



# MARY BERGERON ELEMENTARY

*Annual Education Results Report*

2019 - 2020

**School Continuous Improvement Plan**

2020 – 2023



### **VISION**

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

### **MISSION**

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

### **PRIORITIES**

Student Learning · Teaching & Leadership Excellence · Community Engagement

### **CORE VALUES**

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

### **BELIEFS AND VALUES**

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

## Public Assurance

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

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

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



## School Profile



Mary Bergeron Elementary is a modern K-5 school which opened its doors in September of 2017. The school is located in Edson, AB, which is located in west central Alberta along the beautiful Yellowhead highway, and is one of two Edson elementary schools that are part of the Grande Yellowhead Public School Division. Enrolment in the school, as of September 30, 2020, is approximately 400 students in 18 Kindergarten to Grade Five classrooms. There are currently 33 staff members working at the school, including 18 classroom teachers, 2 specialty teachers (music & PE), 2 administrators, 10 support staff, and a family school liaison counsellor. The school has a strong, supportive, and active School Council and parent group that work together with the school to ensure that we live our mission statement, **“Every Student; A Success Story”**

### **VISION**

Every student; a success story!

### **MISSION**

MBE strives to be a world-class elementary school. We build the foundation for this school improvement journey through meaningful relationships, relevant and engaging learning, and effective communication. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our multidimensional school community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in an ever changing world.

### **MOTTO**

“We’ve Got This!”

## Principal's Message

Positive school culture is the heart of improvement and growth in any building, and is the foundation block upon which all other school successes must be built. Without it... any initiatives, implemented programming, or newly designed instructional strategies will not bring about lasting school improvement or student achievement. With it... the possibilities are limitless and Mary Bergeron Elementary continues to build on that capacity with the lens of becoming the truly world-class elementary school that we all hope for it to be. That is why, in its opening year (2017-18), Mary Bergeron Elementary focused its time and resources on laying the foundation for the creation and development of a strong, student-centered, safe & caring school culture for ALL. As a result of the school and parents' hard work and efforts in that regard, a strong sense of community and MBE identity now permeate the building and all that we do. From the moment that you walk through the front doors, parents and visitors alike tell us there is an immediate and very noticeable 'warm, inviting feeling' and 'sense of belonging' that hits you. They often cannot identify exactly what it is or put it into words, but they feel it and they know that it's there. We know what it is – because we've worked hard to create it. It's that feeling you get when you know you are surrounded by people who truly care about one another – who work and play under a common & unifying vision, and who feel comfortable and confident to put themselves out there – day in and day out - and work alongside one another to accomplish shared goals and truly amazing things for, and with, kids! In our first year of operation, we accomplished what we set out to – create a positive school culture, community, and identity that will serve as the heart of improvement and growth in our school, and provide the foundation block upon which all other school successes will be built upon.

As we entered into our second year of operation, we then began to look at the baseline academic and social landscape data from year one and used that information to identify and celebrate our successes and school strengths as well as identify and address areas of need and priorities so that we could continue on the path to improved student achievement and overall school improvement. Year three brought with it an opportunity for a deeper dive into our schools data as we began to have enough data collected to be able to look at school trends and patterns that were emerging. This 'deeper dive' revealed that we were on the right track with our instructional focus in literacy and

numeracy and we were in a position to provide our students with the teaching and learning supports necessary to make even greater gains than the year before. And then...Covid-19 entered our lives and threw a curve ball at us that we were not expecting. Classes in all schools were cancelled and students and teachers were thrust into the world of online teaching and learning from home. This came with instant challenges and obstacles to overcome, but like every other challenge that this school has faced since its opening, the staff, students, and parents that make up our MBE school community came together to 'knock it out of the park' once again. With a collective "We've Got This" attitude, everyone rolled up their sleeves and simply did what needed to be done to make it work.

As we enter year four, we find ourselves back at school with many Covid procedures, protocols, and precautions in place - and things are simply not back to normal by any stretch of the imagination. With our students being away from the school setting for over 5 months, our fear has always been that they would not have seen the academic growth that we would normally expect during those months - and in looking at our early data from the first two months of school - we were right to worry about that. Our 2020 Data Day has revealed that our students are definitely not where we would hope they would be at this point with regards to their Literacy and Numeracy achievement. That may sound a bit disheartening, but the silver lining here is that this is Mary Bergeron Elementary - and we have the school community, the dedication, and the talent necessary to support our students in making the gains necessary to put them back in good stead. And quite simply ...that is exactly what we will do.

We have so many successes to be proud of and to celebrate from our school's first three years - so much so that I know that I could go on for pages and pages about them. And although I am proud and know that we have created a very good school... 'good' will never be good enough. We've worked hard to build the foundation necessary for MBE to become a world-class elementary school and so -in year four- we must now use that foundation to support our students academic and social development needs.

To accomplish these goals we know that we will need the cooperation and support of our parents - and so we will continue to work hard at strengthening the partnership with our parent community. The creation of this school improvement plan is a result of the continued and embedded dialogue that occurs among all stakeholders in our MBE school community. Students have been engaged through classroom discussions, online

surveys, student council input, etc. Our parents have been engaged through input at the School Council level, online survey opportunities, through appropriate social media avenues, and through our 'open door' communication policy where parents are encouraged to share their thoughts and ideas with the school. Our staff have the same opportunities to provide input through all of the above avenues. These lines of communication and opportunities for input are an ongoing and ever-evolving process at our school - and so to, is our School Improvement Plan... it is a living, breathing document that is our road map for success and is always subject to change, modification, and revision. You will always find it published for all to access on our school website and its contents serve as the focus of our school-wide planning, reflection, and assessment. Through continuing to provide and foster these open lines of communication and opportunities for meaningful student, staff, and parental involvement, we hope to accomplish all of this and more - so that Mary Bergeron can offer its students the best learning opportunities possible in a school where the culture, identity, and climate provide all of our students with the recipe for academic and personal success.

Education at MBE will always be about making a difference in the lives of children. It is about helping them to gain the knowledge, skills, and attitudes necessary to enable them to fully embrace challenge, respect diversity, and to pursue personal and academic excellence. Whether you've been with us for a number of years now or if you are a new arrival to our 'family', you will find that here at Mary Bergeron Elementary you are part of a special community that places a high priority on quality teaching and learning, a community where good character matters, and a community that, above all else, values its most prized resource - our students.

A handwritten signature in black ink, appearing to read "D Reynolds", written in a cursive style.

Mr. Darcy Reynolds, *Principal*  
Mary Bergeron Elementary

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## Accountability Pillar Report

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

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

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



specialized supports and services, consistent with the principles of inclusive education.

4. **Governance**

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

5. **Local & Societal Context**

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

## **Diploma and Provincial Results**

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

## **Division Screening Tools**

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

## MBE 2020 Accountability Pillar results

Measure Category	Measure	Mary Bergeron Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.5	89.8	88.9	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	91.2	95.5	87.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.5	95.0	92.9	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	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	90.9	91.7	83.6	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	91.6	86.3	84.2	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	89.8	83.8	85.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	95.8	89.6	87.7	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

### Reading the Accountability Pillar

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

#### Ratings:

**Achievement** - This is a comparison of current results to a set of standards

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

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

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

**Overall** - Combines the achievement and the improvement results

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

## Student Success:

### *Creating Safe Caring Schools*

Students, parents and schools have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. At Mary Bergeron Elementary we believe that this is the foundation upon which all other school successes are built and we take great care, and pride, in providing learning opportunities and a learning environment that promotes a culture of belonging, self-worth, and social, emotional, and physical well-being. We know that when students feel like they belong, it encourages them to stay in school, to learn, and succeed. At MBE we provide a learning environment where:

- *healthy and respectful relationships are built and fostered;*
- *students feel that adults care for them as a group and as individuals;*
- *positive mental health is promoted;*
- *support is demonstrated through cooperation, collaboration, high expectations, mutual trust and caring;*
- *diversity is respected, celebrated and understood as a strength;*
- *support is provided for those impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours;*
- *children, youth and adults model positive social-emotional skills, including empathy, compassion, and kindness*

In looking at our Accountability Pillar results it is clear that all stakeholders - students, staff, and parents - agree that our school does an outstanding job of providing our students with a strong safe and caring learning environment. Our results show a 'Very High' level of achievement as rated by students, staff, and parents and an overall rating of 'Excellent' from the province as a result of maintaining that level of achievement. Not only do those accountability survey results attest to that, but we have quickly forged a reputation in our community as a school of choice that walks their talk when it comes to supporting the social and emotional well-being of our students.

We will continue to make this a cornerstone of all that we do at MBE as we know that students whose school supports social emotional development have a stronger sense of connection to those around them and are more likely to be hopeful about their futures. That sense of belonging gives our students feelings of security, identity and community, which, in turn, supports their academic, psychological and social development.

## **Academic Success**

Reading is the ‘Open Sesame’ for acquiring knowledge: learn to read, and you can read to learn just about anything. Children begin the process of learning to read long before entering school as they acquire vocabulary and background knowledge. When they enter school, it is not long before they can and must use reading skills and strategies to learn all about the world around them in every subject and in almost all that they do. Consistently, the number one thing that our parents want to know when they communicate with their child’s teacher is ‘are they reading at grade level?’”

Although we do have a vast number of skills, knowledge, and attitudes that we hope to teach our students during the time that they are with us, there can be no doubt that the ability to read well and the desire to read are high up on that list. With that in mind, we spend a great deal of time assessing our students reading ability and using that data to plan for teaching and remediation. In looking at our reading achievement data over the past couple of years we have discovered:

- *Our students, as a whole, tend to arrive in Kindergarten lacking the age-appropriate pre-literacy skills necessary for immediate success;*
- *In the primary years, our students tend to show, on average, a full years growth as measured on the Fountas & Pinnell assessment;*
- *Our students who are not yet at grade level do tend to make a years growth in reading, but in order for them to fully catch-up to the grade-level benchmark, they need to make gains greater than the current 1.0 year gain;*
- *Our students moving on to grade 6 at Pine Grove Middle School score well on the Reading portion of the Language Arts Provincial Achievement Test.*

Our Fountas & Pinnell data paints an overall picture for us that not only indicates that our students are making good gains with regards to their reading, but it also shows us, very clearly, where our focus should lie for the upcoming school year. When we look at the reading achievement of our students who are not at grade level by year’s end, we find that the vast majority of them, especially by grade 4 and 5, are only 1 or 2 levels away from being considered ‘at grade level’. With that, we have set our instructional focus in literacy this year as *daily targeted instruction* aimed at improved reading gains for all, but specifically in order to assist our students, who are not quite at grade level, to make the gains necessary to bring them up to that benchmark.

Teachers will be working hard to look at specific data from their own classrooms, for their grade level, as well as school-wide trends in order to plan what that targeted instruction will look like and how it will be implemented in their classroom / grade level. As a result, we hope to bring about the increased gains necessary (more than a year’s growth for students who are below grade level) to boost our overall student reading achievement.

### ***Indigenous Education***

The First Nations, Métis and Inuit competencies in the professional practice standards for teachers and school leaders are integral to Alberta Education's efforts to fulfil the government's commitment to the Truth and Reconciliation Commission (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

These standards set out clear expectations for what teachers and school leaders need to know about the histories, experiences, cultures, contributions, and perspectives of the First Nations, Métis and Inuit people.

This foundational knowledge about First Nations, Métis and Inuit is critical for teachers, school leaders, and education stakeholders to understand and apply new ways of knowing necessary to advance reconciliation and shift thinking and attitudes. It will also help to ensure the education system continues to build capacity to include First Nations, Métis and Inuit perspectives in the classroom and curriculum.

At Mary Bergeron Elementary we are very proud of the work that has been done to address this competency. Our Cree Language and Culture classes are a prime example of both the desire of our parents and students for this learning opportunity and the need to provide this opportunity to our students. Our Cree Language and Culture classes are always full and in demand. As a result of this demand we have also created a new program called 'Legends Literacy' which has been a resounding success. In these classes, teachers, elders, and facilitators use literature - and specifically, legends - to help students develop a deeper connection and understanding of the histories, experiences, cultures, contributions, and perspectives of the First Nations, Métis and Inuit people. These classes have been offered to students across the grade levels and in looking at the responses and comments from both our students and parents, they have been an overwhelming success. With Covid-19 restrictions in place to start the school year we will need to adjust how we deliver these opportunities, but it is our hope that we will be able to resume normal programming delivery during this school year.

It is our hope to continue this work and expand our Legends Literacy program to more students in our building. We will also be opening our Cree class offerings to ALL students in grades 4 and 5 as a pilot project for this school year. It is our hope to expand on the foundational knowledge gained through these means and to integrate what happens in our Cree Language and Culture classes and Legends Literacy classes into the other programs throughout our building.

### ***Teaching and Leadership Excellence:***

The professional practice of all Alberta teachers is guided by the **Teaching Quality Standard (TQS)**. This standard is the basis for certification of all Alberta teachers and holds us all accountable to the profession and to the Minister of Education.

The standard identifies 6 competencies teachers must meet in order to hold and maintain an Alberta teaching certificate:

1. *Fostering Effective Relationships*
2. *Engaging in Career-Long Learning*
3. *Demonstrating a Professional Body of Knowledge*
4. *Establishing Inclusive Learning Environments*
5. *Applying Foundational Knowledge about First Nations, Métis and Inuit*
6. *Adhering to Legal Frameworks and Policies*

At Mary Bergeron Elementary we ensure that our teaching staff is meeting/exceeding these standards by:

- *daily classroom walkthroughs by administration;*
- *embedded Professional Learning Community times built into the timetable for teachers to discuss, reflect, and plan with the TQS in mind;*
- *support for teachers to pursue professional development that aligns with school goals and the Teacher Quality Standards;*
- *providing local professional development days that are focused on helping staff to meet/exceed the teacher quality standards and to reach school goals and instructional targets;*
- *supporting staff in the creation of professional growth plans and in providing the resources and support necessary to achieve their growth plan goals;*
- *formal evaluation for staff who are new to the profession, new to the school, qualifying for permanent certification, up for continuing teacher contract, or those who request it as part of their professional growth plan.*

In much the same way the practice of all Alberta Leaders is guided by the **Leadership Quality Standard (LQS)**.

The LQS identifies 9 competencies which leaders must demonstrate in their practice:

1. *Fostering Effective Relationships*
2. *Modeling Commitment to Professional Learning*
3. *Embodying Visionary Leadership*
4. *Leading a Learning Community*

5. *Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit*
6. *Providing Instructional Leadership*
7. *Developing Leadership Capacity*
8. *Managing School Operations and Resources*
9. *Understanding and Responding to the Larger Societal Context*

In much the same way as the Principal and Assistant Principal work to support teachers at the school level in meeting / exceeding the TQS competencies, Superintendents and Assistant Superintendents work with Principals / Assistant Principals at the school to support them in meeting/exceeding these competencies. At Mary Bergeron Elementary this support includes:

- *monthly classroom walkthroughs with administration;*
- *support for administrators to pursue professional development that aligns with school goals and the Leadership Quality Standards;*
- *providing monthly Division Leadership Team (DLT) professional development that is*  
*focused on helping leaders to meet/exceed the leadership quality standards and to reach school goals and instructional targets;*
- *supporting leaders in the creation of professional growth plans and in providing the resources and support necessary to achieve their growth plan goals;*
- *formal evaluation for principals / assistant principals who are new to the position, new to the division, qualifying for continuing status, or those who request it as part of their professional growth plan.*



***Community Engagement:***

At Mary Bergeron Elementary we understand the importance of a strong partnership with our parent community and school community at large. We have worked hard to forge a strong and reflective working relationship with our parents through our School Council and the past two years have seen that relationship grow to be what we all consider to be one of the many strengths of our school. This relationship - which is built on mutual trust and respect - has been the main vehicle for our school community to become involved and have input into the decisions made and the directions we take on our school's improvement journey.

Our results from the Accountability Pillar, with regards to parent level of satisfaction with the opportunity to be involved in the decisions made at their child's school are strong - and that is something that we are proud of. It is always our hope that we convey to our parents how much we value their input and how important they are in the success of school and the 400 students who attend here.

As we move forward, and tackle the challenges that teaching and learning in a pandemic present, we must continue to find ways that allow our parent community to contribute to the conversations that will guide decisions and directions of our school. Ensuring that our School Council continues to have a strong voice; increasing our positive social media presence that keeps our parents informed and provides them another avenue for input; using online surveys to gauge parents opinions/feedback; and continuing to have an 'Open Door Policy' - even if it's a virtual one - are all ways in which we will continue to engage our community.

## INSTRUCTIONAL FOCUS

Through meaningful engagement with staff, students and parents and based on what the examination and reflection of our hard and soft data identifies as areas for improvement in learning and teaching, we have set the following as our Instructional Focus areas for the 2020-21 school year:

**LITERACY:** Daily *targeted* reading instruction

**NUMERACY:** Building student capacity in the focus areas of Number Sense and Basic Facts across the grades

**STUDENT**

**ENGAGEMENT:** Continued work on building a school-wide culture of *Cooperative Learning* (covid-friendly strategies)

## SCHOOL IMPROVEMENT GOALS

### STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> <li>• <i>Through daily, targeted reading instruction</i> ... All students will show at least 1 years growth in reading, as measured by the Fountas &amp; Pinnell assessment benchmark. Students who are below grade level will show at least 1.5 years growth in reading, as measured by the Fountas &amp; Pinnell assessment benchmark, by June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily targeted reading instruction</li> <li>• Guided Reading</li> <li>• Implementation of Daily 5</li> <li>• Targeted Reading Intervention Groups in grade 2</li> <li>• Literacy Consultant Support</li> <li>• PD - Fountas &amp; Pinnell: Common assessment and reporting across grades</li> <li>• Literacy Instructional Leadership team teaching &amp; learning support Implementing Cooperative Learning structures that support Literacy</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• All students will show at least 1 years growth in reading, as measured by the Fountas &amp; Pinnell assessment benchmark. Students who are below grade level will show at least 1.5 years growth in reading, as measured by the Fountas &amp; Pinnell assessment benchmark, by June 2021.</li> </ul>	

NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> <li>Through <i>building student capacity in the focus areas of Number Sense and Basic Facts across the grades</i> ...by June 2020, school-wide results on the Mathletics assessment will show a 5% overall increase in the number of students who score at, or above, grade level as compared to the results of the previous assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of Daily 3</li> <li>Common math resource adoption - Jump Math</li> <li>Numeracy Consultant Support</li> <li>PD focused on Number Sense</li> <li>Numeracy Instructional Leadership team teaching &amp; learning support</li> <li>Implementing Cooperative Learning structures that support Numeracy goal</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>By June 2021, school-wide results on the <i>Mathletics</i> assessment will show a 5% overall increase in the number of students who score at, or above, grade level as compared to the results of the previous assessment.</li> </ul>	

**TEACHING AND LEADERSHIP**

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> <li><i>Through our continued work on building a school-wide culture of COOPERATIVE LEARNING</i> ...all teachers will work to expand their repertoire by selecting 2 Kagan learning structures that:               <ul style="list-style-type: none"> <li>best support our current Literacy &amp; Numeracy focus and;</li> <li>are covid-appropriate;</li> </ul>               and ensure their successful classroom implementation by June 2021.             </li> </ul>	<ul style="list-style-type: none"> <li>PD focused on Kagan Cooperative Learning strategies</li> <li>Colleague classroom visitation</li> <li>Student Engagement Instructional Leadership team teaching &amp; learning support</li> <li>Build on our Cooperative Learning teacher resource library</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>All teachers have expanded their repertoire by selecting at least 2 Kagan learning structures that are covid-appropriate and best support our current Literacy &amp; Numeracy focus, and ensuring their successful classroom implementation by June 2021.</li> </ul>	

**LEARNING SUPPORTS**

<p><b>SAFE AND CARING SMARTe GOAL 1</b></p>	<p><b>STRATEGIES</b></p>
<ul style="list-style-type: none"> <li>By June 2021, all professional and support staff will complete <b>First-Aid / CPR training</b> and be certified by a recognized authority.</li> </ul>	<ul style="list-style-type: none"> <li>School organized/sponsored professional development opportunity</li> <li>Opportunity to re-cert should staff members training be current</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>All school staff at MBE will have completed their training and earned their First-Aid / CPR certification by the end of the school year.</li> </ul>	

<p><b>STUDENT INCLUSION AND ACCESS TO SUPPORTS &amp; SERVICES SMARTe GOAL 2</b></p>	<p><b>STRATEGIES</b></p>
<ul style="list-style-type: none"> <li><b>In preparation for the arrival of a deaf student to Kindergarten for the 21-22 school year...</b> by June 2021, all staff will be able to sign a minimum of 25 common CASE signs that will help to support the transition to school for our new student. (This learning will also be integrated into all classrooms as well)</li> </ul>	<ul style="list-style-type: none"> <li>CASE consultant support</li> <li>Division PD day workshop</li> <li>Online courses</li> <li>Internal immersion &amp; supported practice</li> <li>Resources from Connect Society</li> <li>Support from Director of Inclusive Ed at GYPSD</li> <li>Work with child's current program providers to provide continuity, programming assistance, and expertise</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>All school staff will demonstrate a minimum repertoire of 25 specific CASE signs by the end of the school year. All students will be able to demonstrate an age-appropriate number of CASE signs as well as an eagerness to learn more and provide this new student with the best possible transition to school.</li> </ul>	

**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.

<b>Date</b>	<b>Focus</b>	<b>Audience</b>	<b>Activities Planned</b>
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event
October 23, 2020	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/ student.
	Mental Health PASI	Support Staff Secretaries	Virtual Meet Meeting with Shirley
November 27, 2020	Numeracy / Literacy / Cooperative Learning	Teaching & Support Staff	ILT teams lead virtual learning sessions
March 5, 2020	First-Aid / CPR	Teaching Staff	Training & Certification
	First-Aid / CPR	Support Staff	Training & Certification
April 30, 2020	Conceptually Accurate Sign English	Teaching & Support Staff	Training / CASE immersion workshop for all staff
May 28, 2020	MBE Staff PD Convention	Teaching & Support Staff	Internal 'convention'