorporated in our monthly PD/Staff Collaboration Days
- MHCBC programming inclusive of teacher support within the classroom
- Weekly PD offerings in our Staff News that link resources to Well Being



access support in the greater community	
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