



Three Year Education Plan
2020/21 to 2022/23



École Bellevue School Strategic Plan for Success – 2020-2021

School Profile

École Bellevue School is located in the growing, vibrant community of Beaumont, Alberta. From our beautiful location on the hill, staff provide quality learning opportunities to students in Prekindergarten to Grade 6 in both English and French Immersion. We currently have 487 from pre-kindergarten to grade 6 and approximately 143 students attending school in the French Immersion program. We have approximately 56 students in Distance Education students from kindergarten to grade six. Our school is currently hosting pre-kindergarten for all of the BGSD schools in the City of Beaumont. Therefore, we have pre-kindergarten students attending our school from all catchment areas.

School Values

1. All students are capable of learning; it is our responsibility to find the most effective way to teach each student.
2. Our students' social emotional growth is just as important as their academic development.
3. We model how to treat everyone with dignity and respect.
4. Decisions are made based on what is best for students.

École Bellevue School Focus

École Bellevue School will be an inclusive, welcoming, safe and caring learning environment, which focuses on allowing everyone to “Be the Best You Can Be” and “Fais de ton mieux.”

École Bellevue School staff members will continue to provide high quality programs through excellent teaching and assessment. As resources allow, we will strive for continued improvement in educational experiences for individual students.

École Bellevue School students will be well prepared for worldwide citizenship through excellent Social Studies, Character Education, and Religious Studies (where applicable), Career and Technology Foundations, and special projects.

Celebrations & Challenges

The Ecole Bellevue School community prides ourselves on being collaborative, kind, positive and resilient when facing challenges. The Covid-19 pandemic has put our resiliency to the test. As all schools and Albertans face pandemic, we are working hard to keep our school community tight-knit and working as a team. We are so proud of the fact that we were able to continue our promotion of Social-Emotional Wellness with our staff, students and families while no one was physically at the school. We had tremendous feedback from our Wellness Friday activities, our Bellevue-style Amazing race, the reverse parade, and the grade 6 farewell community drive-by parade. We also continued birthday announcements and Positive Referral using Facebook as the platform and we had high community engagement.

Our biggest challenge is to use our academic screening tools to find out where our students are at in their learning after the period of remote learning. Our primary focus to begin is literacy and numeracy skills. We have been studying and implementing Social Emotional Learning (SEL) into our practice for the last year and continue to study and improve our implementation, as SEL has a direct impact on student wellness and academic achievement.

Our Accountability Pillar results continue to be outstanding. However, there is a decline in the Parental Involvement section. There are a few factors influencing this category. Our first challenge is to increase the amount of grade 4 parents who complete the Accountability Pillar Survey. With little respondents, one negative response influences the response rate quite a bit. Most of our parents are Very Satisfied or Satisfied, but it is clear that one parent was not. The second challenge is to continue to help our School Council with parent recruitment. This small group of dedicated and hard working parents do so much for our school and it is always the same parents doing all of the work. Although they do so much work to promote parental involvement, we can help them even more. It is also noted in the teacher survey that teachers feel like parents have many opportunities to be involved in their child/ren's learning and decisions regarding learning. However, they also report that they do not feel like parents are getting involved. Our goal to continue implementing SEL should help us with this particular challenge. Our school community is an amazing group of people who strive to provide the best for every student so we are very confident that we can improve in this area. This could prove to be difficult with strict Covid restrictions not allowing parents into the school, however we will do our best to adapt.

Overall, we are extremely proud of our school community. We are resilient and excel in many areas of high quality education opportunities. If you refer to the Appendix of this document, you will notice the significant improvements we have made in both the Accountability Survey results and our academic achievement in the Provincial Achievement Tests. We would like to take this opportunity to thank our students, staff, parents, and community partners. Our School Council and Fundraising Society are integral to our school operations, and

they help us improve continually by bringing ideas to the table and supporting several initiatives.

School Council Message

Our school is proud to present the 2020-2021 Education Plan. We look forward to working with parents, staff and students as partners in education to provide quality programs. This document allows us to look into the future and guides us through the planning cycle.

Kristen Glenn

Chairperson

2020 Accountability Pillar Survey Results

Accountability Pillar Overall Summary
 3-Year Plan - May 2020
 School: 3201 Ecole Bellevue School

Measure Category	Measure	Ecole Bellevue 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	91.4	95.9	91.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.1	96.8	88.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	91.4	95.2	91.1	90.3	90.2	90.1	Very High	Maintained	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	90.8	80.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	20.7	15.1	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.8	77.2	76.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	85.2	94.3	86.4	83.3	82.9	83.2	Very High	Maintained	Excellent

Parental Involvement	Parental Involvement	65.6	90.2	84.1	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	93.9	88.0	81.5	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

School Goal 1: Support the School Community in Developing Skills for Social-Emotional Learning (SEL) and Wellness

Alignment with Division Goals: Student-Focused Learning, Supportive Environment, Relationships

Alignment with Provincial Goals and/or Accountability Pillar: Safe and Caring Schools, Education Quality, Work Preparation, School Improvement

Timeline: *First Year*

Rationale:

Establish learner readiness for all students.

- Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools, Citizenship, Work Preparation, School Improvement
- Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment and Passion
- Increase capacity for school staff to address diverse learning, social, emotional, and behavioural needs of our students

Establishing a positive, welcoming, safe, healthy, and inclusive school culture

- Alignment with Division Goals / Strat Plan / Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools, Citizenship, School Improvement
- Alignment with Division Values: Relationships and Supportive Environment

Timeline	Strategies	Supporting Data
<p>Year 1</p> <p>COMPLETE</p> <p>Introduction & Implementation</p>	<ul style="list-style-type: none"> ● Partner with EverActive Schools ● Provide PD to all staff (Oct 21 PD Day) ● Train all staff and students on the Break Hallway ● Host a Family Wellness Night in conjunction with Everactive schools ● Administration to provide Character Education Assemblies 	<p>Accountability Pillar Results</p> <p>Parent survey via Google Forms</p> <p>Teacher Survey via Google Forms</p> <p>Participation rates in events</p>
<p>Review & Reflection:</p> <p>Our first year a very successful. Our Accountability Pillar Results confirm that our students feel safe and cared for at school. They also reported that they can access help when needed for academic assistance. During remote learning, our participation rates during Wellness Fridays and special events was more than we anticipated. We also received a lot of positive parent feedback regarding all the virtual/modified events that we hosted. Prior to remote learning, we had big turnouts for our Movie Night, Halloween Dance, Wellness night, etc.</p>		
<p>Year 2</p> <p>CURRENT YEAR</p> <p>Continuation</p>	<p>Implementation of school-wide Wellness break</p> <p>Development of our school’s Diversity Wall</p> <p>Refinement of the regulation hallway activities</p> <p>Smaller recess cohorts</p> <p>Continuation of work not completed from the first year. Identifying ways to reach our school community virtually, due to COVID restrictions.</p> <p>Continued work with staff and students around SEL and identifying supports that work in the classroom and for individuals.</p>	<p>Accountability Pillar Results</p> <p>Engagement rates on social media</p>

Review & Reflection:		
Year 3	•	•
Review & Reflection:		

School Goal 2: Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs in literacy

Alignment with Division Goals: Student-Focused Learning, Supportive Environment

Alignment with Provincial Goals and/or Accountability Pillar: Program of Studies, Education Quality, Work Preparation, School Improvement

Timeline: *Final Year*

Rationale:

Based on our 2016 results from the Provincial Achievement Tests¹ and the Accountability Pillar², as a staff we are looking at multiple ways to improve engagement and academic results within our school.

This being said, academia is not a sole measure of an individual’s success. Teachers are encouraged to work with grade partners, team teach, take risks and try projects that meet several subject curriculum demands at one time. Professional development is ongoing. Staff are starting to notice a need for more diverse teaching methods and being proactive in their approaches. We remain committed to inclusive education.

Timeline	Strategies	Supporting Data
Year 1	<ul style="list-style-type: none"> ● Team teaching time for each teacher once per week ● Professional Learning Community – grade level meetings for all homeroom teachers and time for collaboration 	<ul style="list-style-type: none"> ● Teacher schedule has a dedicated time once a week every week to team teach with a colleague in any grade or program. This is indicated on their timetable.

	<ul style="list-style-type: none"> • Learning support teacher and two inclusive education teachers provide push-in support in classrooms • Music and physical education and health specialists instruct these subjects • Provincial Achievement Test results will be explored by a sub-committee with pertinent information communicated to staff • We will continue to offer a multitude of extra-curricular opportunities including cross country running, floor hockey, basketball, tennis, yoga, singing choir, drama, and bell choir 	<ul style="list-style-type: none"> • Teacher schedule has a dedicated time once a week every week to meet with their grade level partner for planning lessons and assessments. This is indicated on their timetable. • Students receive music, physical education and health programming for the recommended times as indicated on timetables • We will use the results from the PAT Data to begin to plan for our growth areas in a spreadsheet that will be an ongoing document, revisited monthly and communicated with staff and help develop a plan for targeted instruction areas in the upcoming year • We will see an increase in the achievements on the Provincial Achievement Test • We will maintain or surpass the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
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Review & Reflection

Although we did not decline in any subjects, our results have improved by small margins. Numeracy is an area of focus as our results were maintained, however they continue to be in the “low” achievement scale. This is congruent with many Alberta schools, as numeracy is a big area of focus for the province at this time. Our first-ever school “Math Night” was a huge success last year. The turnout rate was incredible and the Gym was full. We received great feedback from parents and we will host the evening again.

<p>Year 2</p>	<ul style="list-style-type: none"> ● Participate in the implementation of district-wide literacy and numeracy screeners ● Participate in district-wide PD focusing on Curriculum Mapping in all core subjects ● Our entire teaching staff (pre-k to grade 6) is committed to participating in Dibels training being held on January, 31st 2018 (with a ½ day follow up in February 2018) ● Teachers have 1 common grade level prep time every week to focus on planning, sharing ideas on meeting individual learner needs, etc ● Hosting a school-wide “Math Night” in January 2018 ● The school’s Learning Support Teacher and Administrative team is looking into several numeracy programs to enhance instruction and targeted intervention for individual students (ex: IXL Math, Leaps and Bounds, Equals Math). Will purchase early in the new year (Jan 2018) 	<ul style="list-style-type: none"> ● Access the PAT and Accountability Pillar results of the Beaumont BGRD schools that the majority our new students previously attended to better understand learner needs and parental feedback. In a spreadsheet, highlight similarities and differences between the results of their previous schools and our school and communicate this to staff to assist them as they work to meet new student needs. ● Reflect on our PAT and Accountability Pillar results in comparison to our spreadsheet from the year prior. Create a plan for our growth areas in a spreadsheet that will be an ongoing document, revisited monthly and communicated with staff and help develop a plan for targeted instruction areas in the upcoming year.
<p>Review & Reflection</p> <p>Curriculum mapping was well received by teachers in Fall 2017. They reported that the process was worthwhile and that it ensures that objectives in the Program of Studies were well understood. We trained in Dibels in January and February of 2018. Teachers did a trial administration of the screener in spring, and results were well received.</p>		

<p>Year 3</p>	<ul style="list-style-type: none"> • Due to a community wide reconfiguration, our school population will be changed significantly over these next two years. We will be welcoming many students from other schools and so our data and needs may change. We will need to continue to cycle through these strategies and revisit the data to ensure that our strategies are supporting learner needs. 	<ul style="list-style-type: none"> • Access the PAT and Accountability Pillar results of the Beaumont BGRD schools that the majority of our new students previously attended to better understand learner needs and parental feedback. In a spreadsheet, highlight similarities and differences between the results of their previous schools and our school and communicate this to staff to assist them as they work to meet new student needs. • (Year 3) Reflect on our PAT and Accountability Pillar results in comparison to our spreadsheet from the year prior. Create a plan for our growth areas in a spreadsheet that will be an ongoing document, revisited monthly and communicated with staff and help develop a plan for targeted instruction areas in the upcoming year.
<p>Review & Reflection:</p> <p>All teachers administered Dibels to their students in the fall. The learning support teacher and administrators administered the screener for any teacher who did not receive training last year. The results have already been uploaded into the database and teachers have reviewed the results. All teachers participated in the 5 Pillars of Reading professional development session in October and all teachers and EAs are collaborating together on December 7th to create small group centres targeting different literacy areas. We have already observed a large shift in classroom instruction and small group work with the opportunity to work directly with the teacher and/or EA has increased significantly.</p> <p>We shared the Provincial Achievement Test (PATs) results at the November 2018 School Council meeting, focussing on the level of concern in the Standard of Excellence category. We had a very small sample size of grade 6 students (14 English and 18 French Immersion). The low score in the Standard of Excellence section is consistent with Black Gold results and we are working towards improving this area. The Dibels results have already identified some students that need further assistance. An example is providing Google Read & Write to assist in writing and more opportunities in guiding reading with the teacher. We are also ensuring we have accommodations in place for the PATs for students who need it.</p>		
<p>Year 4</p> <p>Current Year</p>	<ul style="list-style-type: none"> • PD centered around analyzing and interpreting Acadience data (formerly called Dibels) • PD centered around teacher collaboration and sharing of best practices 	<ul style="list-style-type: none"> • PAT results (not known if they will continue this year due to Covid) • Teacher observation and achievement scales • Acadience year-end screener results

	<ul style="list-style-type: none"> ● Introduction of one resource block per teacher per week ● When able, we will have shared grade level reading blocks. Ie- grade 1-2, 3-4 and 5-6. Where groupings can be made, according to levels. Which allows for more targeted supports for students. 	<ul style="list-style-type: none"> ●
<p>Review & Reflection:</p>		

Please note: There is no PAT results table for spring of 2020 as students in grade 6 in Alberta did not write Provincial Achievement Tests due to Covid-19 and remote learning.

School Goal 3: Continue to promote tolerance and acceptance for all and celebrate the diversity of our school community

Alignment with Division Goals: Student-Focused Learning, Supportive Environment, Relationships

Alignment with Provincial Goals and/or Accountability Pillar: Safe and Caring Schools, Education Quality, Work Preparation, Citizenship, School Improvement

Timeline: *First Year*

<p>Rationale:</p> <p>To actively include and value all students, staff and community members and respect differences</p> <ul style="list-style-type: none"> ● Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools, Work Preparation, Citizenship, School Improvement ● Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment and Passion ● Increase capacity for school staff to address diverse learning, social, emotional, and behavioural needs of our students <p>Establishing a positive, welcoming, safe, healthy, and inclusive school culture to prepare students to live in an inclusive, global community and world</p> <ul style="list-style-type: none"> ● Alignment with Division Goals / Strat Plan / Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools, Work Preparation, Citizenship, and School Improvement ● Alignment with Division Values: Relationships, Supportive Environment and Passion 		
Timeline	Strategies	Supporting Data
<p>Year 1</p> <p>Current Year</p> <p>Introduction & Implementation</p>	<ul style="list-style-type: none"> ● Development of diversity wall ● Modification to our character education assemblies ● Explore strategies to meet diverse learning needs ● Analyze equal opportunities ● Explore our vision of equity ● Increase disability awareness ● Involve our School Council parents 	<p>Accountability Pillar Results</p> <p>Regular review of school and community climate</p>
<p>Review & Reflection:</p>		

Year 2	<ul style="list-style-type: none">••	<ul style="list-style-type: none">•
Review & Reflection:		
Year 3	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Review & Reflection:		

École Bellevue School Strategic Plan Overview

	2019-2020	2020-2021	2021-2022

<p>Goal 1</p> <p>Support the school community in developing skills for social-emotional learning and wellness</p>	<p>Beginning of implementation</p> <p>This is a new goal for 2019</p>	<p>Progress</p> <p>Year 2</p>	<p>Progress</p>
<p>Goal 2</p> <p>Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs in literacy.</p>	<p>Progress</p> <ul style="list-style-type: none"> • Ongoing 	<p>Progress</p> <p>Final Year</p>	<p>Progress</p>
<p>Goal 3</p> <p>Support the school community in honoring diversity for all</p>	<p>Progress</p>	<p>Beginning of implementation</p> <p>This is a new goal for 2020</p>	<p>Progress</p>
<p>Previous Goal</p> <p>First Nations, Métis and Inuit (FIRST NATION MÉTIS AND INUIT) perspectives will be explored within our teaching practices</p>	<p>Progress</p> <p>Extension/Imbed in diversity goal to honour all and continue</p>	<p>We acknowledge this goal with be ongoing and continuing with our school culture. It will take many years to develop an understanding and we will continue to honour diversity in all.</p>	<p>Progress</p>

Appendix

2019 Accountability Pillar Survey Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 3201 Ecole Bellevue School

Measure Category	Measure	Ecole Bellevue 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	95.9	90.8	90.2	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	96.8	81.0	86.5	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	95.2	89.1	90.6	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	90.8	72.8	75.7	73.8	73.6	73.6	Very High	Improved Significantly	Excellent
	PAT: Excellence	20.7	7.9	12.6	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	77.2	76.7	72.5	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	94.3	85.9	84.7	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	90.2	74.5	79.7	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	88.0	78.5	77.6	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

2018 Accountability Pillar Survey Results

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 3201 Ecole Bellevue School

Measure Category	Measure	Ecole Bellevue 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	90.8	88.9	89.9	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.0	87.7	89.5	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	89.1	89.0	91.5	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.8	78.7	77.1	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	7.9	16.7	14.9	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	76.7	76.1	70.6	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	85.9	79.2	83.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	74.5	87.6	82.4	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	78.5	78.0	78.9	80.3	81.4	80.7	High	Maintained	Good

School: 3201 Ecole Bellevue School

		Ecole Bellevue School					
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Y
					N	%	N
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	50	98.0	52
	Standard of Excellence	High	Maintained	Good	50	18.0	52
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	17	82.4	18
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	18
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	Improved Significantly	Excellent	50	90.0	51
	Standard of Excellence	Intermediate	Maintained	Acceptable	50	12.0	51
Science 6	Acceptable Standard	High	Improved	Good	50	90.0	51
	Standard of Excellence	High	Improved	Good	50	32.0	51
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	50	88.0	51
	Standard of Excellence	High	Improved Significantly	Good	50	28.0	51

2018 PAT Results

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Ecole Bellevue School						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	62	85.5	60	76.7	49,572	82.5	46,989	82.5
	Standard of Excellence	High	Maintained	Good	62	17.7	60	15.0	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	18	77.8	17	82.4	3,185	85.1	2,864	87.7
	Standard of Excellence	High	Improved	Good	18	16.7	17	0.0	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	61	68.9	59	72.9	49,507	69.4	46,906	73.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	11.5	59	6.8	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	61	78.7	59	81.4	49,501	76.9	46,914	76.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	21.3	59	22.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	High	Improved	Good	61	82.0	59	69.5	49,485	72.9	46,903	70.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	16.4	59	11.9	49,485	21.7	46,903	18.9

2017 PAT Results

		Ecole Bellevue School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	33	84.8	61	81.1	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Maintained	Issue	33	9.1	61	16.4	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	19	84.2	18	80.1	3,326	85.2	3,007	86.8
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	18	8.3	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	33	66.7	60	70.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	33	12.1	60	9.1	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Low	Declined	Issue	33	66.7	60	80.0	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Declined	Concern	33	9.1	60	21.7	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	33	66.7	60	75.7	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Declined	Concern	33	6.1	60	14.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5

Previous Goals (now complete)

School Goal 1: Support the School Community Through Reconfiguration

Alignment with Division Goals: Student-Focused Learning, Supportive Environment, Relationships

Alignment with Provincial Goals and/or Accountability Pillar: Safe and Caring Schools, Education Quality, School Improvement

Timeline: Final year of 3-year goal

Rationale:

- the move from one school to another as the result of a boundary review can be a stressful time for students, parents, and staff. It can also be a time of joy and celebration as new school communities begin to form. Transition planning is a key part of supporting the school community through this.
- To provide support to the school community
- A large percentage of our students are transitioning to a new school.

Timeline	Strategies	Supporting Data
	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Year 1 Pre-reconfiguration	<ul style="list-style-type: none"> ● We will continue to engage, value, and promote our current school culture through consistent communication using Alert Solutions, social media and newsletters 	<ul style="list-style-type: none"> ● Documented through staff meeting notes, School Council notes, feedback from parents and students ● Our School (formerly Tell Them from Me) survey results ● Accountability Pillar: Safe and Caring Schools and Parental Involvement measures

	<ul style="list-style-type: none"> ● Conduct a School Council survey to gauge parental involvement, current communication feedback and support of council initiatives pre-reconfiguration ● We will ensure that the public is involved and aware of boundary and configuration information as it becomes available ● We will plan for transition meetings and discussion of student needs between schools ● We will host an evening welcome event in the beginning of 2017 (post boundary decision) and ongoing tours and open houses as the date of transition approaches ● Inter-school educational activities to support connections between schools and students 	
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Review & Reflection:

Year 1 goals were achieved. Our parental involvement scores improved on the Accountability Pillar results from 76.9 to 87.6 and we are now in the very high range. Our school was used for an open house evening for École Champs Vallée students to help welcome them to our school. This was well received by new parents and students. We also continue to promote our own school culture by hosting EBS assemblies while the other school is outside at lunch recess. We want our students to feel valued and important and ensure our school community feels appreciated during this time. We have more and more parents attending these 25-minute assemblies. Finally, our communication plan for the first phase of reconfiguration was well planned. We had an oversight on parent communication with one class in particular of 12 students, but we have learned from this and have noted changes. Other than that, the overall communication strategy was very successful by using our school website, Facebook/Twitter page, AlertSolutions fan out, School Council meetings and our school newsletter.

<p>Year 2 Reconfiguration year</p>	<ul style="list-style-type: none"> ● Welcome back evening prior to the beginning of the school year ● Conduct a School Council survey to gauge parental involvement, current communication feedback and support of council initiatives during the reconfiguration year ● Assemblies to welcome students, create a sense of community ● Staff collaboration, orientation ● Touch base with ‘new’ families throughout the school year ● Plan for a minimum of four events that bring the school community together such as movie nights, math games nights, literacy nights, etc... 	<ul style="list-style-type: none"> ● Comparison of Accountability Pillar Results to previous year ● Comparison of Our School results to previous year ● Student, parental and staff feedback ● Document phone calls and check ins with our new and returning student families on a google form.
<p>Review & Reflection:</p> <p>Year two was extremely successful despite very limited space in the school. Our students, parents, staff and community members were gracious hosts and exemplified making the best of a challenging situation. Our École Dansereau Meadows School parent and student engagement opportunities went very well and had great attendance numbers. Our office was very well organized in terms of tracking calls, registration questions and follow-up, which helped establish trust with our new families.</p> <p>Our students and parents rank us in the ‘excellent’ range for Safe and Caring Schools, which speaks to the trust and relationships we build with our community.</p>		
<p>Year 3 Post- Reconfiguration year</p> <p>Current Year</p>	<ul style="list-style-type: none"> ● Welcome back evening prior to the beginning of the school year ● Conduct a School Council survey to gauge parental involvement, current communication feedback and support of council initiatives during the post-reconfiguration year 	<ul style="list-style-type: none"> ● Share the results of Accountability Pillar at the November School Council meeting, focusing on the area of ‘Parental Involvement’ ● Comparison of Our School results to previous years ● School Council Online Survey Feedback results

	<ul style="list-style-type: none"> ● Assemblies to welcome students, build on a sense of community ● Plan for a minimum of four events that continue to bring the school community together such as movie nights, math games nights, literacy nights, etc... ● Partnerships with other BGRD schools to enhance learning and help sustain connections with former classmates 	<ul style="list-style-type: none"> ● Student, parental and staff feedback ● Document phone calls and check ins with our Bellevue families on a Google form
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Review & Reflection: November 2018 Update

At this time, we have already received direct feedback from families who are new to our school in the form of emails, phone calls and conversations. We had a situation in early September that required quick and succinct parent communication. We received several replies, most specifically from new parents, thanking the school and commending the staff for excellent communication. Parents and students appreciate the fact that administration and teachers are out and about with the students, creating positive relationships with them. We also had a new parent attend our November School Council meeting who shared several compliments to the school regarding great relationships and excellent communication.

We shared and discussed the Accountability Pillar results at the November School Council meeting. The area is Parental Involvement is a concern, despite the fact that parental involvement seems higher in the past few years. Several points were discussed such as only 8 parents filled out the survey and could they possibly be parents who were required to move in reconfiguration. We also analyzed the teacher portion of the survey, however teachers rated parental involvement much higher than parents. Goals were discussed to address this (ex: emailing parents reminding them to fill out the Accountability Pillar and a School Council survey) and will be discussed further at the next School Council meeting

School Goal 2: First Nations, Métis and Inuit perspectives will be explored within our teaching practices

Alignment with Division Goals: *Student-Focused Learning, Supportive Environment*

Alignment with Provincial Goals and/or Accountability Pillar: *Safe and Caring Schools, Program of Studies, Education Quality, School Improvement*

Timeline: *Year 3 of the 2-year goal (Extended)*

Rationale:

- Division initiative – Division Lead in place to provide support to schools
- Accountability Pillar – Suppressed data in this area demonstrates that there is a need for increased knowledge of First Nation, Métis and Inuit perspectives amongst our school population
- Provincial Initiative - Alberta Education FIRST NATION MÉTIS AND INUIT Collaborative Framework Document and anticipated implementation of the revised Teaching Quality Standard and School Leader documents which include a focus on First Nation, Métis and Inuit

Timeline	Strategies	Supporting Data
Year 1	<ul style="list-style-type: none"> ● Cultural performances and presentations by and about the First Nation, Métis and Inuit cultures ● Awareness of school resources and literature readily available for use ● Incorporate First Nation, Métis and Inuit resources into instructional programs and provide workshops in their use ● Access Black Gold Regional Division Lead teacher for presentation of First Nation, Métis and Inuit resources to teachers 	<ul style="list-style-type: none"> ● An inventory of teacher First Nation, Métis and Inuit resources in our Learning Commons with their check-outs in 2015-2016 to determine a baseline. ● Students and staff have an increased awareness of cultural celebrations and traditions of First Nation, Métis and Inuit through education and information tracked through a checklist of planned events ● Teachers attend an in-school professional development session in the spring to explore First Nation, Métis and Inuit perspectives in relation to their teaching practice.

	<ul style="list-style-type: none"> • Staff capacity building by offering school visits with the intent of discovering and sharing best practices in this area • Recognition and celebration of Aboriginal Day 	
<p>Review & Reflection:</p> <p>The Alberta Teacher’s Association came to our school on the May 19th PD day and presented the Blanket Exercise to our teachers with an open invitation to our support staff. Our Google form survey after the PD session had overwhelming positive results. We had comments such as “This is the best PD I’ve participated in a long time,” and “I learned a lot about First Nations, Métis and Inuit history. I feel like I learned what really happened.”</p> <p>Our librarian had gathered all of our resources in the library that support First Nations, Métis and Inuit awareness and history. She used a sticker system to flag these resources and books for both students and staff. We are still looking into strategies to increase usage of these books.</p> <p>Students and staff had positive feedback regarding the Cree national anthem and the Treaty statement on National Aboriginal Day. We continue to play it at times in the morning and our school participated in Orange Shirt Day. Participation rate was well above 85%.</p>		
<p>Year 2</p>	<ul style="list-style-type: none"> • Host an artist in residence with a focus on first Nation, Métis and Inuit culture • Teacher planning incorporates competency 5 of the Teaching Quality Standard (draft) <i>Applying Foundational Knowledge about First Nations, Métis and Inuit</i> • Incorporate the ECS book series focusing on First Nation, Métis and Inuit perspectives (perhaps at staff meetings later this year) 	<ul style="list-style-type: none"> • With an artist in residence, students extend their knowledge about FIRST NATION MÉTIS AND INUIT through a rich relevant experience not otherwise available in our community which may include art, drama, music and/or physical activity based on First Nation, Métis and Inuit perspectives • Evidence of extension and incorporation is shown in teacher lesson plans through their own documentation. Some may choose to make this a part of their Professional Growth Plan.

Review & Reflection:

We hosted an Artist in residence this Spring through the National Centre for the Arts. We were excited to host the artist who worked directly with our students and then put on a school-wide presentation by Sherryl Sewepagaham. We also had a performance by the Kehewin Native Dance Theatre in June 2018, and it was very well received by our staff and students.

We continue to work with our librarian in organizing resources and literature for staff and students. She displays it regularly and has achieved the goal of indication all books with a green sticker to make them easier to find.

<p>Year 3</p> <p>Extension of Goal</p>	<ul style="list-style-type: none"> • Have dedicated section of our monthly staff meetings for First Nations, Métis and Inuit Education. Chris Noble is our Lead Teacher • Start a First Nations, Métis and Inuit book club for teachers who choose to participate: Lead teacher Caity Perry • Get students involved in creating/organizing Indigenous Education projects, events and themes • Teacher planning incorporates competency 5 of the Teaching Quality Standard (draft) <i>Applying Foundational Knowledge about First Nations, Métis and Inuit</i> 	<ul style="list-style-type: none"> • With focused staff meetings and a First Nations, Métis and Inuit Book club, teachers will be better prepared to deliver the new curriculum • Have students engaged with the school? • Evidence of extension and incorporation is shown in teacher lesson plans through their own documentation. Some may choose to make this a part of their Professional Growth Plan.
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Review & Reflection:

Our lead teacher has presented at our staff meetings and is collecting feedback from teachers on what they need in terms of increasing their knowledge of delivering and infusing indigenous Education into their daily practice. The book club had one meeting and will continue on a voluntary basis throughout the school year.

Bellevue School will be hosting the session “Braiding Indigenous Stories Through Our History: Collective Memories of Forced Assimilation” with Melissa Purcell on the February 1st ATA Professional Development day. She is an Executive Staff Officer, Professional Development, Indigenous Education with the Alberta Teachers’ Association and is the team lead for the Walking Together: Education for Reconciliation project.

This goal will be continuous and imbedded in our mission to honour and promote diversity.