



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

École Westhaven School is a dynamic JK to grade 5 school with roots that run deep within our local community. The school successfully offers three programming options for students: an English program, a French Immersion program and a Junior Kindergarten (JK) program for 3 and 4 year olds. This year there is also a Virtual Home Learning option being offered to Westhaven students (supported by GYPSD's TLC campus).

The school is located in Edson, AB (population 8,414), which is located in west central Alberta along the scenic Yellowhead Highway. It 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 255 students in 12 Kindergarten to Grade Five classrooms and 32 students in our Junior Kindergarten classrooms. There are currently 26 staff members working at the school, including 12 classroom teachers, 2 specialty teachers (music & PE), 2 JK teachers, 2 administrators, 7 support staff, and a family school liaison counsellor. The school has a strong, supportive, and active School Council parent group who work together with the school to ensure that the whole 'village' is involved in helping our young children grow and learn.

VISION

A Caring, Learning Community!

MISSION

École Westhaven School's mission is to offer a high quality education to our students; an education that will set them up for life-long success regardless of where their future life-path takes them. From junior kindergarten and on up to grade 5, through both our English Language and French Immersion programming, we provide outstanding academic choices to parents and students. In addition to student academic success, our goal is to provide a safe learning environment with a welcoming atmosphere that promotes a sense of belonging and family. We maintain an inclusive, respectful school community where we can provide a foundation for a life-long love of learning. Working together with parents, our goal is to teach, model and build skills and attitudes that will set children up for success right from preschool age through to adulthood.

MOTTO

"Ready, Set, Let's Grow!"

Principal's Message

As you walk down the hallways at École Westhaven School, it is immediately evident that this is a school rooted deeply within the surrounding community. A vast photo gallery depicts generations of children who have been nurtured and educated in this building. Photos of students who attended the school throughout the '80s and '90s hang across the hall from photos of our most recent students. Today, many of the students who attended the school in the past, are now the proud parents of current students who are joining the Westhaven tradition of world-class education in a warm and caring environment. We are all proud that their children have joined the Westhaven family.

Being rooted in our neighbourhood and town also means that we take on the responsibility of welcoming and caring for our new students as well. Making personal connections with students; in the classroom, on the playground, or during extra curricular activities is one of the many things that Westhaven staff do exceptionally well. Whether it be families who have recently moved to Edson from other parts of the country, or our newly arrived international families, we celebrate diversity and treasure the lessons we can share and learn from each other.

The effects of the COVID-19 Pandemic have dramatically changed the way we 'do' school at Westhaven. Many of our routines have changed to accommodate social distancing rules, our playground structures have been temporarily shut down, we aren't able to gather in large groups for assemblies and cleaning (of people and things) takes place as often as possible. While most of our students have returned to in-class learning, we have some who are supported through our TLC campus as they choose to work through the virtual/home model. Our strategy from the beginning of the school year has been to take advantage of new possibilities that the pandemic brings and we will continue to do that as the year progresses.

One of these new possibilities is to further integrate technology into our daily business and teaching practices. Virtual meetings, virtual presentations, and virtual school assemblies have become the norm this year. These practices are

being refined and improved as we move throughout the year and they are providing us with ways to connect with each other and with our larger community in ways that we couldn't have imagined even a year ago. We embrace the challenge and, we know that, if we continue our focus on quality teaching and learning and continue to support each other in the process, we can accomplish great things!

Another opportunity brought on by the pandemic is to further develop the teaching and modeling of flexible thinking skills, problem solving skills, kindness, patience and humour. We are committed to continuing to work with parents to help our students develop all these important life skills while, at the same time, keeping our focus on academic excellence. We are confident that ALL our students will be well-equipped to excel - today and in the future.

This school improvement plan has been built on our long history of student achievement and is based on reading, writing and math achievement scores, parent and student feedback and staff input. It is our road map for the upcoming school year. But, just like when following a map, we will remain responsive to our current 'road' conditions such as divisional and provincial updates and will make course correcting detours as required. Our goal is to reach our destination while maintaining learning standards with an extra dose of care and empathy for each other. As such, this SCIP, which will be published in November, will remain a living, breathing document as we move throughout the school year. New information and findings may change some of the details within our plan; however, it will serve as our guide and our framework for ensuring all our students are achieving their highest level of success - academically, socially and emotionally within our caring Westhaven community. It's a tall order, but we know that (working together) we can accomplish it. And we know, with confidence and conviction, that our children are worth it!

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.

School Accountability Pillar Report

| Measure Category | Measure | Westhaven 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 | 94.9 | 87.1 | 89.7 | 89.4 | 89.0 | 89.2 | Very High | Improved | Excellent |
| Student Learning Opportunities | Program of Studies | 88.5 | 93.1 | 94.0 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 92.6 | 90.6 | 93.4 | 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 | 85.7 | 77.1 | 80.2 | 84.1 | 83.0 | 82.7 | High | Maintained | Good |
| | Citizenship | 91.7 | 82.3 | 86.5 | 83.3 | 82.9 | 83.2 | Very High | Improved | Excellent |
| Parental Involvement | Parental Involvement | 87.7 | 86.0 | 87.8 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 87.8 | 76.1 | 86.3 | 81.5 | 81.0 | 80.9 | Very High | Maintained | 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)

School Data Story

Student Success:

Creating Safe Caring Schools

Staff, parents and students at École Westhaven School work hard to create a safe and caring environment; a place where everyone is valued and where we all feel like we belong. We are proud of the work that we have done, and continue to do, to be a school where all students are accepted and cared for. The heart of our work involves connecting with others. As a staff, when we looked back on our best school experiences they all involved giving and receiving kindness, belonging to a tight-knit school community, and making strong connections with good, caring adults. That's the culture we've created and that we're proud to be a part of here at Westhaven.

A large part of creating a safe and caring school comes from hiring and training staff who live out their commitment to the wellbeing of others every day in everything they do. The other part of cultivating success in this area is through intentional school programming including class and school celebrations, assemblies, presentations, and staff professional development opportunities in this area.

As we look at our Accountability Pillar results, it is amazing to see that, year after year, our school has done an excellent job of providing our students with a safe and caring environment. Our results show a 'Very High' achievement as rated by the staff, parents and students and an 'Excellent' overall rating from the province. Our school vision is to create a caring learning community and, our survey results speak to us being exactly that for our students.

Academic Success

We continue to see continuous improvement in student learning within all academic areas. Our instructional focus in literacy and numeracy has helped us to identify students' areas of needs as well as strengths. Differentiating instruction within the classroom environment means that all students receive a program of studies that meets them 'where they're at' and then, moves them forward with their learning as far as they can go.

Due to the COVID-19 situation from March - June of last school year, we knew that our number one priority as students returned to school this fall was to assess where they were academically and then provide excellent classroom instruction to help close any learning gaps caused by school closures. Our data did reveal some gaps, especially for students who were reading slightly below grade level in March. Working one-to-one with teachers, educational assistants, and our learning support teacher is helping to bring these students back to their pre pandemic levels and now, we will continue to support their on-going reading development.

To allow us to track how each student is progressing as they move from grade-to-grade and then onward into middle school, we will continue to collect reading data from a number of assessments for every child within our school (Fountas & Pinnell, GB+, and the 3Rs divisional screen). For numeracy, we will collect individual data using the Mathletics screenings. This will assist us with knowing how far each child has progressed throughout their time at Westhaven and it will alert us to when a student might be at risk of falling behind so that supportive interventions can be put in place quickly. Tracking data from year-to-year will also provide us with information as to where our instructional strengths are and areas that might need to be improved upon.

Indigenous Education

Staff continue to work to increase their understanding of indigenous teachings and how these teachings can intertwine with our curriculum. The toolkit of indigenous resources that our staff members have created over the past two years, is used widely throughout the school to provide our students with knowledge and understanding of First Nations, Métis and Inuit history, culture, experiences, contributions and perspectives.

Our two school Indigenous Lead Teachers continue to work closely with Renay Woelfing (Indigenous Education Manager) and Mary Andreassen (Teacher Consultant) to bring knowledge, understanding and learning into

our school curriculum and lives. Renay has also been able to connect us with local elders who provide relevant teachings for staff and students. We will continue to offer a 'Legends Literacy' reading comprehension program, which uses indigenous storytelling and written literature to help students connect and understand others and their world.

A Cree and Michif Language and Culture class (taught by Sandra Davenport from Pine Grove Middle School) is being offered at Westhaven this year for the first time. The class is offered as a part of the second language option for one of our grade 4-5 classes. It has been a wonderful experience for our students and we anticipate continuing to expand the program in the coming years.

Teaching and Leadership Excellence:

The *Teaching Quality Standard Competencies (TQS)* provides the guiding framework for the work that teachers do in Alberta. Teachers are expected to demonstrate competencies in six key areas throughout their teaching careers. Information on the six competencies can be found at:

<https://www.alberta.ca/professional-practice-standards.aspx#toc-1>

In addition, *The Leadership Quality Standard Competencies (LQS)* as set out by Alberta Education, provide the assurance that leaders in the school have the skills, knowledge and attitudes to provide excellence in leadership to optimize student learning. The nine competencies that school principals and school leaders must demonstrate can be found at:

<https://www.alberta.ca/professional-practice-standards.aspx#toc-1>

Review of the TQS continues during staff meetings and Professional Learning Days at the school. In addition, this year, all of our staff members, including educational assistants, junior kindergarten workers and our secretary have developed Professional Growth Plans that follow Quality Practice Standards as set out by GYPSD. Our principal and assistant principal have both received Alberta Leadership Certification.

It is important to us that our staff go above and beyond these standards. Some of the ways we do this are:

- assistance with development and review of goals for professional growth plans and providing resources and training to assist staff to meet their goals
- formal evaluation of new staff with feedback and support provided

- for skill development
- identifying gaps in knowledge and skills, and, based on our instructional focus and on the skills inventory of staff, providing training to fill in gaps
- supporting staff to pursue professional development that aligns with individual professional goals, the school's goals and divisional goals
- providing new teachers (and teachers new to our school) with a mentor teacher
- providing teachers with a Professional Learning Partner who they meet with on a weekly basis to discuss, plan and reflect with the TQS in mind.

Community Engagement:

At École Westhaven School, we recognize the important role that the school plays within our community and we work hard to forge strong relationships with parents and with our community. Students thrive when the important adults in their lives work together to help them succeed academically and also provide opportunities to build strong relationships.

Parents and community members are invited to attend our School Council Meetings and they regularly provide feedback and input on activities that impact the school. Our Accountability Pillar results show that the level of satisfaction with parental involvement in decisions about their child's education is 'Very High'. We are very proud to have a strong, active School Council who are willing to support and spearhead many initiatives that enhance the school 'experience' for all. School Council members are loyal to the school and are committed to making both the FRIM and English language program flourish within our community.

Although social distancing guidelines might limit some of our visits out in the community, we are excited to continue our work with various community groups like the Edson and District Recycling Society, the Edson Food Bank, Options, the Legion, Parkland Seniors Lodge and more. Students are able to take a leadership role in environmental and community issues and feel that, even as young members of our society, they can give back to others and they can make a difference in the world. Strong community ties help to grow strong, resilient children.

Instructional Focus

Three main areas have been identified as our focus for this school year. These areas of improvement have been identified using data such as the Accountability Pillar results, division-wide, school-wide and classroom literacy and numeracy assessments and through conversations with staff, students and parents. Our instructional focus has also been guided by the opportunities and stresses brought on by the COVID-19 pandemic.

WELLNESS - WE CARE - is an acronym we've given to describe our focus on caring for others during COVID.

WE=at **WE**sthaven we are:

- Creative
- Adaptable
- Resilient
- Empathetic

LITERACY - Daily comprehension instruction and practice around the 3Rs of Retell, Relate and Reflect

NUMERACY - Daily teaching and practice of mental math strategies and building mental images around number

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

| LITERACY SMARTe GOAL | STRATEGIES |
|--|--|
| <ul style="list-style-type: none"> ● Through daily comprehension instruction and practice, students will show one or more years of growth in reading comprehension, as measured by F&P (English), or GB+(FRIM) assessments. School-wide results on the Spring 3R's Screen will show that 50%+ of students will score 3 or 4 on the rubric. Students who are working through ISPs will be at, or above, their individual literacy goal by June 2021. | <ul style="list-style-type: none"> ● Daily comprehension instruction ● Guided reading ● Daily 5 ● Targeted reading intervention groups ● Literacy Consultant support ● PD sessions re: F&P, GB+, & teaching the 3R's |

Evidence of Success

- Students will show one or more years of growth in reading comprehension as measured by Fountas & Pinnell (English) and GB+ (FRIM).
- School-wide results on the 3Rs Spring School Analysis will show that 50%+ of Westhaven students will score at 3 or 4 on the marking rubric.
- Students who are working through ISPs will be at, or above, their individual literacy goal by June 2021.

| NUMERACY SMARTe GOAL | STRATEGIES |
|---|--|
| <ul style="list-style-type: none"> ● Through targeted teaching and the daily practice of mental math and imaging strategies for addition, subtraction, multiplication, and division school-wide results on the Mathletics assessment will show a 10% overall increase in the number of students who score at, or above grade level as compared to the results of the Fall 2020 assessment. | <ul style="list-style-type: none"> ● Use of common math resource ● Classroom mental math activities done on a daily basis ● School-wide activities (while social distancing) that provide opportunities for practice of skills and strategies being taught in classrooms. ● PD focused on mental math strategies at all grade levels ● working with Numeracy consultant to build teacher skills and knowledge |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> ● The school-wide results on the June 2021 Mathletics assessment will show a 10% overall increase in the number of students who score at, or above, grade level as compared to the Fall 2020 assessment. | |

TEACHING AND LEADERSHIP

| EDUCATION QUALITY and PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION SMARTe GOAL | STRATEGIES |
|--|--|
| <ul style="list-style-type: none"> ● Teachers are engaged in career long learning which leads to an increase in student learning opportunities and achievement. | <ul style="list-style-type: none"> ● Staff will incorporate a minimum of one strategy into their classroom teaching practice that they learned from our school-wide PD sessions ● Staff will present new ideas and instructional strategies to other staff members during weekly PLC times and at staff meetings ● Teacher partners will share and demonstrate one new thing they learned during the year with the rest of the staff during our April 30 Professional Learning Day. |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> ● All teachers have implemented at least one new teaching strategy in their classrooms for each one of the Numeracy, Literacy and Wellness school-wide instructional focuses. ● The percentage of teachers, parents, and students who state they are satisfied with the overall quality of education remains above 90% on the Accountability Pillar results for 2021. | |

LEARNING SUPPORTS

| SAFE AND CARING SMARTe GOAL | STRATEGIES |
|--|---|
| <ul style="list-style-type: none"> ● Through our WE CARE focus - WE Westhaven C Creative A Adaptable R Resilient E Empathetic, Students will build skills in these four areas that will support healthy child development through the COVID-19 pandemic and beyond. | <ul style="list-style-type: none"> ● intentional teaching of the four skill-sets within the classrooms and school-wide ● teacher and support staff involvement in PD opportunities to support learning of these skills ● use of school and GYPSD resources such as FSLC and BEST coaches for programming, advice and support ● being creative in the way we approach teaching and learning for example: virtual presentations, assemblies and parent meetings, and outdoor classroom initiative |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> ● Classroom teachers and administrators observations of students learning and using WE CARE skills at school. ● Parents reporting that their children are using the skills at home. ● The percentage of teachers, parents, and students who agree 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 remains above 90% on the Accountability Pillar results for 2021. | |

| STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL | STRATEGIES |
|---|---|
| <ul style="list-style-type: none"> ● Through on-going phone, in-person (where safe and appropriate) and virtual communications with parents, our goal is to maintain and enhance positive relationships with parents of students who require extra supports at school (speech, OT, behavioural, medical, academic, social, emotional) so that we offer the very best education for ALL our Westhaven students. | <ul style="list-style-type: none"> ● Offer parents the choice of in-person or virtual meetings with teachers and LST when discussing ISP's and specialized programming. ● Teachers, LST and administrators in frequent communication with parents about student progress and concerns. ● Availability of specialist services communicated frequently to parents so they know what is available at the school and so that teachers and parents know how these services can be accessed. |
| <p>Evidence of Success</p> <ul style="list-style-type: none"> ● Accountability Pillar Results for May 2021 show that we have maintained or increased in the area of Satisfaction with Program Access - the accessibility, effectiveness and efficiency of programs and services for students (May 2020 showed 88.5% of respondents were satisfied). | |

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration · improves practice to enhance student learning.

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

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

Instructional Leadership Team

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

Division Professional Learning Days

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

| Date | Focus | Audience | Activities Planned |
|-------------------|---|---------------------------|--|
| September 2, 2020 | Numeracy & Literacy | Teaching & Support Staff | Kick Off Event |
| October 23, 2020 | Data and Instructional Focus | Teaching Staff | Data analysis and work on setting instructional focus for the upcoming year. |
| | Mental Health PASI | Support Staff Secretaries | Virtual Meet Meeting with Shirley |
| November 27, 2020 | Numeracy & Literacy Teacher / student wellness | Teaching & Support Staff | HLATs, Numeracy and Literacy and WE CARE instructional focus using |

| | | | |
|----------------|---|--------------------------|--|
| | | | classroom and school-wide GAP analysis, discussion of learning activities EAs break out session re: FBA data |
| March 5, 2021 | Numeracy & Literacy Teacher/student wellness | Teaching Staff | A look at where we are in our progress towards literacy, numeracy and WE CARE goals? Possible numeracy session through ATA or Numeracy consultant Start*Stop*Change Celebration of Success! |
| | | Support Staff | |
| April 30, 2021 | Professional Sharing Day | Teaching & Support Staff | Professional Learning Partners present to the rest of the staff what they learned through PD sessions they have attended and/or activities they have been working on together. Celebration of staff learning! |

| | | | |
|--------------|--|--------------------------|--|
| May 28, 2021 | A relook at the data and where we're at. | Teaching & Support Staff | Review the new Accountability Pillar Results Review new data pieces such as Mathletics, 3Rs, F&P, GB+ Start*Stop*Change re: our Instructional Focus Celebration of Success! |
|--------------|--|--------------------------|--|