

SCHOOL EDUCATION PLAN & RESULTS

Buffalo Head Prairie School

"Building Success – One Student at a Time"



School Education Plan
Principal: Mr. Chad Fyke
Trustee: Mr. Ernest Kroeker

2015-2016 SCHOOL YEAR

School Education Plan Creation

Briefly describe how each of the following groups were included in the development of the School Education Plan.

A. Teachers

- On various occasions throughout the school year, teaching staff had the opportunity to discuss the School Education Plan with their IMPACT collaborative staff teams.
- On May 14, 2015 approximately two weeks in advance of our education planning day, staff were reminded about our education planning day, given some information as a handout to prepare for the planning day and discussed how numeracy would potentially impact next year's goals.
- Staff were given the chance to review Accountability Pillar data, Tell Them From Me data, as well as an interactions and connectivity exercise created earlier in the school year. At the time of the planning day CAT 4 reading results in table graph form were not available for consultation.
- During Education Planning Day on May 26, teaching staff were first divided into small groups to review data sets. These groups changed several times to alter groupings and focus areas. Staff had the chance to work collaboratively with both their Impact groups and other staff members. Later in the morning, groups came together in a larger group to define 2015-16 strategies collaboratively.

B. Support Staff

- Support staff members were not officially invited to participate in this day. As this day fell on a religious holiday for many staff members this likely had a factor in support staff participation. Previous discussion with support staff indicated that they would not wish to participate in this planning day on May 26, 2015.

C. Students

- Student focus groups occurred at both the elementary and junior high level with the focus on these discussions as to what the school can do better in order to improve the education we offer.

D. School Council / Community

- All members of the school council were invited to attend this planning day. No members were able to attend. The draft plan was gone over with school council members at the regular meeting in early June. They seemed satisfied with the goals we are going with into next year.

E. Other

- Parents had the opportunity to contribute to this plan through various focus groups held throughout the school year. While the focus of these meetings

dealt with a lot of Inspiring Education Outcomes, current education policy was discussed and input was considered.

School Education Plan and Results

GOAL #1: AN EXCELLENT START TO LEARNING

GOAL # 2: SUCCESS FOR EVERY STUDENT

GOAL #3: QUALITY TEACHING AND SCHOOL LEADERSHIP

GOAL #4: EFFECTIVE GOVERNANCE

DIVISION PRIORITY: #1. All students will improve reading, writing, and digital literacy skills
 #2. All studnets will improve numeracy skills through practical applications of curricular outcomes.
 #3. All students will be increasingly engaged in learning environments to improve achievement and citizenship skills

SCHOOL GOALS

<p>School Goal 1: 63% of students in grades 1-9 will read at or above grade level as measured by the total reading scores of the CAT 4 (March 2016 administration)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • PBL interactions – K-9 • Inclusive Ed Focus (driven by recommendations of the inclusive ed review of October 2014) – IMPACT Team #1, #2, #3 • Junior High Literacy Leadership (more opportunites for reading) – IMPACT Team #3 • Principal Reading Support for Students –
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • CAT 4
<p>Resources:</p> <ul style="list-style-type: none"> • PBL coaches and database • RTI Response to Intervention – IMPACT #1, #2, #3 • Junior High Literacy Leadership – LCPS library access • Financial support for classroom library – IMPACT #2, #3 • PrincipalReading Support for Students-
<p>Timeline:</p> <ul style="list-style-type: none"> • Inclusive Ed Focus – October-June 2016 • Response to Intervention Impact Team Focus– October-June 2016 • Junior High Literacy Leadership – October-June 2016 • Principal Reading Support for Students- October-June 2016
<p>Results:</p> <ul style="list-style-type: none"> • At Buffalo Head Prairie School we achieved 62% of our students in grades 1-9 who are reading at or above grade level as measured by the CAT 4 exam. When we look at grades 2-9 that number jumps up to 65%.
<p>Comments:</p> <p>We would like to think about ways to increase the level of reading enjoyment at the junior high level. We are looking at changing the schedule a little bit to try and generate more opportunities for independent reading at the junior high level. The Buffalo Head School community has a strong history of supporting literacy programs. Other parent and home reading programs are already in place and will continue to foster growth in literacy outcomes.</p>

<p>School Goal 2: 75% of students completing grade 9 will be enrolled in high school programming in September of 2016.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Engaged Classroom Learning Focus- IMPACT Teams #1, #2 and #3 • SLAM- Student Leadership and Mentorship- IMPACT Teams #1, #2 and #3 • PBL interactions • Grade 1-3 Student Engagement- After School Club- IMPACT Team #1 • Student engagement, both inside and outside the classroom, will take place, with a dedicated focus on connectivity within the school community.
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • Percentage of student enrolled in education as determined by enrollment data at our various high school facilities in September 2016.
<p>Resources:</p> <ul style="list-style-type: none"> • Engaged Classroom Learning Focus – • SLAM- Student Leadership and Mentorship- IMPACT Budgets as required • Technology assistance with our Junior High Program- Technology Budget • Knowledge and Employability curriculum for junior high students • Grade 1-3,4-6,7-9 Student Engagement Activities-
<p>Timeline:</p> <ul style="list-style-type: none"> • Engaged Classroom Learning Focus- September-June 2016 • SLAM- Student Leadership and Mentorship- October-June 2016 • Knowledge and Employability curriculum- ongoing throughout the year • Grade 1-3 Student Engagement Focus-
<p>Results:</p> <ul style="list-style-type: none"> • 13 out of 16 students from last year's grade nine class are enrolled in high school programming. The majority of this group is attending LCPS while some have enrolled in a home schooling program. Statistically speaking this puts us as a school pretty close to an 80% rate of students choosing high school programming.
<p>Comments:</p> <ul style="list-style-type: none"> • We will let go of this goal for the 2016-2017 school year. This focus is an embedded practice within our school, and as such we do not really need to keep a specific focus on this goal.
<p>School Goal 3: To increase/improve relationships & connections amongst all members of the BHPS community by having 85% of stakeholders, as measured by the Accountability Pillar Survey, will say they are satisfied with the quality of interactions at BHPS.</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • REACH Assemblies • Learning Teams • Positive student/student interaction: Nice Nominations, The Giving Tree • House Teams (Flags/shirts) • Newsletters
<p>Target and Measurement Tools:</p> <ul style="list-style-type: none"> • Accountability Pillar Surveys: Safe and caring schools; citizenship; school improvement
<p>Resources:</p> <ul style="list-style-type: none"> • Parent involvement • SLAM- Student Leadership and Mentorship- IMPACT Budgets as required • Purposeful Interactions between student groups • House Teams (Flags/shirts) •
<p>Timeline:</p> <ul style="list-style-type: none"> • Ongoing throughout school year, work in progress

Results:

- When looking at Accountability Pillar results we have met the target goal in this school goal # 3. The categorie we use to judge this goal range from 89 % to 96%. This goal is likely something we will consider an embedded practice for the future and focus our efforts in a different area.

Comments:

- This goal was established as a result of the work that was done from our External School Review. We do a lot of acitivites that generate involvement between different groups within our school and school community. We have a tremendous parent resource that we need to make sure we are welcoming into our building. In a K-9 setting we also have numerous opportunities for students from different grades to positively interact with each other.

Students Reading At or Above Grade Level

CAT4 Results March 2016

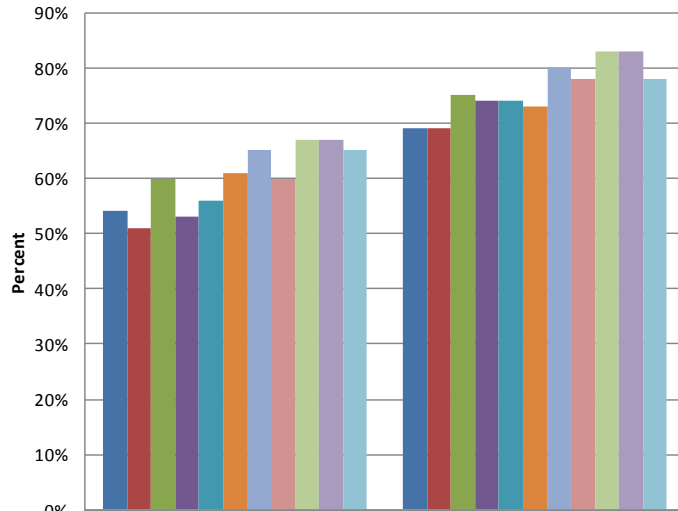
Buffalo Head Prairie School - Grade 1 to 9

Grade	Number of Students Writing	Number of Students Enrolled	Percent of Students At or Above Stanine 5 (Canadian Norm is 60% Based on Number Writing)			Percent of Students At or Above Stanine 4 (Canadian Norm is 77% Based on Number Writing)		
			Number of Students	Based on # Writing	Based on # Enrolled	Number of Students	Based on # Writing	Based on # Enrolled
1	15	15	6	40%	40%	8	53%	53%
2	19	19	10	53%	53%	14	74%	74%
3	18	18	13	72%	72%	15	83%	83%
4	13	13	7	54%	54%	9	69%	69%
5	9	10	6	67%	60%	7	78%	70%
6	13	13	10	77%	77%	12	92%	92%
7	13	13	10	77%	77%	10	77%	77%
8	14	14	9	64%	64%	10	71%	71%
9	14	15	10	71%	67%	13	93%	87%
School Total	128	130	81	63%	62%	98	77%	75%

**Grade 2 to 9 Past Results
CAT3 or CAT4
Total Enrolled**

Year	Stanine 5	Stanine 4
2006	54%	69%
2007	51%	69%
2008	60%	75%
2009	53%	74%
2010	56%	74%
2011	61%	73%
2012	65%	80%
2013	60%	78%
2014	67%	83%
2015	67%	83%
2016	65%	78%

**Reading At or Above Grade Level
Grade 2 to 9**



	Stanine 5	Stanine 4
2006	54%	69%
2007	51%	69%
2008	60%	75%
2009	53%	74%
2010	56%	74%
2011	61%	73%
2012	65%	80%
2013	60%	78%
2014	67%	83%
2015	67%	83%
2016	65%	78%

Measure Category	Measure Category Evaluation	Measure	Buffalo Head Prairie 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	Excellent	Safe and Caring	94.2	92.1	93.6	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Programs of Studies	74.6	67.9	72.6	81.9	81.3	81.4	Intermediate	Maintained	Acceptable
		Education Quality	93.4	91.8	94.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	5.7	14.5	16.0	3.2	3.5	3.5	Intermediate	Improved	Good
		High School Completion Rate (3 Yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT - Acceptable	93.8	78.8	79.3	73.6	72.9	73.4	Very High	Improved	Excellent
		PAT - Excellence	21.4	8.9	17.0	19.4	18.8	18.8	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma - Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma - Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (All Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (3 Yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	96.2	95.3	96.4	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	90.4	90.5	91.8	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	96.5	94.2	93.8	89.9	89.7	89.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.4	74.6	83.2	81.2	79.6	80.0	Very High	Improved	Excellent

Notes:
 1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PAS).
 2. Due to the change from previous data source systems to Provincial Approach to Student Information (PAS), Historical Rutherford Scholarship Eligibility Rate results are not available.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Francise (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Francise 30-1, Chemistry 30, Physics 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fire in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fire in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OutSCHOOL/TFM (Tell Them From Me) survey in 2014.
 10. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).

Professional Development Plan

Briefly describe your school professional development plan in relation to each of the following items.

A. Creation of the Professional Development Plan

- Staff will collaboratively review and agree upon the Professional Development Plan for the 2015-16 school year at the August 28th staff meeting.

B. Disbursement of Dollars

- Our formalized structure for disbursement of PD funding (\$4,000)
- At our initial staff meeting of the year, a school-based professional development committee was created consisting of one teacher from each division, one support staff member and the school principal. This committee strives to review staff PD requests and ensure that the PD request is either tied to the school Education Plan, tied to the teacher PGP or focused on an area of need that could not have been thought of in advance.
- Requests are capped at a dollar amount of \$600.00. Reimbursements will only be given in regards to actual cost and receipts must be forwarded to receive reimbursement.

- All professional and support staff members may access school based PD dollars, however it is expected that a PGP will be created in the first month of the school year and reviewed with the school principal prior to requesting PD funding.

C. Individual Staff Professional Development

- Teachers develop a Professional Growth Plan, in accordance with Alberta Learning Policy 2.1.5, Teacher Growth, Supervision and Evaluation. Professional Growth Plans must have at least one focus area related to the school's Education Plan and outline individual professional development activities for the school year. Professional Growth Plans are reviewed three times annually with the school principal.

D. Education Plan Associated Professional Development

- Professional development that is focused on the School Education Plan will continue to be fostered through collaborative staff IMPACT team that meet monthly. IMPACT teams focus on meeting Education Plan strategies and student instruction. Impact teams this upcoming year will also focus on Inclusive Education procedures as outlined within our Inclusive Education Review this past year.

June

- Staff Meeting- Roles and responsibilities of IMPACT teams
- Specific roles of individual groups
- Group leader designation

August

- August PD Day: likely August 28th (Friday)
- IMPACT team professional development- Plan Creation and Development
- IMPACT 1- Focus areas
- IMPACT 2- Focus areas
- IMPACT 3- Focus areas

September

- September 17th Staff Meeting: Student Engagement Focus

- Formalization of BHPS student engagement learning support plan
- September IMPACT Meetings:
- IMPACT 1- Focus Areas- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 3- Agenda and minutes completed by 2015-16 IMPACT leaders

October

- October IMPACT Meetings:
- IMPACT 1- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 3 Agenda and minutes completed by 2015-16 IMPACT leaders

November

- Staff Meeting: November 19th
- IMPACT 1- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 3- Agenda and minutes completed by 2015-16 IMPACT leaders

December Staff Meeting

- No Group Focus or IMPACT meetings in December

January

- January IMPACT meeting: January 6th
- IMPACT 1- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 3- Agenda and minutes completed by 2015-16 IMPACT leaders

January 6th: Professional Development Day; a dedication to Professional Growth Plans & communities of practice

Januray27th Professional Development: a dedication to PBL projects and school based professional development; likely a study of a book by Todd Whitaker: "What Great teachers Do Differently"

- Student Engagement Focus

February

- February IMPACT meeting:
- IMPACT 1- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 3- Agenda and minutes completed by 2015-16 IMPACT leaders

March

- March 10 Staff Meeting:
- March IMPACT Meeting:
- IMPACT 1- Agenda and minutes completed by 2015-16 IMPACT leaders
- IMPACT 2- Agenda and minutes completed by 2015-16 IMPACT leaders

- IMPACT 3- Agenda and minutes completed by 2015-16 IMPACT leaders

April

- April 21 Staff Meeting:
- April IMPACT Meeting:
- IMPACT Teams- Review of 2015-16 Education Plan strategies- Action Plan

May

- Information to be sent out prior to School Based PD Day
- May 17 PD Day: Dedicated Focus on School Education Plan
- IMPACT- 2016-17 Focus Areas
- May IMPACT Meeting:
- May 19 Staff Meeting
- Celebration of Learning Year!

June

- June year end meetings: Focus on PGP wrap up and goals for next year
- Staff Engagement- Staff Fun Event- Meeting Items Communicated via Email

Communication Plan

Briefly outline your school communication plan in relation to parents, the community, staff, students and stakeholders.

August

- Staff Summer Letter
- BHP Coop Summer Notice- 2015-2016 Priorities and Welcome Back!!
- Ensure Parent Handbook is Ready for Parents!

September

- Welcome Back Breakfast- Open house/class with student engagement focus
- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus
- School Council Meeting- Parent engagement focus at monthly meeting, explanation of staff professional development plan
- Telephone call or coffee chat with school Trustee- PBL and priorities focus

October

- Bison Bulletin- Weekly staff events/student engagement focus
- Parent Focus Group to discuss a plan for a focus area of need
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus & Career Exploration
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

November

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus & Career Exploration
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

December

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article

January

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

February

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article

- REACH Assembly- Student engagement focus
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

March

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus & Career Exploration
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

April

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus & Career Exploration
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

May

- Bison Bulletin- Weekly staff events/student engagement focus
- Bison Bits- Weekly parent newsletter with monthly student engagement article
- REACH Assembly- Student engagement focus
- School Council Meeting- Parent engagement focus at monthly meeting
- Telephone call or coffee chat with school Trustee- school priorities focus

June

- Break from student engagement
- Focus on 2016-17 plan and communicate this with all stakeholders

Monitoring Calendar

In the space provided, please outline what steps you plan to take to monitor your School Education Plan throughout the year.

September

- Staff Meeting
- Community Potluck Fall Meeting

October

- Staff Meeting
- School Council Meeting

November

- Staff Meeting
- School Council Meeting

December

- No monitoring

January

- School Council Meeting
- Professional Development Day (January 6th)

February

- School Council Meeting

March

- Staff Meeting
- School Council Meeting

April

- Staff Meeting
- Community Potluck Spring Meeting

May

- Staff Meeting
- School Council Meeting
- PD Planning day, May 17th

June

- Submission of Rough Draft Document

As the representative of the School Council at this school, I hereby give my endorsement to this School Education plan for the 2015-16 school year. I hereby acknowledge that the school council has had opportunity to provide feedback on this plan and support it as is here presented.

School Council Chair

Date

As Principal of this school, I hereby submit our School Education Plan for the 2014-2015 school year. This plan has been created in collaboration with all staff at this school, as well as with the school council.

Principal

Date