



C.J. Schurter School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



About Us

C.J. Schurter Elementary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach in instruction. Staff members focus on enhancing literacy and math instructional practice to address the literacy and numeracy goals of the school.

We believe that "Kindness Counts" and are very proud that our programming centers around supporting the development of behaviours and mindsets which have positive effects on self-confidence, problem-solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

Principal's Message

We specialize in supporting our youngest learners' transition into school and beyond. With comprehensive programming for pre-kindergarten to grade 3, our school focuses in literacy, numeracy, and character education. We support our students in developing skills that enable them to solve problems and think critically as they become active and informed citizens, forming the foundation for successful and fulfilling lives. We believe our students will make meaningful contributions to our community and the world.

Staff List**Administration:**

Linnea Jones	Principal
Marlee Adams	Vice Principal

Front Office Staff:

Robin Lukan	Secretary
Wendy Price	Secretary
Syreena Skahl	Secretary

Teachers:

Kimberly Bailey	Grade 2 Teacher
Danielle Barr	Grade 1 Teacher
Karen Dana	Grade 3 Teacher
Lisa Denoncourt	Kindergarten Teacher
Denise Deputat	Kindergarten Teacher
Kelly Donald	Kindergarten Teacher
Serena Dudley	Kindergarten Teacher
Bridget Dugas	Learning Support Teacher
Victor Fines	Physical Education Teacher
Sherri Fisk	Grade 1 Teacher
Vicki LaFrance	Grade 2 Teacher
Karen Lamarche	Grade 1 Teacher
Samantha Langer	Grade 2 Teacher
Dawn Lawrence	Grade 1 Teacher
Alyssa Loroff	Grade 1 Teacher
Ann McLeod	Kindergarten Teacher
Bonnie Oar	Grade 3 Teacher
Jan Perrott	Grade 2 Teacher
Nicole Samuelson	At-Home Learning Teacher
Blake Skahl	Grade 3 Teacher
Laura Somerville	At-Home Learning Teacher
Keira St.Louis	Learning Support Teacher
Carly Ton	Grade 2 Teacher
Teresa Trueman	Grade 3 Teacher
Tara-Lee Turcotte	Grade 1 Teacher
Pam Wahlstrom	Grade 3 Teacher

Student Support:

Sonya Barthel	Education Assistant
Melissa Baxter	Education Assistant
Angela Blize	Education Assistant
Jennifer Brown	Education Assistant
Karlene Ching	Education Assistant
Brenda Chorney	Education Assistant
Shawna Currie	Education Assistant & Library Technician
Kristie deChamplain	Education Assistant
Krista Dickson	Education Assistant
Janette Dreelan	Education Assistant
Dafnah Guendelman	Education Assistant
Gail Hughes	Education Assistant
Angie Iverson	Library Technician
Robin Lukan	Education Assistant
Deb Neudorf	Education Assistant
Laura Skahl	Education Assistant
Karissa Skrynyk	Education Assistant
Kyla Soloshy	Wellness Coach
Pamela Whittle	Education Assistant
Cassidy Wood	Education Assistant

Daytime Cleaning Technicians:

Nona Destajo
Ana Jesus Gomez



May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	C J Schurter 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	100.0	98.6	99.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.8	93.8	94.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	99.4	100.0	99.4	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	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	88.9	89.7	90.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	99.3	99.3	99.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	97.0	97.9	98.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	82.8	89.7	81.5	81.0	80.9	Very High	Maintained	Excellent

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

Citizenship – Measure Details

Percentage of teachers who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.8	97.9	100.0	99.3	99.3	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	97.8	97.9	100.0	99.3	99.3	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	n/a	n/a	n/a	n/a	n/a	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	n/a	n/a	n/a	n/a	n/a	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

School-based Parent Survey	2018	2019	2020
Percentage of parents who agree that their child is encourage at school to be involved in activities that help the community, students follow the rules, and students treat each other well at school.	83.8%	85.3%	86.7%
Agreement/Satisfaction percentage based on number of strongly agree and agree responses			

Comment on Results

We are very proud of our Kindness Counts character education program which we are building and refining in response to student, parent, teacher, and community input. Moving from being a Leader in Me school two years ago, we have held the pillars of the 7 Habits, and with the support of our Indigenous Education Coaches, infused the 7 Grandfather Teachings into our day to day behaviours. As we strive to support the development of resiliency among students and staff alike, students are encouraged to employ strategies such as thinking collaboratively, looking ahead to identify potential obstacles, and approaching challenges from a problem-solving perspective, all while recognizing that C. J. Schurter School's population is unique and our programming must reflect that. Prior to COVID-19 restrictions, we were working with the neighbouring daycare and senior's homes to develop cross-generational relationships and to further student leadership capacity; with current restrictions, these activities have needed to be put on hold, but we are exploring ways to keep those relationships alive with technology and creativity. We continue to strive to recognize the many ways our students demonstrate the characteristics of active citizenship through our descriptive daily shout-outs during morning announcements (quick recognition of kindness) and through recognition at our monthly assemblies (a chance to celebrate our kindness leaders).

The Early Years Evaluation is used as a pre-screening tool at the beginning of kindergarten, and assesses readiness in the developmental areas of: self and environment, social skills, cognitive skills, language and communication, and fine and gross motor physical development. A post-test is given toward the end of kindergarten to measure growth in each area. As our 2019-2020 year was interrupted with the COVID-19 transition from in-class to at-home learning, we were unable to complete the spring assessment. Looking back at our data from 2018-2019, students progressed from 57% of students meeting readiness benchmarks in the fall, to 86% meeting readiness benchmarks prior to the end of kindergarten; each of those students not meeting benchmarks at the end of kindergarten had supports specific to their needs in place prior to the beginning of grade one. During the 2019-2020 school year, these students received in-school supports, including Education Assistant support, Heavy Work breaks, Speech, and Literacy Boost. Each of these students made personal gains through the in-school portion of the year; additionally, these supports were offered to families during the at-home portion of the year. With the expertise of our service providers, we also provide targeted supports for pre-kindergarten aged children with exceptionalities which helps ease their transition into our full-time kindergarten program. Together, Busy Bees and our full-time kindergarten program support narrowing the achievement gap for all our students.

2019-2020 was the first year the Right to Read assessment was implemented throughout our grade one classes. This formative assessment provided teachers with valuable data around pre-reading skills, including phonological and phonemic awareness, which allowed teacher to narrow the focus of their instruction of specific literacy skills to support emerging readers. As our year was interrupted with the COVID-19 transition from in-class to at-home learning, we were unable to complete the spring assessment and do not have a full data set to analyze. Moving forward, this assessment will be used in place of the Fountas & Pinnell assessment in the fall window of grade one.

As our 2019-2020 year was interrupted with the COVID-19 transition from in-class to at-home learning, we were unable to complete the spring round of Fountas & Pinnell assessments; without a full year's data set, it is difficult to identify trends and measure growth. Looking back at each data set of the Fountas & Pinnell results from the 2017-2018 and 2018-2019 school years, the percentage of students achieving at and above expectations increased, and the percentage of students achieving below expectations decreased. It is significant that an updated version of the Fountas & Pinnell assessment instrument was implemented for the 2018-2019 school year, and achievement across all grades comparatively declined; however we understand this is predominantly due to increased rigor in assessing comprehension, particularly in the "beyond the text" domain which queries student understanding of genre, author's voice, and author's purpose – topics which are not explicitly

instructed until grade three in the Alberta Program of Studies, yet are now assessed through this instrument beginning in grade one.

In the fall 2018 administration of the Mathematics Intervention / Programming Instrument, students used chromebooks to record their responses; in reviewing the data, many teachers questioned the validity of the results due to several discrepancies with the digital assessment process. In the fall 2019 administration of the same assessment, students recorded their responses with paper and pencil, and while this meant the assessment took longer to administer, teachers felt the results more accurately reflected what they knew their students understanding to be; further, the scores via paper and pencil not only increased significantly overall, but also clearly identified areas of instruction we need to review across each grade level. We continued the paper and pencil practice in the fall 2020 administration, and despite the interruption of the COVID-19 transition from in-school to at-home learning during the year, we found our overall results were comparable to last year's, and in some outcomes even higher. The majority of areas of concern are areas which were delivered during at-home learning, which teachers have identified and are considering in their planning for this year.

Strategies

Assessment

C. J. Schurter School will 'generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.' Evidence will include:

- teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- teacher planning done in Planbook that demonstrates connections between evidenced formative assessments and next instructional steps
- all teachers participate in divisional collaboration sessions to ensure continuity of Long Range Plans and consistent assessment benchmarks across all classes at each grade level
- gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities

Literacy

C. J. Schurter School will assess using the EYE, Right to Read, and F&P benchmarks according to divisionally set schedule.

C. J. Schurter School will use literacy data (including the benchmark results) and foundational balanced literacy principles to set and achieve improvement goals. Evidence will include:

- a balance literacy model will be practiced daily in each classroom, including a designated collaborative guided reading block
- k-3 literacy rich environments
- read alouds & think alouds are modelled k-3 across all subject areas
- teachers conferencing with students about their reading and writing
- k-3 students participating in guided and shared reading and writing opportunities
- explicit instruction of comprehension strategies & content area strategies
- a variety supports and interventions for reading and writing are available to students
- instruction and supports are informed by student data and staff collaboration
- literacy interventions are articulated on the school's pyramid of intervention

Numeracy

C. J. Schurter School will administer the MIPI to students in grades 2 and 3, and demonstrate the use of data to inform instruction.

C. J. Schurter School will identify and assess the numeracy interventions they are currently using.

C. J. Schurter School will ensure that all staff and students understand that numeracy is foundational to all learning. Evidence will include:

- MIPI is administered in grades 2 and 3
- data is organized and transcribed for analysis by teachers to inform instruction
- numeracy interventions are articulated on the school's pyramid of intervention
- students engage with quantitative or spatial information in all curricula
- students will engage in numeracy-rich discussions and activities in all subject areas

Character Education

Character Education:

C. J. Schurter School, through the Kindness Counts framework, will reinforce and build on HPSPD Core Values, leading students to be socially responsible and to succeed locally and globally. Evidence will include:

- core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited with teachers, students, and School Council) and drive how we engage students, families, staff
- all staff can articulate core values and affirm the importance of those values to the school community
- values are infused throughout the school by use of focused language & actions
- core values are infused into classroom lessons, discussions, and are visible (anchor charts, student and staff actions and interactions)
- students, parents, and staff understand the expectations, processes, and language character education empowers in students by clarifying the discrepancy between the core values and behaviour/actions and allows them to self-correct/self-regulate



OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	98.8	98.3	100.0	100.0	99.4	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	98.8	98.3	100.0	100.0	99.4	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	n/a	n/a	n/a	n/a	n/a	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	n/a	n/a	n/a	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

School-based Parent Survey						2018	2019	2020
Percentage of parents who are satisfied with the quality of education at our school and that teachers care about their child.						96.25%	94.6%	97.5%
Agreement/Satisfaction percentage based on number of strongly agree and agree responses								

Comment on Results

Overall, teacher and parent satisfaction in this outcome area held steady in the 2019-2020 school year. Moving forward, we will continue to provide opportunities for all members of our school community to develop and demonstrate leadership, and provide timely and relevant Professional Development opportunities for our staff. We will continue to seek the best applicants for our team, and ensure that all new staff are partnered with an experience staff member to provide supports as they learn about our school. The administrative team will continue to supervise, observe, and evaluate staff, as per the relevant High Prairie School Division Administrative Procedures, and engage staff members in appropriate reflective and coaching conversations to further develop their skills.

Strategies

Leadership Development

C. J. Schurter School will develop a school culture of leadership in students and staff. Evidence will include:

- C. J. Schurter students:
 - apply for a variety of student jobs around the school; including helping to organize recycling, running monthly assemblies, and read morning announcements each day (many of these activities are on hold as we adhere to COVID-19 guidelines which limit student movement and interaction)
 - participate in our Kindness Counts student leadership team, who organize Wildly Important Goals (WIGs), special school events (Christmas Gift Giving Extravaganza, annual food bank food drive), and offer input in decision making throughout the school (for example, where to focus our revamped character education lessons)
 - will have the opportunity to access a variety of supports within our school, including our Indigenous Education Coach, Wellness Coach, Learning Support Teacher, Literacy and Numeracy Support Teacher, and Literacy Boost
- C. J. Schurter staff:
 - take on a variety of volunteer leadership roles, including pineappling (peer observation), school-wide special event planning, organizing student-led clubs for winter indoor recesses, Grade 3 Farewell, School Council representative, Principal Designate, and engage in self-directed learning through Professional Growth Plans (many of these activities are on hold as we adhere to COVID-19 guidelines which limit staff movement and interaction)

Staffing

C. J. Schurter School will utilize staff skills, training, and experience to maximize in-class and pull-out program offering to meet the needs of the variety of learner profiles. Evidence will include:

- certified staff who have earned Bachelor of Education and/or Master of Education degrees, including:
 - classroom teachers
 - Physical Education teacher
 - Learning Support Teacher
 - Literacy and Numeracy Support Teacher
- support staff, including:
 - Leveled Literacy Intervention training
 - Library Technician certification
 - Educational Assistant training
 - Early Childhood Educator training
 - Health Care Aide certification

- Speech Language Assistant training
- Non-Violent Crisis Intervention training
- other areas of expertise relevant to student need

Professional Development

C. J. Schurter School staff will engage in on-going professional development activities and conversations focused on identifying the needs of our students and leveraging our resources to best support our students.

Evidence will include:

- participation in divisional and school-based Professional Development Days
- individually developed and revised Professional Growth Plans which are considered in the planning of school-based Professional Development Days
- participation in school-based and divisional grade-level Professional Learning Communities
- participation in regular grade-level meetings to:
 - find creative ways to solve the challenges of supporting all learners
 - analyze student data to identify trends, areas to celebrate, and areas needing improvement
 - support the implementation of grade-level and school-wide initiatives which support student learning, refine our practice, and learn from each other/relevant external supports

Supervision and Evaluation

C. J. Schurter School administration will engage in on-going supervision and evaluation of staff in accordance with all relevant High Prairie School Division Administrative Procedures. Evidence of this will include, but is not limited to:

- in keeping with High Prairie School Division Board Priorities, the C. J. Schurter administrative team look for evidence of best-practices through regular walkthroughs (shorter duration) and observations (longer duration) of classrooms; following our school priorities, the C. J. Schurter administrative team also look for evidence of relationships, routines and procedures, infusion and explicit teaching of literacy and numeracy, differentiation, and assessment
- review of teacher Planbook, SeeSaw, and Google Classroom accounts
- regular reflective and coaching conversations, and follow-up emails
- certified teachers working on temporary and probationary contracts will be formally evaluated through a collaborative process, which will include the above, and:
 - pre-observation conversation (for the first, planned observation), review of Planbook, classroom observation, post-observation discussion, and follow-up emails
 - an informal, mid-year progress report to highlight celebrations and next steps
 - a formal end-of-year report which will inform relevant employment decisions
- evaluation of all support staff in keeping with the High Prairie School Division 3-year cycle of evaluation – all support staff will be evaluated by the end of the 2020-2021 school year
 - this process will include a self-evaluation and opportunities for all those who supervise these staff members to contribute
 - the evaluation report will be shared with the staff member in a meeting where strengths are celebrated and next steps are determined collaboratively
- collaboration with administrative teams at other schools within our division to ensure consistency and quality of supervision, observation, and growth practices among all schools



OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

Safe and Caring – Measure Details

Percentage of teacher agreement that: 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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.0	98.6	100.0	98.6	100.0	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	97.0	98.6	100.0	98.6	100.0	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	n/a	n/a	n/a	n/a	n/a	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	n/a	n/a	n/a	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

Program of Studies – Measure Details

Percentage of teachers satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.8	93.1	97.4	93.8	95.8	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	95.8	93.1	97.4	93.8	95.8	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	n/a	n/a	n/a	n/a	n/a	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

Work Preparation – Measure Details

Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	86.2	96.6	89.7	88.9	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	86.2	96.6	89.7	88.9	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	n/a	n/a	n/a	n/a	n/a	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.5	86.2	94.8	87.5	96.3	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	81.5	86.2	94.8	87.5	96.3	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	n/a	n/a	n/a	n/a	n/a	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

School-based Parent Survey	2018	2019	2020
Percentage of parents who agree that students at our school help each other when they can, respect each other, are encourage to try his or her best, are safe at school, are treated fairly by adults.	90.9%	92.0%	91.8%
Percentage of parents who are satisfied with the variety of subjects available to their child at our school; that their child is learning what they need to know; and the opportunities their child has to learn about Music, Drama, Art, Computers, Health, and Physical Education.	90.0%	87.9%	82.8%
Percentage of parents who agree their child is taught attitudes and behaviours to be successful at work when they leave school.	not measured	not measured	76.0%
Percentage of parents who agree their child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.	not measured	not measured	81.0%
Agreement/Satisfaction percentage based on number of strongly agree and agree responses			

Comment on Results

Teacher and parent satisfaction in the area of Safe and Caring held steady in the 2019-2020 school year as compared to the previous two years; parent satisfaction in the area of Program of Studies declined in the same period. When disaggregated, overall parental satisfaction to the stems *"Your child is learning what he or she needs to know"* and *"...with the variety of subjects available to your child at school"* was 95%; further questions in the areas of opportunities to learn about Physical Education and Health averaged 89.5% parental satisfaction, Computers averaged 89.0% parental satisfaction, and Fine Arts instruction is at 68% parental satisfaction with a significantly high percentage of parents responding "Don't Know" in the Fine Arts areas specifically. To address this, we will be intentional in our messaging to parents through teacher email and school social media when highlighting student work to emphasize the great things happening in Fine Arts at our school to increase parental awareness of the work we are doing in these areas.

Data was not collected in the areas of Work Preparation and Lifelong Learning in the previous two years of the parent survey. After speaking with many parents, these outcome areas are confusing for many as the stems are interpreted to measure post-secondary mindsets of their children who are currently in primary school. We will work to message to parents that the intent of these stems is to measure the work we are doing at this level to develop those mindsets which will support their children later in life through healthy interactions, work ethic, and approach to learning.

Strategies

Inclusion – Pyramid of Intervention

C. J. Schurter School's Learning Support Teacher will have daily coaching conversations with staff regarding Differentiated Instruction.

C. J. Schurter School will define and implement their list of universal strategies. Evidence will include:

- C. J. Schurter School will review and refine our list of universal strategies available to support student success
- C. J. Schurter School will demonstrate the process outlining the use/application and success of universal supports
- C. J. Schurter School will use a strength based approach when developing a success plan for students

C. J. Schurter School will refine and publish our pyramid of interventions. Evidence will include:

- C. J. Schurter School will refine and publish a pyramid of intervention that articulates universal, targeted and intensive supports available, predominantly focused in universal strategies and differentiated instruction
- C. J. Schurter School will articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention
- C. J. Schurter School will display their pyramid of intervention in a designated area where staff have easy access

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

C. J. Schurter School will diminish the achievement gap.

C. J. Schurter School will ensure that all staff understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission, and Indigenous historical perspectives. Students will develop foundational knowledge and mindsets, and will begin to explore these topics in developmentally response ways. Evidence will include:

- every indigenous student has connections with multiple caring adults (the goal that each student has more than one school based adult (teacher, EA, coach, administrator) as a key support)
- Indigenous students demonstrate successful learning behaviours (asking questions, answering questions, asking for support, in the green zone in a classroom)
- a proportional representation of learners are evident in programs
 - Indigenous students have balanced representation in academic programs
 - Indigenous students participate in school teams, clubs, awards, and honours
- schools demonstrate high expectations for Indigenous students and provide the literacy and numeracy supports needed for their success in school and in their future
- Indigenous language, culture, history, and historical perspectives are infused in school culture and classroom learning
- collaboration and communication with Indigenous families and communities
- instructional practices support traditional ways of knowing, learning, and doing
- Indigenous Education Coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Indigenous Education Coaches will present education at each Professional Development day on topics identified during the 2019-2020 school year, including treaties, legislation, and agreements resilience,

growth mindset, and overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes

Learning Technology Policy Framework

C. J. Schurter School will “engage in yearlong professional learning and ongoing critical reflection” to improve technology integration. (Alberta Education Teaching Quality Standard, 2018)

C. J. Schurter School will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan. Evidence will include:

- C. J. Schurter students:
 - access, share and create knowledge using a range of resources and media
 - discover, develop and apply competencies across subject and discipline areas for learning work and life
 - develop and apply digital citizenship and technological skills
 - monitor their learning progress and inform decisions through data and evidence based reasoning
 - C. J. Schurter teachers
 - innovatively and effectively use technology
 - use technology and research to meet diverse needs in student-centred learning opportunities
- (AB Education LTPF Framework, 2013)

Learning Support Teachers

C. J. Schurter School’s Learning Support Teacher will provide support for teachers in working with students with exceptionalities. Evidence will include:

- our LST will log conversations to inform prescription of interventions and assessment of their success
- our LST will champion and promote using a strength based approach when developing a success plan for students
- our LST will collaborate with teachers and support staff to refine and publish a pyramid of intervention that articulates universal, targeted and intensive supports available, predominantly focused in universal strategies and differentiated instruction
- our LST will support teachers in delivering universal, targeted, and intensive supports for all students
- our LST will provide modelling, team teaching, and coaching to improve the implementation of universal and differentiated strategies
- our LST will support teachers in meeting with parents to discuss plans and supports for their children with exceptionalities
- our LST will present timely and relevant sessions on Professional Development days and during staff meetings to teachers and support staff, including partnership with appropriate service providers (including Speech Language Therapists, Occupational Therapists, Physical Therapists, and Behaviour Management Consultants)

Wellness Coaches

C. J. Schurter School’s Wellness Coach will work with students, parents, and staff to develop a healthy school community. Evidence will include:

- C. J. Schurter students:
 - one to one counselling supports, as needed
 - small group supports, such as friendship and attendance groups (when possible, adhering to COVID-19 guidelines)
 - delivery of social-thinking (self-regulation) classroom programming, such as SuperFlex
 - overseeing the snack-basket and emergency lunch programs to encourage students to try different foods while ensuring that all food served meets all relevant guidelines
- C. J. Schurter parents:
 - presentations to School Council on topics of their request
 - messaging to parents through social media and classroom newsletters
- C. J. Schurter teachers:
 - collaborate with teachers and support staff to identify students who would benefit from support, and works with community agencies who are able to assist with such supports
- partnering with other Wellness Coaches across the division to provide support in emergency circumstances as they arise through the year

Educational Assistant/Learning Commons Training Program

C. J. Schurter School will utilize staff skills, training, and experience to maximize in-class and pull-out program offering to meet the needs of the variety of learner profiles. Evidence will include:

- Library Technician certification

- Leveled Literacy Intervention training
- Educational Assistant training
- Early Childhood Educator training
- Health Care Aide certification
- Speech Language Assistant training
- Non-Violent Crisis Intervention training
- other areas of expertise relevant to student need, including training opportunities provided in partnership with appropriate service providers (including Speech Language Therapists, Occupational Therapists, Physical Therapists, and Behaviour Management Consultants)



OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.3	97.2	99.3	97.9	97.0	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	96.3	97.2	99.3	97.9	97.0	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	n/a	n/a	n/a	n/a	n/a	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

School Improvement – Measure Details

Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	89.7	96.6	82.8	85.2	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	85.2	89.7	96.6	82.8	85.2	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	n/a	n/a	n/a	n/a	n/a	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	n/a	n/a	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

School-based Parent Survey	2018	2019	2020
Percentage of parents who are satisfied with their opportunity to be involved in making decisions at our school.	91.0% *4% undecided	88.2% *12% undecided	82.5% *11% undecided
Agreement/Satisfaction percentage based on number of strongly agree and agree responses			

Comment on Results

The wording of the stems measuring this area has changed in the last year; in the 2018 and 2019 parent surveys, the stem specified, “CJS School Council holds monthly meetings and welcomes all parents. Are you satisfied with your opportunity to be involved in making decisions at our school? (Can attend School Council, meet with teachers, etc.)”; in 2020, the stem became a general, “How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child’s education . . . decision at your child’s school”. This more generalized wording likely contributed to the reported decline in parental satisfaction. Considering the relatively high percentage of respondents who indicated “undecided”, we will email parents directly each month with reminders of School Council meetings and include a note of the topics that will be discussed to encourage participation. All teachers will include in their newsletters and on their websites their “contact me” information, and are expected to respond to parental inquiries within one business day of contact. It is also important to recognize that this parent survey was live from April 30th to May 22, 2020 – shortly after the interruption of the COVID-19 transition from in-class to at-home learning, where many parents expressed frustration with the decision to move to at-home learning for the remainder of the school year.

We have not surveyed the parents as to their satisfaction of our school and schools in our jurisdiction improving or staying the same in the last three years. When we move to a school-based parent survey that mirrors the Accountability Pillar Survey this year we will have data in this area.

Strategies

Parental Involvement

C. J. Schurter School will provide opportunities for parental involvement in the day to day operation of the school and in decision-making. Evidence will include:

- C. J. Schurter School Council, which
 - offers input into school-based decisions, including day to day operation, our developing character education philosophy, and our Code of Conduct
 - participates in the Council of School Councils and Alberta Council of School Councils
- opportunities for parents to volunteer in classrooms in a variety of capacities, including home reading parents, field trip helpers, our annual parent survey, collaboration with local restaurants to organize healthy hot lunches each month, and special event support (many of these activities are on hold as we adhere to COVID-19 guidelines which limit student movement and interaction)

Engaged Governance

C. J. Schurter School will provide opportunities for engaged governance in the day to day operation of the school and in decision-making. Evidence will include:

- local ward High Prairie School Division Board of Trustees will be invited to attend CJS School Council meetings
- the CJS administrative team will present a Report to the Board, at which time the Board of Trustees will have an opportunity to tour the school and interact with students and staff (the opportunity to tour our school will be on hold as we adhere to COVID-19 guidelines which limit student movement and interaction)

Safety Programs

C. J. Schurter School will adhere to all divisional and provincial safety regulations and programs, including preparedness teams and safety drills. Evidence will include:

- a regular schedule of preparedness drills, practiced throughout the year
- all staff will complete all Occupational Health and Safety courses relevant to their positions
- an established School Emergency Response Team which engages in drills and reflective conversations to improve response in future events
- various social support groups for students, organized and delivered by our Wellness Coach
- weekly lunchtime clubs to engage students in alternate activities during stretches of inclement weather
- staff participation in a combination of daytime and evening events, including: welcome back BBQ / family fun night, and family picnic through the year

CSTAG

Comprehensive School Threat Assessment Guidelines is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way. The primary goal of threat assessment is safety for everyone, but another important goal is to help students to be successful in school. It is a flexible, efficient process that allows schools to quickly resolve threats that are not serious while taking protective action on more serious threats.

CSTAG is the only threat assessment model that is peer-reviewed and recognized as an evidence-based program by the National Registry of Evidence-Based Programs and Practices.

The HPSD Supervisor of Inclusion and Divisional Psychologist are trained CSTAG facilitators who provide training and guidance to schools.

C. J. Schurter School staff will participate in the Comprehensive School Threat Assessment Guidelines training. Evidence of this will include:

- training has been completed by four 2019-2020 CJS staff members (Principal, Vice Principal, Learning Support Teacher, and Wellness Coach)
- the CSTAG protocol was not activated at C. J. Schurter School during the 2019-2020 school year



COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at

https://cjs.hpsd.ca/UserFiles/Servers/Server_129879/File/COVID-19/CJS%20School%20Plan%20--%20COVID-19.pdf

