



Elementary School

Kids Come First!

Annual Education Results Report

2023-24

September, 2024

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.



2023-2024 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner’s website at www.yourvoiceprotected.ca

Accountability Statement

The *CW Sears Elementary Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This *Annual Education Results Report* for 2023-2024 was approved by our School Council.

	<u>Dec 1, 2024</u>		<u>Nov 29, 2024</u>
Parent Council Chair	Date	Principal	Date

CW Sears Elementary

Profile

C.W. Sears is an elementary school that provides PreK - Grade 4 programming to Tofield and Surrounding area. Our student population is just under 300. We believe that all students can learn and be successful. Our team of teachers and support staff work collaboratively to provide a school environment that is safe, caring and inclusive.

Our Vision: C.W. Sears students will be happy, safe and successful in learning.

Our Mission: C.W. Sears School, in partnership with our community, will support all students to be successful learners, form positive relationships and make W.I.S.E. choices in a safe, inclusive environment.

Our Beliefs or Values:

At CW Sears School we make W.I.S.E. choices:

- **Work hard** ○ be prepared, try our best, mistakes help our brains grow
- **Include others** ○ be kind, welcoming and caring
- **Show respect** ○ for self, others and property
- **Everywhere** ○ bus, classrooms, hallways, gym, bathrooms, playground, field trips

Alberta Education Assurance Measures - Overall Summary

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	C W Sears 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
Student Growth and Achievement	Student Learning Engagement	74.1	76.5	80.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.5	89.1	88.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	92.0	95.3	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	90.4	90.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.4	78.3	78.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.1	82.2	75.7	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

SCHOOL GOAL(s)

All students at C.W. Sears will show growth and improvement in their Literacy Skills.

- 90% of students will demonstrate grade-level Literacy Skills (LeNS, CC3, mClass).
- 90% of students will read at grade-level (mClass)
- 90% of students will achieve the grade-level writing standard
- Students with Student Support Plans will be successful in achieving their literacy goals

All students at C.W. Sears will show growth and improvement in their Numeracy Skills:

- 90% of students will demonstrate grade-level Numeracy Skills (EICS Numeracy Screener, MiPi)
- Students with Student Support Plans will be successful in achieving their numeracy goals

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener

(End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	100%	95%	89%
BRSD	99.5%	92%	78%

Literacy: Castles and Colheart 3 (CC3) & Letter Name-Sound (LeNS) Test

(End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	36.6%	16.7	5%
BRSD	20.5%	24.5%	21.7%

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85.1	76.5	74.1	82.7	82.3	81.9	85.1	84.4	83.7
Parent	100	-	78.8	84.0	83.4	84.6	88.7	87.3	86.7
Student	55.2	60.4	43.6	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	92.6	100	96.1	93.3	95.3	95.5	95.1	95.1

Comments: CW Sears has a three year trend of declining results in this area, most notably in the student category. This is recognized as an area for growth.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	73.6	85.7	71.3	77.2	75.4	76.4	81.0	80.4	79.9
Parent	57.1	-	60.0	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	90.0	85.7	82.6	90.1	85.8	86.2	87.4	87.3	86.6

Comments: CW Sears has results that are lower than both the Provincial average and the BRSD average in this category. This is a recognized area for growth.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.4	100.0	82.6	82.8	79.3	80.1	84.9	83.1	82.8
Parent	70.0	-	77.8	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	92.9	100.0	87.5	92.8	89.0	90.3	92.5	91.3	90.7
Comments: The survey results for CW Sears in this category have shown a decline, but the overall average remains similar to the Provincial and school division results.									

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.1	95.3	92	86.8	87.0	86.8	89.0	88.1	87.6
Parent	83.1	-	80.3	80.4	82.5	81.9	86.1	84.4	83.8
Student	88.5	93.4	95.7	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	98.8	97.2	100.0	96.3	94.3	96.1	95.0	94.4	93.9
Comments: Results in this area indicate a significant percentage of all groups are satisfied with the overall quality of education provided at CW Sears with higher percentages than both the school division and the Province.									

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.5	87.6	75.8	70.7	73.8	74.5	74.2	75.2	75.8
Parent	60.0	-	54.5	59.6	66.7	74.4	70.0	72.5	75.2
Student	87.5	81.1	87.2	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	90.9	94.1	85.7	79.2	80.9	80.9	76.3	78.0	78.2
Comments: Results for CW Sears in this area have declined in recent years, but remain similar to results in the school division and Province.									

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.6	94.4	84.3	79.4	80.5	79.5	82.9	82.9	82.8
Parent	82.2	-	77.8	80.1	79.5	79.8	82.4	82.2	82.3
Student	-	-	-	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	99.0	94.4	90.8	88.6	88.9	88.2	89.3	89.3	89.2

Comments: Results in this category for CW Sears declined significantly over the previous year, but remain higher than both the school division and the Province.

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	69.1	82.2	73.1	73.3	75.2	76.3	78.8	79.1	79.5
Parent	54	-	60	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	84.3	82.2	86.1	84.9	83.9	83.1	85.2	85.7	84.6

Comments: Results in this category had shown improvement during the 2023 data, but decreased in the 2024 data and are slightly below the school division and Province.

Implications for Education Plan

The noted categories of strength for CW Sears School for the survey data related to High Quality Teaching and Optimum Learning are:

- Education Quality
- Program of Studies

The noted categories for targeted growth for CW Sears School for the survey data related to High Quality Teaching and Optimum Learning are:

- Lifelong Learning
- Student Learning Engagement

As our School moves into the 2024/25 school year addressing perceptions of Students Engagement is a priority.

Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

SCHOOL GOAL

CW Sears School will be a welcoming, safe, caring and inclusive environment for all.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.5	90.4	90.5	85.4	83.3	83.4	86.1	84.7	84.0
Parent	92.3	-	94.3	84.1	82.9	85.9	86.9	85.6	85.3
Student	80.3	80.7	78.0	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	99	100	99.1	96.7	91.5	93.2	93.6	92.0	91.6

Comments: The percentage of Parents, Students and Teachers who consider CW Sears school to be a Welcoming, Caring, Respectful and Safe Learning Environment continues to be consistently high and exceed that of our school division and Province.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	87.2	89.1	86.5	79.4	76.8	77.3	81.4	80.3	79.4
Parent	86	-	87	75.5	73.2	76.7	80.4	79.4	78.7
Student	75.5	81.6	75	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	100	96.7	97.5	93.2	87.3	90.2	91.7	90.3	89.8

Comments: A significant percentage of Parents and Teachers recognize that CW Sears students model the characteristics of active citizenship.

Safe and Caring

Percentage of teacher, parent and student agreement: 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	90.7	91.5	91.2	88.4	86.7	86.8	88.8	87.5	87.1
Parent	91.8	-	94.5	87.7	86.6	88.8	89.5	88.1	88.0
Student	81.7	83.0	80.4	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	98.6	100.0	98.7	97.0	93.2	94.1	94.3	93.0	92.9

Comments: A significant proportion of Parents, Students and Teachers recognize that CW Sears School is a Safe and Caring environment for students.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.5	71.6	74.2	71.2	69.6	69.5	72.6	72.9	71.9
Parent	71.4	-	94.1	63.7	63.6	67.4	67.4	68.4	67.8
Student	82.1	85.8	69.9	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	82.0	57.4	58.6	75.4	66.2	68.8	77.0	76.0	74.8

Comments: Satisfaction with program access in the community has remained relatively consistent, but it is noted that Teacher perception in this category has decreased significantly in 2023 and 2024.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.6	78.3	75.4	76.5	75.2	76.5	81.6	80.6	79.9
Parent	65.3	-	76.4	68.1	69.3	73.7	77.4	75.7	75.4
Student	80.6	84.2	79.4	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	89.9	72.4	70.5	84.1	76.6	78.9	87.3	86.2	85.6

Comments: Overall satisfaction with access to supports and services for students at school has decreased slightly, but it is noted that the satisfaction in the category with the Teacher respondents is showing a trend of decline.

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.9	86.2	78.3	78.1	76.5	78.0	81.9	81.2	80.6
Parent	72.4	-	72.7	67.9	67.1	71.5	75.3	73.7	73.5
Student	80.6	84.2	79.4	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	92.7	88.2	82.6	89.3	82.9	85.4	90.3	89.9	89.5

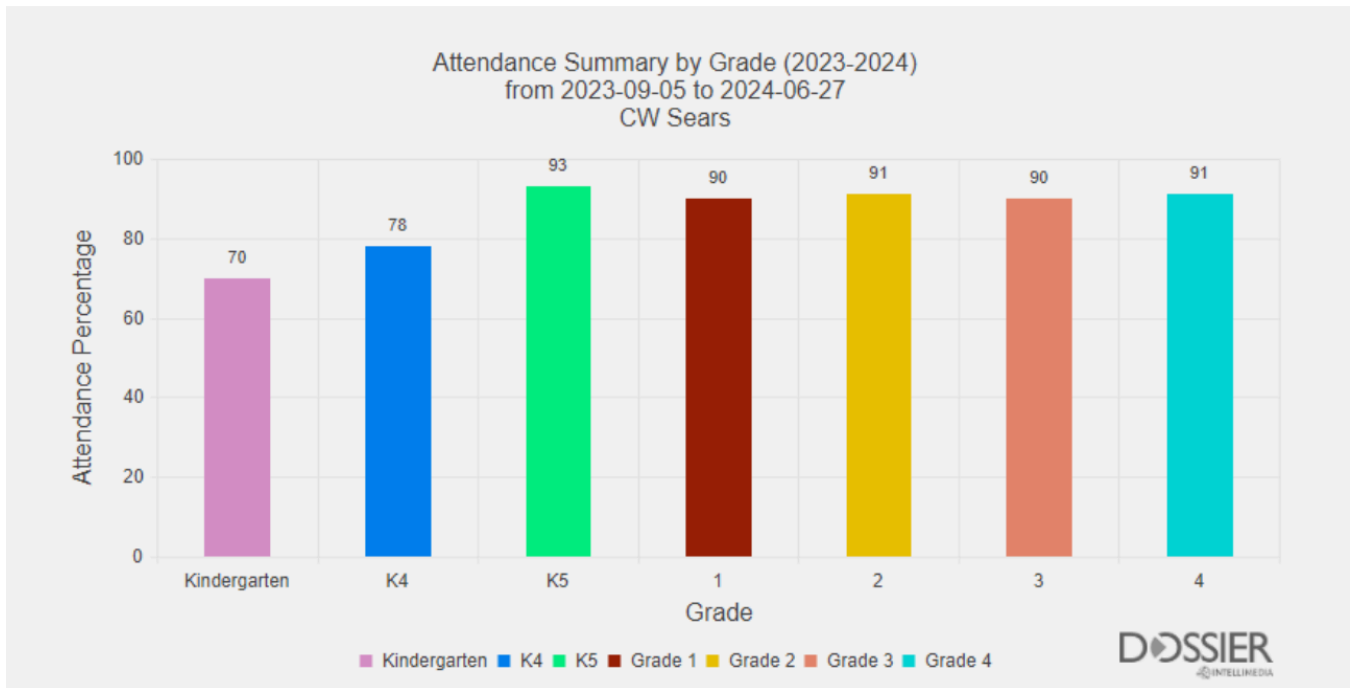
Comments: The overall percentage of respondents who view access to programs for at risk students as easy and timely has shown a decline, but does remain similar to the school division and Province. This decline is most notable in the Teacher respondents category.

Implications for Education Plan

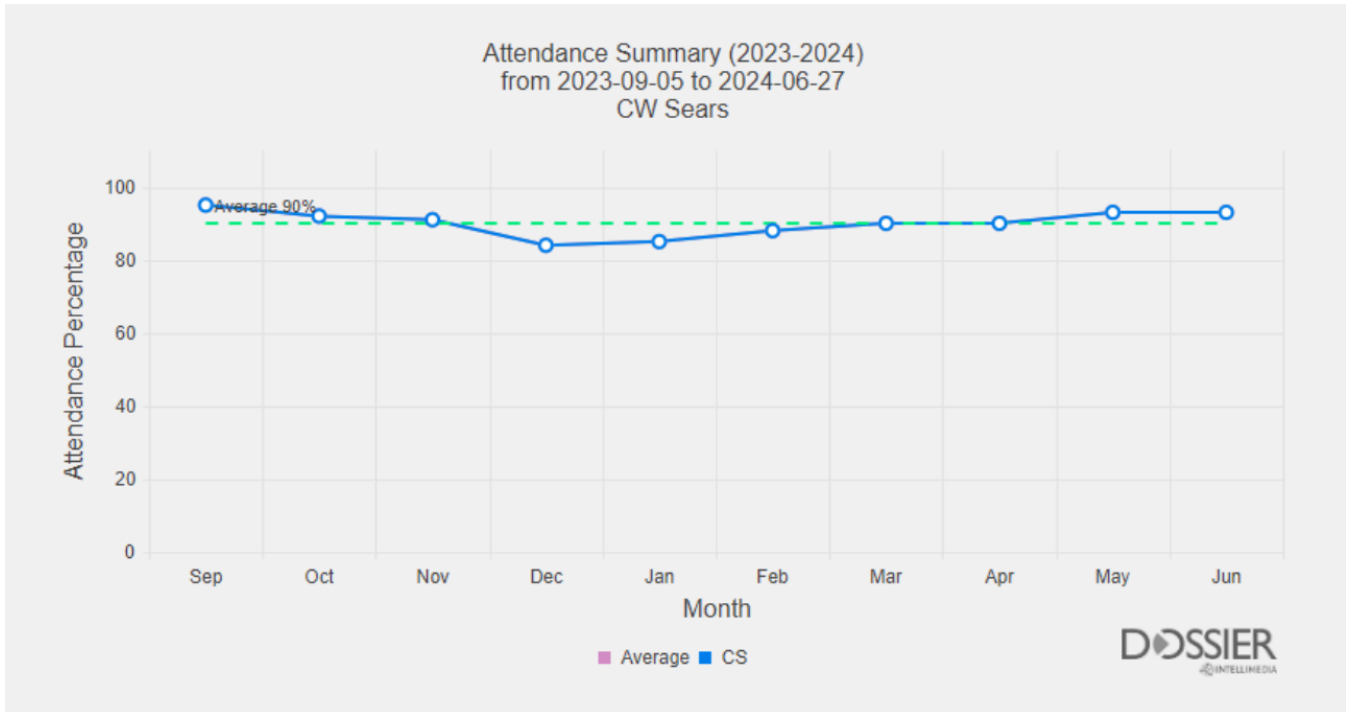
Results for survey data in the Equity category are all in line with or exceed the results of the school division and Province, with the exception of Access to Supports & Services being slightly less. CW Sears School shows a notable strength in the areas of Welcoming, Caring, Respectful and Safe Learning Environments; Citizenship; and Safe and Caring. It is important for our school to continue the practices that have created these perceptions and continue to work on improving awareness around Access to Supports & Services.

Attendance

Average Attendance/grade for the year.

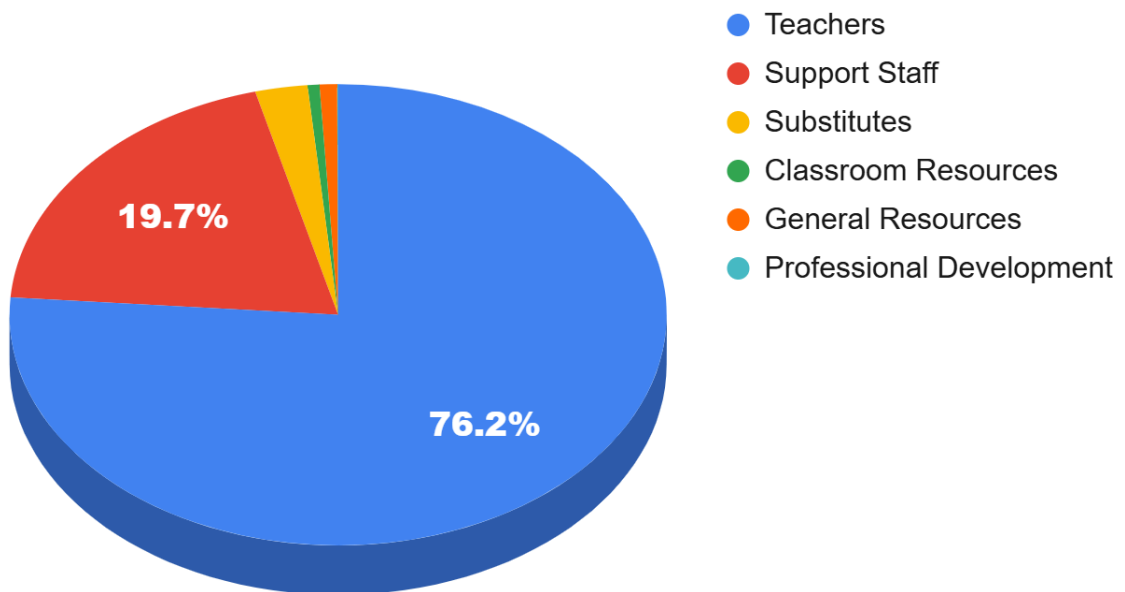


Average Attendance for each month.



School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers	1630696
Support Staff	422263
Substitutes	55097
Classroom Resources	12439
General Resources	18447
Professional Development	993



School Year Summary

C.W. Sears School's results from the 2023/2024 school year show continued recognition of the Welcoming, Caring, Respectful and Safe environment that students, parents and staff view our school as. In addition this year's surveys results again provided evidence of the satisfaction our school communities feels with the Education Quality and Program of Studies provided at C. W. Sears School.

We have also identified a few areas for growth including perceptions around Lifelong Learning and Student Learning Engagement. We are also focused on continued growth in Literacy and Numeracy. Although most results were very good to excellent this will continue to an area of focus and priority.

Stakeholder Engagement

- Monthly Assemblies take place on the last Thursday of the month to celebrate students for making W.I.S.E choices and our Bus Driver of the Month.
- Prior to the first day of school in September families are invited to drop off supplies, tour the school and meet their new teacher
- In September 2024 C.W. Sears School hosted our second annual Welcome BBQ as an opportunity for families to meet and interact with teachers and school staff in a more casual setting
- Throughout the school year C.W. Sears hosts special events which all community members are invited to attend including: Terry Fox Run, Halloween Assembly and Parade, Remembrance Day Ceremony, Christmas Concert, Grade 4 Farewell, Kindergarten Graduation, etc.
- C.W. Sears hosts a Read-In Day in January with special guest readers to engage students and guests in the enjoyment of literature
- School Council meets on the last Wednesday of each month to hear school reports and engage in discussion on a variety of matters pertaining to C.W. Sears School

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.
Recognize and support the diverse and unique learning needs of all students.

SCHOOL GOAL:

All students will show one year's growth in their literacy and numeracy skills.

Assurance Domains:

Student Growth and Achievement: The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- Use of best practices and effective resources to support literacy and numeracy such as: Heggerty, UFLI, Secret Stories, mClass/Dibels, Mathology, Math Mats
- Intervention for below grade level students

Measures:

- Diagnostic Assessment data including: EICS Screener, CC3, LenS, Dibels/mClass

Implementation Plan:

- Differentiated instruction to meet students needs and encourage growth
- Structured, targeted small group literacy intervention time
- Use of community volunteers to read one on one with students
- Use of community volunteers and buddy classes to play math games with students to support number recognition and fact fluency

Allocation of Resources:

- Purchase of engaging Library resources \$500
- Licenses for Literacy Applications \$572

Professional Learning:

- Stick Dice Making (Indigenous Numeracy Game), BRSD Equity Coordinator Eric Jensen

Enhance High Quality Learning and Working Environments

OUTCOMES

Prioritize resources to support student and system success.
 Foster welcoming, caring and equitable learning and working environments.
 Support and enhance the positive culture of teaching, leading and learning.

SCHOOL GOAL:

Students will achieve their learning goals in a welcoming, safe, caring and inclusive environment.

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

- Timely, “as needed” support for literacy, numeracy, relationships, and self-regulation
- Accessing and increasing awareness of community supports to address specific needs eg. Elder visits, translators, Actions for Healthy communities
- Implementation of recommendations from consultants (Occupational Therapy, Physical Therapy, Learning Consultant, Behaviour Consultant, Speech Language Pathologist)
- Continuation of Healthy School Traditions (eg. Welcome BBQ, Terry Fox Run, La Carnaval, Read-In)

Measures:

- Positive feedback from stakeholders on students’ needs being met
- Progress toward Student Support Plan goals
- Survey Data related to: Student Learning Engagement and Access to Supports & Services

Implementation Plan:

- Differentiating instruction to meet the diverse needs in the classrooms
- Supporting New-comer and EAL families with translators and connecting them to community organizations for support
- Organizing Elder visits and other Indigenous Cultural Experiences to support indigenous learning as a school community
- Cultural Experience Activities for indigenous students to support cultural connections

Allocation of Resources:

- Jordan’s Principal
 - Allocation of 4 full time Educational Assistants
 - Funding for Psychoeducational Assessment
 - Funding for Specialized Occupational Therapy Services
 - Knowledge Keeper Services
 - Indigenous Support Worker Services
- Classroom Supplies \$1000

Professional Learning:

- Collaborative Team Meetings
- Benchmark 2.0 support - BRSD - Kyla Kucy
- BRSD Equity Co-ordinator led sessions - Eric Jensen
- School Equity Lead - Vanessa Schaade

Well Being

OUTCOMES

Prioritize and enhance well-being and positive mental health for all.

Promote inclusive environments that celebrate diversity and support all.

Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:

All students will feel a sense of connection and belonging to CW Sears school and will be able to access needed wellness supports.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:

- Encouraging growth mindsets at CW Sears School
- Purposeful teaching, modelling and use of self-regulation strategies and techniques (Mental Health Capacity Building Team)
- Purposeful teaching and prompting for students to identify which emotion they are feeling (Zones of Regulation)
- Embedding of restorative practices into classroom and school relationship building and discipline
- Supporting positive behaviour through our W.I.S.E behaviour matrix, W.I.S.E. choice program and OWLstanding Awards

Measures:

- Time required for students to regulate after an event
- Number of peers or staff members a student feels connected to
- Students' ability to vocalize their feelings and emotions
- Number of office referrals for incidents

Implementation Plan:

- Regular use of MHCBC Connection 15 weekly activities and Regulation Library 2.0
- Intentional teaching of self-regulation strategies and prompting students to use them
- As needed referrals to MHCBC and Student Wellness Facilitator
- Pairing up of new students with returning students to promote peer connections
- Cross-graded activities to support community building within our school and with Tofield School

Allocation of Resources:

- WISE choice prizes \$1000
- OWLstanding owls and certificates \$750
- Self-Regulation Items (eg. Fidgets, Noise Canceling Headphones, etc.) \$200

Professional Learning:

- Connection15 Resources from Mental Health Capacity Building Wellness Coach
- SIVA Training for administrators and support staff