

Beacon Hill Elementary School Assurance Plan 2021-2022

Goals	Academic Excellence	Social Emotional Well-being	Career Connections (Grade 7-12)
Understanding the Context	BHES students will reach their highest academic potential.	Students will have the knowledge, skills and attributes to respond to their social emotional needs. Staff will have the knowledge and skills to respond to the social emotional needs of themselves, their students and colleagues.	Students will enrol in formalized post secondary learning or career training beyond high school.
Target	93% of BHES students will be reading at or above grade level. 100% of BHES students will meet the acceptable/satisfactory standard, and 25% of BHES students will achieve the standard of excellence/ proficiency on grade level assessments. The achievement gap seen in Indigenous students will be eliminated.	Any student or staff member challenged in an area of social emotional well-being will have access to division supports and services. Each student will achieve an attendance rate of 90% or higher. 85% of BHES staff will complete the Social Emotional Well-being Certification Series.	60% of CESD students will transition to postsecondary within 6 years of grade 10. 90% of CESD students will achieve 3-year High School Completion.
Refined Strategies	Grade K-6 students will write diagnostic, standardized assessments in reading, writing, and mathematics to determine level of ability and inform teaching practice. Teacher teams will analyze student data and put necessary interventions in place. Teachers, parents, and students will work together in creating an academic plan to support students unable to achieve at grade level. Teachers and school teams will accommodate, adapt and modify content where appropriate to ensure students can reach their highest academic potential. Effective use of technology will be embedded into instruction, assessment, and student learning. School teams will put in place interventions as needed to support our Indigenous students.	Staff members will respond to the social emotional needs of their students through use of the collaborative response model and intervention plans. Staff members will use the supportive process (KITE) for the most vulnerable students. BHES and division staff will use the Social Emotional Framework tool to identify student needs and plan interventions. Division staff, along with Family School Wellness staff, will use a self-evaluation survey to enhance their skill set in supporting student social emotional well-being. School teams will examine attendance data and its impact on student success, working through a system of support with students and families. School administrators will work	Teachers will use MyBlueprint for career exploration beginning in grade 5. Elementary students will be exposed through guest speakers, and curricular activities to future careers and opportunities. School staff will identify strategies that positively impact FNMI students, which will help in the transition to middle school, high school and post secondary school.

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Refined Strategies	<p>K-6 flexible learning options will be available for students unable to attend full time in the regular classroom.</p>	<p>with Staff Wellness champions to ensure that wellness is a priority through the 10 Key Division Supports in CESD. The Student Success (YES) Program will be expanded to support all students.</p>	
Success Measures	<p>Acceptable standard and standard of excellence</p> <ul style="list-style-type: none"> • PAT 6 • HLAT • MIPI • Gradebooks (Gr. 5-6) <p>Reading Support Level Data</p> <p>Indigenous student achievement:</p> <ul style="list-style-type: none"> • Assurance data (AE) • Division level RSL (CESD) • Attendance data (CESD) 	<p>Student Attendance data</p> <p>85% of Staff that have completed the Social Emotional Well-being Certification Series.</p>	<p>School based data:</p> <ul style="list-style-type: none"> • Parent Accountability Survey results • Grade 6 exit survey related to Career Connections