



High Prairie School Division

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



About Us

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 210 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.

Principal's Message

A Routhier Welcome

École Routhier School's three-year educational plan was prepared by utilizing principles of the accountability results. Staff and stakeholders worked diligently to provide strategies to best meet the 'concerning issues' of our school improvement plan over the year.

Strategies developed are to improve and better meet the learner outcomes that are set out by Alberta Education, and fulfill the school's goals. The strategies undertaken by our school in this improvement plan over the next three years have been designed, first, with our elementary students as the priority. We will focus on our students to build a culture and climate that will allow for a quality education for all at École Routhier School.

The actions undertaken during the next three years of this plan are to build inclusive environments rich in numeracy, literacy and technology for all our students. A second goal is

to enhance teachers' efficacy providing professional development in areas of assessment, differentiation and best practices to increase teachers' capacity for quality instruction. The third goal of quality relationships will involve building partnerships with parents and community to enrich student learning and experiences in school. Infused within these goals, we will continue to develop strategies to close the achievement gap and build an understanding and appreciation of the FNMI culture.

The administration at École Routhier are proud of the results indicated on the accountability survey, and as always we look positively at addressing the issues and concerns that have been identified through the results. We are truly grateful to the entire staff's devotion, holding of high expectations, their continuous professional development and their display of genuine interest for their students' achievement. Administration, parents, and students alike are fortunate to have staff, which collectively strives to provide a quality education each and every day to our students. The entire school staff plays a large role in the provision of a positive learning environment. For that reason, budgets and logistics have been arranged to include the entire staff, professional and support, to be included in the majority of PD days and/or activities this year. The administrative team at École Routhier fully realizes that school improvement plans are only as good as the actions of the people that work together to achieve these high expectations. Routhier is a school that understands the ideal that to teach, we must constantly learn. We look forward to each opportunity to continue to learn and grow.



FOUNDATION STATEMENTS

Purpose Statement:

**At École Routhier School, all staff and students will achieve success.
A l'école Routhier, la réussite est pour tous.**

Vision and Beliefs:

Learning:

We believe that all students and staff will achieve to the best of their ability

Fairness:

We believe all students and staff will demonstrate fairness and be treated fairly

A Positive Environment:

We believe our school should be an enjoyable and collaborative place that is safe and caring for all students and staff

Respect:

We believe that everyone will be valued and treated respectfully

School's Pillars of Conduct:

Respect, Responsibility and Honesty

École Routhier School's Six (6) Core Beliefs

Respect
Safety
Doing Your Best

Responsibility
Honesty
Caring and Cooperation



Staff List

Teachers:

Diane Benoit
 Rae-Ann Bolster
 Lindsay Brown
 Patsy Cloutier
 Josh Cormier

 Monique Dubrue
 Aryn Fortin
 Miranda Gagnon
 Jacklyn Nate
 Taryn Pelletier
 Paulette Pierce
 Donna Seier
 Jenny St. Jean
 Devon Tracey
 Elise Turcotte
 Laura Wuth

Position:

Principal, LLI
 2E
 4/5E
 4/5F
 6F

 Vice Principal, 4E Math, 4F Math, Math Intervention

 PE – English, 5E LA and Social
 1/2 F
 6E
 1E
 3E
 Maternelle
 3F
 Learning Support Teacher, LLI
 PE – French, 5F French LA, 4/5E & 6e FSL, AHL
 ECS

Support Staff :

Aimee Andersen

 Suzanne Desaulniers
 Vivian Eldridge
 Jacqui Laliberte
 Rita Lapensee
 Trudy Leger
 Katherine Marchildon
 Michelle Morin
 Dolores Payou
 Sarah Poirier
 Alyssa Pollard
 Connie Sabo
 Henri Valiquette

Educational Assistant

 Educational Assistant
 Educational Assistant
 Educational Assistant
 Secretary
 Secretary
 Educational Assistant
 Library Technician
 Lunch Coordinator
 Psycholgist Intern
 Educational Assistant
 Indigenous Education Coach
 Wellness Coach

Janitorial Staff :

Art & Linda Corriveau
 Nonthanee Noorsi-Berube

Custodian
 Cleaning Technician

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Routhier 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	86.4	80.7	86.4	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	89.8	81.9	88.1	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.4	88.9	91.9	90.3	90.2	90.1	High	Maintained	Good
	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	83.7	78.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	8.4	10.0	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	82.5	87.8	87.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	85.7	76.2	83.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.4	77.4	82.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.3	83.0	86.2	81.5	81.0	80.9	High	Declined	Acceptable

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Routhier School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	87.0	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	7.0	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	14	86.5	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	14	9.0	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	69.2	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	6.1	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	79.4	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	14.5	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	77.2	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	12.7	n/a	n/a	51,937	23.1

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.6	12.5	83.8	2.7	86.8	15.8	90.5	2.4	n/a	n/a		
	Authority	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Authority	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	65.6	9.4	59.5	5.4	78.9	10.5	69.0	2.4	n/a	n/a		
	Authority	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	84.4	9.4	75.7	10.8	81.6	18.4	81.0	14.3	n/a	n/a		
	Authority	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	87.5	18.8	59.5	10.8	81.6	10.5	90.5	16.7	n/a	n/a		
	Authority	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

Citizenship – Measure Details

Percentage of teachers, parents and students 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	87.2	89.0	85.3	76.2	85.7	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	91.3	86.3	97.1	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	85.2	91.7	77.4	78.2	79.4	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	76.3	75.2	87.1	64.2	80.5	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

Assessment

ERS will ‘generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences.’ Support will be provided and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities
- Divisional Grade level meetings will provide opportunities for building collaborative assessments
- Grade level partner teams will work collaboratively to analyze current data, ensure program alignment within curriculum, plan lessons and assessments, and measure short term successes and augment instructions (Teaching Sprints)
- Grade level partner teams will use sources of data (BAS, HLAT, summative assessments), analyze effectiveness of boost groups to determine next steps
- Utilize the AAC key visual to springboard into aligning curriculum with instructions and assessment
- Provide PD opportunities to sit as English & French team to focus and identify key deficit areas and continually discuss best practices at each level to increase student learning

Literacy

ERS will assess using the F&P benchmarks.

ERS will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals. Support will be provided and evidence will include:

- K-6 literacy rich environments
- Read alouds & think alouds are modelled K-6 across all subject areas
- Teachers conferencing with students about their reading and writing
- K-6 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
- Professional Development for teachers will focus on a Balanced Literacy Approach (
- Literacy interventions are articulated on the school’s pyramid of intervention
- Guided reading instruction targeting specific reading gaps in learning and utilizing flexible groups
- Levelled Literacy Intervention for students reading significantly below grade level in grade 1-3, is on-going
- Students will continue to utilize Raz+ resource, to support both technology infusion, as well as providing access to more levelled texts
- 0.6 FTE is assigned to Early Literacy Intervention
- Continue to build understanding around the new characteristics of BAS levels

- Identify student deficiencies with the core components of reading, and provide targeted intervention through small group instruction (Boost groups, LLI)
- Two school wide writing assessments to measure success of strategies (November/April)
- Writing data from school wide write will be compared and analyzed to collect data, focus instruction, and measure success
- Division I students will be provided with levelled take-home reading bags to increase exposure to literature, increase vocabulary, increase reading level
- Continue to dig deeper into BAS data to provide specific and appropriate interventions to support all students on the pyramid of intervention
- Integrating literacy into all subjects will enable students to read like a mathematician, scientist, historian, etc., developing subject specific vocabulary and strategies
- Balanced literacy practices will be reviewed and monitored through classroom visits
- Continue with school-wide monthly reading and writing strategies
- Host school-wide reading events (Two Schools, One Book Project) to encourage more reading
- Create “reading bags” filled with levelled books in both French and English to promote reading
- Utilize technology to allow students to create QR codes containing ‘book talks’ to raise interest in books/novels
- Increase number of author visits (online)
- Utilize individual tracking system for each student



Numeracy

ERS will administer the MIPI to students in Grades 2 to 6 and demonstrate the use of data to inform instruction.

- K-6 math rich environments

ERS will identify and assess the numeracy interventions they are currently using.

- Implement and determine the effectiveness of math interventions (0.5 FTE)

ERS will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include:

- MIPI is administered in all grades 2-6
- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions
- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas
- Teachers will continue to use Mathletics data to offer students targeted practice at their level and to augment their instruction as necessary
- Teachers analyzing MIPI data to support students in current class, as well as looking for trends in their own teaching
- Grade Level Partners will analyze Mathletics data to determine next steps
- Mathletics integrated with fidelity
- Review purpose and intention of Mathletics program and how to target activities for individual students
- Read alouds & think alouds are modelled K-6
- Alignment of curriculum, verbs and front matter and evidence in planning
- Guided math groups will be established in classrooms to target deficiencies identified through classroom assessments, Mathletics and MIPI data
- Incorporate guided math into all classrooms
- Teachers will integrate basic fact acquisition into daily lessons
- Math Talks incorporated into lessons
- Explicit instruction of vocabulary & strategies
- A portion of daily lessons will be devoted to increase problem solving skills, as applied to real world, in Math
- Identify interventions needed for classrooms and individuals
- Create a Numeracy Boost
- Build the criteria for numeracy rich classrooms with staff



Character Education

ERS will develop and implement a character education plan that reinforces and builds on HPSD Core Values, leading students to be socially responsible and to succeed locally and globally. Support will be provided and evidence will include:

- Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) 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 visible (anchor charts, student and staff actions and interactions)
- Students, parents and staff understand expectations, processes and language
- Character education empowers students by clarifying the discrepancy between the core values and behaviour/actions and allows them to self-correct/self-regulate
- Grades 4-6 students participate in review of code of conduct
- Utilize Wellness Coach and experts from the community and to provide opportunities and strategies for students to deal with physical, mental, emotional, social and health and well being
- Wellness Coach will support staff through activities and messages promoting holistic well-being
 - *Increase student-student interactions by including increase opportunities for "Buddy Programs" (ex. Reading, FSL, collaborative projects)
- Utilize feedback and suggestions from Focus Group to improve safe and caring environment
 - *Continue to develop leadership opportunities for older students to mentor younger students
- Creation of Student Council which includes collecting data from students
- Create school survey and sub-committees to elicit feedback from all parents
- Utilize data from school survey and APORI to improve relationships
- Create an Admin Advisory Group of parents to provide input/suggestions for improvement
 - *Roots of Empathy program used to build understanding and needs of all people
 - *Create a student Restitution committee to develop leadership skills
 - Continued communication and engagement with parents and community regarding increased student leadership, restitution activities
 - Restitution integrated into day-to-day routines with the language and interactions
 - Celebrate the positive events that occur in the school
 - *Create a student Restitution lunch group to utilize strategies to help new students arriving in our school
 - Conflict resolution and problem solving skills will be infused into daily learning to build resiliency in all school members
 - Positive student shout-outs recognizing students
 - Student leaders will share daily Restitution messages
- Associate colored beads with core values. Praise and give students beads to showcase their actions.
- Increase visibility of core values around the school (signage in hallways and classrooms)

- Involve students and staff in discussions around core values, leadership opportunities
- Focused lessons/messages on what bullying is and isn't
- Public recognition of student/staff accomplishments
- Wall of Awesome – promoting student and staff through weekly shout-outs (webpage, bulletin board, etc.)
- Promote 'Kindness week'/'Random Acts of Kindness' in our school
- Classroom teachers develop and implement classroom/community project
- Increase student led programs, with responsibilities (ex. Morning Exercises)
- Celebrate the positive events that occur in the school by sharing with community through social media platforms
- Reinforce skills, attitudes and knowledge necessary to be a productive member of the community
- Representatives from Student Council attend Joint School Council meetings and share data/ideas
- ERS hosts a Career Week where all students research their prospective career choices
- Grades 4-6 create a weekly news article about events in our school and also record as a news video to be posted to social media
- Conflict resolution and problem solving skills will be infused into daily learning to build resiliency in all school members

Please note * represents strategies to implement during post COVID



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

Education Quality – Measure Details

Percentage of teachers, parents and students 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	89.4	95.7	91.2	88.9	89.4	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	98.7	97.4	94.7	96.9	94.0	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	76.2	93.1	87.3	87.9	87.3	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	93.2	96.5	91.6	82.0	86.8	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Leadership Development

Leadership Development

- Promote PD opportunities through Northwest Regional Learning Consortium (NRLC) and other professional development activities and access to funds allocated in Cat A and B, to further teacher knowledge in their selected area
- Provide substitutes for 2 teachers per year to attend L'Association canadienne des professionnels de l'immersion (ACPI) to increase pedagogical knowledge of French, resources and best practises
- Continue to use expertise of teachers in Grade Level Partner groups and for PD activities
- ERS Literacy Committee will analyze school-wide data and make recommendations
- ERS Literacy Committee will support teacher learning through modelling literacy tasks
- ERS School PD Plan activities will link HPSD goals to school based professional development.

Student Leadership Development

- Student Council to collect data and provide strategies in order to areas of concern
- Establish a Student Council where Division II students have a leadership role to support school with input into designated areas and play lead roles within the school
- Wellness Coach to lead focus groups to provide information and strategies to address issue
- Continue to promote collaboration of teachers, students and parents to address issue
- Promotion of Joint School Council Meetings for all parents to get involved
- Feedback elicited from parents through surveys and focus groups
- Continued communication and engagement with parents and community regarding increased student leadership, restitution activities
- Use social media to share activities undertaken in the school
- Continue to access Wellness Coach to provide mental health supports for individuals and groups.
- Continue to present and seek feedback from students, parents, staff in regard to the ERS Code of Conduct.
 - *Continue to incorporate Friendly Helpers in school to provide Grade 5 and 6 students opportunities to be role models and support students in younger grades
 - *Provide opportunities to students to lead Lunch Hour Clubs under the supervision of a staff member
- Monthly virtual assemblies led by students

Staffing

- As a dual track school, we are always in search of French Immersion teachers when hiring. Currently 50% (8/16) our certified teachers and 70% (7/10) of our support staff are bilingual. With our current staff we are able to offer a French Physical Education program, Literacy Boost and Numeracy Boost program in both languages.
- Yearly, an application to the Odyssey program is sent, to have a French Monitor in our school to provide more activities and enhance the French culture within our classes and school.
- Besides having strong Elementary Generalists in both languages, we have a talented staff with musical, artistic and dramatic abilities to support with the fine arts outcomes.



Professional Development

- Promote PD opportunities through NLRC and other professional development activities and access to funds allocated in Cat A and B, to further teacher knowledge in their selected area
- Provide substitutes for 2 teachers per year to attend ACPI to increase pedagogical knowledge of French, resources and best practises
- Continue to use expertise of teachers in Grade Level Partner groups and for PD activities
- ERS Literacy Committee will analyze school-wide data and make recommendations
- ERS Literacy Committee will support teacher learning through modelling literacy tasks
- ERS School PD Plan activities will link HPSD goals to school based professional development.

Supervision and Evaluation

- Both administrators supervise all staff
- Schedule rotation to ensure all certified staff are observed by both Principal and Vice Principal every two weeks
- Shared documentation between administrators
- Both administrators coach and offer support for teacher/educational assistant growth
- Vice Principal is responsible for the evaluation of Educational Assistants
- Principal is responsible for writing the evaluations for certified staff
- Software purchased divisionally, allow for viewing of lesson plans digitally and collect data of both the Seesaw and Google Classroom platforms to determine student use and assignment rate completion

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, parent and student 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	91.6	92.5	86.1	80.7	86.4	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	98.5	93.8	96.3	97.1	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	88.2	94.5	80.0	78.2	88.1	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	86.7	84.5	84.5	67.7	73.8	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, 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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.7	90.8	91.6	81.9	89.8	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	95.1	93.1	92.1	92.2	98.2	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	86.2	88.5	91.0	71.6	81.4	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 and parents 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	86.8	93.7	81.3	87.8	82.5	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	92.3	93.8	93.8	92.9	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	73.7	95.0	68.8	81.8	72.2	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 and parent 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	79.9	81.4	63.9	72.2	76.8	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	92.3	96.2	74.2	84.4	89.3	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	67.6	66.7	53.6	60.0	64.3	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

Inclusion – Pyramid of Intervention

ERS based LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction.

ERS will define and implement their list of universal strategies.

- LST provides ongoing supports to classroom teachers with DI through classroom visits, modelling, and professional development
- Utilize RTI model to provide intervention
- Teachers will use the Zone of Regulations or How Is My Engine Running? to help students identify feelings and emotions and how to regulate themselves

- Teaching social skills such as social courtesies, and promoting positive interactions and attitudes
- Continue to update visuals of supports provided for all students within the pyramid of intervention and discuss appropriate supports for student success

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

- Develop collaborative partnerships within the community
- Build capacity in staff through ongoing professional development through ATA, Indigenous Education Coach, Elders and Knowledge keepers
- Build Leadership opportunities by designating staff to present indigenous topics/activities on PD day
- Infuse Aboriginal cultural and understanding inclusive of the treaties and the findings from the Truth and Reconciliation commission, through presentations, teachings, and exposure to print media
- Provide a wide variety of FNMI cultural presentations
- Invite Elders into our school virtually, to aid in cultural awareness and promotion
*Create opportunities to extend invitations to parents to take part in activities (STEAM projects, Sports Challenge, presentations, assemblies, celebrations)
- Parent and student representation/input on our FNMI Committee
- Continue to expand guided reading resources to include FNMI cultural content so Indigenous learners can see themselves in resources
*Hand Game lunch club will continue and have representatives attend the Divisional Hand Game competition
- FNMI component added into virtual monthly assembly
*Host community nights to build relationships
- Identify, develop, and/or utilize interventions strategies to support literacy and numeracy achievement
- Create quality learning opportunities to improve knowledge, skills, and attitudes to understand FNMI culture and protocols
- Analyze data to assess programming, resources, and supports for FNMI learners, and modify as needed
- Utilize BOOST to determine specific interventions required for individual students
- Every student has multiple caring relationships with adults in the building (partner up with students)
- Elders/Knowledge Keepers visit virtually continuously throughout the year
- Elder input into things that need to be brought forward
- Posters of successful indigenous people
- Utilization of shared FNMI lessons
*Increase parent awareness by offering blanket exercise during School Council meeting



ERS will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

Support will be provided and evidence will include:

- Every indigenous student has connections with multiple caring adults (the concept that each student has more than one school-based adult (teacher, EA, coach, admin) 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
- ERS 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 communities to engage families
- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous Educational Coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes

Learning Technology Policy Framework

ERS will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan.

Support will be provided and evidence will include:

- ERS 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
- ERS teachers
 - Innovatively and effectively use technology
 - Integrating technology into classroom using the SAMR model
 - Use technology and research to meet diverse needs in student-centered learning opportunities

(AB Education LTPF Framework, 2013)

- Utilize Technology Support Assistant (Shawn Oddy) to increase familiarity of software and hardware available, and to aid in further implementation of technology in classrooms
- Monthly showcase of new technology at Tuesday Meet by teachers
- Student introduction to coding through bi-weekly tasks incorporated during Grade Level Partner times
- Grade 5 & 6 students take part in CTF challenges for two weeks throughout the year

- Continue to build inventory of technology available to students
- Technology will still be infused into all subjects, to enhance 21st century skills
- Continue to enhance students' collaboration opportunities through the use of project based learning, Google Apps for Education, Seesaw
- All grade levels will access "My Blue Print" to engage students in potential career paths

Learning Support Teachers

- Work with Service Providers to arrange schedules for meetings and ensure supports are in place for students
- LST supports teachers to:
 - implement strategies and recommendations from Service Providers
 - use the Educational Assistants effectively in the classroom
 - develop capacity to promote positive routines and procedures to ensure success for all
 - promote best practices in literacy and numeracy
 - develop ISP for students
- Literacy champion and assists with providing PD to staff
- Review and continue to develop with staff universal supports
- Works with Wellness Coach to support students /groups with conflict resolution and promoting problem-solving skills (Girls' Group and targeted grade level groups)

Wellness Coaches

- Developing Mental Health Literacy presentations for all students regarding:
 - Healthy habits – sleep, physical activity, nutrition, mindfulness
- Health Wellness activities for staff on PD days (guided mediation, mindfulness, Health and Wellness resources)
- Presentations for Division II student regarding proper protocol for wearing masks
- Model wellness, social skills and problem-solving while interacting with students outside during recess
- Individual and Grade level groups work on social skills, problem-solving skills, and conflict resolution (Girls' Group, and targeted grade level groups)
- Create Division 1 presentations on 'The size of the problem' and identifying the emotions which are elicited
- Incorporate ERS core values into character building activities
- Promote and organize Wellness Week for staff and students
- Publish monthly Wellness Newsletter for staff

Educational Assistant/Learning Commons Training Program

- Divisional professional development activities are offered to Secretaries and Library Techs to train on specific areas related to their job
- Service Providers work with Educational Assistants to train on specific areas of support for students requiring speech, occupational therapy or any other areas to support a child.
- LST provides support and training in skill development, specific to their work roles
- All Educational Assistants have been Non-Violent Crisis Intervention program this year by HPSD trainers
- Shawn Oddy, TSA, provides training and support with technology

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

Parental Involvement – Measure Details

Percentage of teachers and parents 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	88.9	91.9	78.8	77.4	89.4	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	98.4	95.0	96.3	98.6	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	77.8	85.3	62.5	58.5	80.3	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, parents and students 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	76.2	92.3	83.1	83.0	79.3	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	84.6	100.0	81.3	87.5	78.6	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	54.5	85.7	81.3	90.0	83.3	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	89.6	91.2	86.9	71.6	75.9	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

Parental Involvement

- Student Council to collect data and provide strategies in order to address declines in data
- Wellness Coach to lead focus groups to provide information and strategies to address issue
- Continue to promote collaboration of teachers, students and parents to address issue
- Promotion of Joint School Council Meetings for all parents to get involved
- Promotion of Routhier Facility Enhancement Society (RFES) to involve parents in the current playground project
- Feedback elicited from parents through surveys and focus groups
- Continued communication and engagement with parents and community regarding increased student leadership, and activities
- Use social media to share activities undertaken in the school
- Continue to present and seek feedback from students, parents, staff in regard to the ERS Code of Conduct.

Engaged Governance

- ERS & GPV host a monthly Joint School Council meeting in which our West-End trustees attend. During this time, they share their Trustee Report to inform parents of events happening and share other information. They take an active role in supporting our schools and their interest with writing letters, researching issues that may arise.
- During the Report to the Board, administrators meet with the board members to go through our Three Year Plan asking questions to gain a perspective of our school. During this time, a tour of our school is involved where they can see 'classrooms in action' and have an opportunity to talk with students and staff.

Safety Programs

- Our staff actively participate in training on Hour-Zero and Public School Work to ensure we are compliant with all relevant legislation and safety training.
- Division 2 students are focusing on Digital Citizenship curriculum to inform and be proactive with the increase in technology use

- Student have been involved in a variety of learning on handwashing, social distancing and proper wearing of masks during our first month back.
 - Continue to build partnerships with outside agencies (Fire Dept., RCMP) to increase knowledge of general safety procedures
- *DARE program offered to grade six students by our liaison officer from the RCMP

CSTAG

- Comprehensive School Threat Assessment Guidelines (CSTAG) 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.
- Currently, we have all four members of our team trained. The forms/documentation provided are utilized as guidelines and discussion points among the team to determine steps when a threat occurs and assists us in determining next steps. Although we have not encountered serious threats at this time, the process supports us with our conversations and actions.



COVID-19 SCHOOL RE-ENTRY PLAN

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

https://ers.hpsd.ca/parents_and_students/ers_handbook_re-entry_plan_2020-2021