

# Blyth ACADEMY

QATAR



## **3 Year Educational Plan 2024-2027**

May 2024

*Alberta* 

Accredited  
International School  
Canada 



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# Accountability Statement



**Sam Blyth**

CEO, Owner  
Blyth Academy Qatar

The Education Plan for Blyth Academy commencing September 1st, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024- 2026 Education Plan on May 9th, 2024.

*Sam Blyth*





# Vision

Our Vision is for all students to reach their fullest potential and to graduate with the skills and confidence needed to continue their educational endeavors as lifelong learners and contributing globally minded citizens.



# Mission

Our mission is to provide our diverse community of learners with a supportive, experiential, high quality education built on the cultural mosaic of Canadian and Qatari values. We foster respectful, creative, and positive relationships, within a safe, harmonious, and inclusive learning environment.



# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

**Domain 1:** Student Growth and Achievement

**Domain 2:** Teaching and Leading

**Domain 3:** Learning Supports

**Domain 4:** Local and Societal Context

## Data Analysis

### Provincial Measures:

#### Alberta Education Assurance Measure Results (Spring 2023)

##### Teaching & Leading:

- Teaching and Leading Domain results indicate that 93% of our teachers feel that students are learning what they need to know. This is a 7% decrease from the previous year.
- 75% of students in grades 7-9 feel that the quality of teaching at our school is good or very good. This is a 1% decrease from the previous year.
- 83.9% Teachers and Students are satisfied with the overall quality of education. This is a 2.2% decrease from the previous year.
- 74.5% of students are satisfied with the quality of education. This is a 1.2% decrease from the previous year.
- 52% of students in grades 7-9 feel that schoolwork is interesting. This is an increase by 9% from the previous year.
- 45% of students in grades 10-12 feel that schoolwork is interesting. This is a 2% decrease from the previous year.

##### Student Growth & Achievement:

- 87% of teachers think the literacy skills students are learning at our school are useful.
- 75% of students in grades 4-6 like learning language arts.
- 84% of students in grades 7-9 understand how the language arts they are learning at school is useful to them .
- 76% of students in grades 7-9 think the language arts they are learning in school is interesting.
- 73% of students in grades 10-12 understand how the language arts they are learning at school is useful to them .
- 58% of students in grades 10-12 think the language arts they are learning in school is interesting.

##### Satisfaction with Program Access:

- 84% of students in grades 4-6 think at school they can get the help they need with reading and writing.
- 56% of students in grades 4-6 think they get the help they need with using the school library.
- 75% of students in grades 7-9 think at school they can get the help they need with reading and writing.
- 15% of students in grades 7-9 think they get the help they need with using the school library.
- 61% of students in grades 10-12 think at school they can get the help they need with reading and writing.
- 17% of students in grades 10-12 think they get the help they need with using the school library.

#### Grade 3 SLA Reading Results 2022-2023, (September 2022) Literacy Results:

- Provincial Standard 58%
- Above Provincial Standard 16%
- Below Provincial Standard 26%

#### PAT's 2022 – 2023:

##### Grade 9 Reading

- Acceptable Standard 88.2%
- Standard of Excellence 29.4%
- Below Acceptable Standard 11.8%



#### Diploma Exams January 2023 ELA 30-1

- Acceptable Standard 100%
- Standard of Excellence 25%
- Below Acceptable Standard 0

#### Diploma Exams June 2023 ELA 30-1

- Acceptable Standard 100%
- Standard of Excellence 25%
- Below Acceptable Standard 0

# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

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## Local Measures:

### Student Learning Support Data (May 2023):

- 26.7% students in Grades JK-2 are identified as EAL students.
- 26.7% students in Grades JK-2 are receiving EAL/Literacy support.
- 21% students in Grades 3-6 are identified as EAL students.
- 10.5% students in Grades 3-6 are receiving EAL/Literacy support.
- 5.2% students in Grades 7-9 are identified as EAL students.
- 12.5% students in Grades 7-9 are receiving EAL/Literacy support.
- 3.7% students in Grades 10-12 are identified as EAL students.
- 11.2% students in Grades 10-12 are receiving EAL/Literacy support.
- 10 students have been discontinued in 2023-2024 from Tier 2 or 3 learning support in EAL/Literacy.

### Alberta Literacy Assessments (Grades 1-3) (2022-2023):

#### Grades 1-3 Alberta Literacy Screening Results

Grade 1 January 2024 Letter Name-Sound (LeNS) Assessment	Grade 2 September 2023 Letter Name-Sound (LeNS) Assessment	Grade 3 September 2023 Castles and Coltheart (CC3) Assessment
<ul style="list-style-type: none"> <li>• 64% not at risk</li> <li>• 29% at risk</li> <li>• 7% N/A</li> </ul>	<ul style="list-style-type: none"> <li>• 86% not at risk</li> <li>• 14% at risk</li> </ul>	<ul style="list-style-type: none"> <li>• 91% not at risk</li> <li>• 9% at risk</li> </ul>

#### EAL Benchmark Year End Statistics

Status	Count	Percentage
Progressed	19	82.61%
Stagnated	2	8.70%
Benchmarks TBC	2	8.70%
Total	23	100.00%

### PAT's 2022 – 2023:

#### Grade 6 Reading

- Acceptable Standard 88.9%
- Standard of Excellence 44.4%
- Below Acceptable Standard 11.1%

### Internal Parent Survey (Spring 2023):

- 75% of parents are satisfied with the quality of education their child is receiving at the school.
- 73% of parents are satisfied with the quality of teaching at the school.
- 82% of parents are satisfied with the literacy skills their child is learning at school and believe they are useful.
- 60% of parents are satisfied with the appropriate supports and services available to their child to help with their learning.

# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

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## Local Measures:

### Report Card Data June 2022 (Reading) (Level 1-4)

#### Grade 3

- Acceptable Standard 96% (Level 3 & 4)
- Standard of Excellence 25% (Level 4)
- Below Acceptable Standard 4% (Level 1 & 2)

#### Grade 6

- Acceptable Standard 96% (Level 3 & above)
- Standard of Excellence 30% (Level 4)
- Below Acceptable Standard 4% (Level 1 & 2)

#### Grade 9

- Acceptable Standard 100%
- Standard of Excellence 56%
- Below Acceptable Standard 0%

#### Grade 12

- Acceptable Standard 100%
- Standard of Excellence 36%
- Below Acceptable Standard 0%

## Stakeholder Feedback:

### Student Learning Support Team:

- Expressed the importance of maintaining consistency in implementing grade level benchmarks, including those outlined in Alberta K-12 EAL Proficiency benchmarks and Fountas and Pinnell.
- The need to implement reading resources (K-12) specifically targeting reading comprehension and vocabulary development.
- The need to maintain and enhance access to the library for students in grades 7-12.
- Suggest scheduling monthly visits to library so grades 7-12 students are encouraged more to have active book selections and promoting regular reading for pleasure. A separate space would be more ideal for 7-12 with more titles and genres targeted to a mature audience.
- Implement the strategies outlined in the Literacy Enrichment Plan to enhance comprehension and vocabulary levels among our students.

### Elementary Lead:

- Elementary Lead has expressed the need for further PD sessions regarding vocabulary development strategies in the classroom.
- Elementary Lead has expressed the need for benchmark testing at the beginning of the year in Grades 3-6 for vocabulary knowledge.
- There is a need for new benchmarking assessments that identify specific reading skills that students are missing.
- It is important that we review our resources and practices to ensure that they are evidence based and aligned with the new Alberta curriculum.

### Teachers:

- Challenges in implementing guided reading in Grades 1-6 due to large discrepancies in reading levels and managing classroom behaviors.
- Teachers have expressed the need for students to have access to more books in their JK-6 classroom libraries.
- Teachers have seen improvement throughout the year in student's reading comprehension levels.
- 7-12 Teachers have identified that students struggle with unfamiliar vocabulary across all subjects, especially on tests and exams.
- Parents, students and teachers have expressed that students in Grades 7-12 need more access to the library.
- The Librarian has expressed the need for more/new books for the library.

# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

**Domain 1:** Student Growth and Achievement

**Domain 2:** Teaching and Leading

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**Domain 4:** Local and Societal Context

## Strategies:

- Teachers will align their teaching and learning practices to better reflect the standards of the Alberta Curriculum through developing Diploma/PAT Level Vocab Lists, Diploma/PAT Level Key Concepts / Common Errors List creation, teaching guides for 9 & 30 level classes and Teaching guides leading up to PAT/Dip classes (G7,8,10,11).
- Elementary Teachers will implement specific teaching resources in Elementary that target reading comprehension and vocabulary development.
- Elementary teachers will introduce a new word or sound each day in Elementary classes, displayed prominently in the classroom (word/sound walls). Discuss the meaning, usage, and variations of the word and encourage students to use the word in sentences throughout the day.
- Introduce students to high-frequency vocabulary words commonly found on standardized tests in 7-12 classes.
- Provide lists of words along with definitions, examples of usage, and strategies for memorization.
- Incorporate interactive activities such as online vocabulary games, digital flashcards, or collaborative word-building exercises in ELA lessons.
- Provide opportunities for peer teaching and cooperative learning to reinforce vocabulary acquisition.
- Purchase of UFLI teacher manual for Grades SK-3 and Learning Support Team. This will support the implementation of streamlined phonics instruction from Senior Kindergarten to Grade 3.
- Purchase of Bug Club Morphology kits for Grades 2-6. This will support vocabulary and comprehension development.
- Implementation of The Grammar Project Resources: Implementation of new internal benchmarking assessments to assess specific areas of student need in literacy. This will allow teachers to cater their teaching to the specific needs of their students and target specific skills that need further development.
  - DIBELS in Grades 1-6
  - Quick Phonics Screener (Grades 1-3)

## Measures to Determine Success:

### Provincial Measures:

#### Alberta Education Assurance Measure Results (Spring 2024):

- Improved results from teachers and students on the Teaching and Leading and Student Growth and Achievement questions on the Annual Alberta Survey from the Spring 2024 AERR.

#### Gr. 1-3 Alberta Literacy Screening Results:

- Castles and Colthearts
  - 95% not at risk
  - 5% at risk

#### Gr. 9 PAT's (in 2023-2024) (Reading Components)

- 80% or more of students to achieve the acceptable standard.
- 20% or more of students to achieve at or above the standard of excellence.
- No more than 10% of students to achieve below the acceptable standard.

#### ELA Diploma Exams (Jan and June 2024):

- 80% or more of students to achieve the acceptable standard.
- 20% or more of students to achieve the standard of excellence.





# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

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## Local Measures:

### Gr. 6 PAT's (in 2023-2024) (Reading Components)

- 80% or more of students to achieve the acceptable standard.
- 20% or more of students to achieve at or above the standard of excellence.
- No more than 10% of students to achieve below the acceptable standard.

Regular assessment of students' performance on standardized tests to determine if they are prepared for Diploma/PAT exams.

Tracking student progress through the use of teaching guides and resources specific to each grade level to ensure students are meeting expectations.

Monitoring student engagement in daily vocabulary discussions and activities to assess the expansion of their vocabulary.

Periodic evaluations of students' usage of high-frequency vocabulary words and their performance on assessments to measure vocabulary expansion.

Observing student participation in interactive activities in ELA lessons to gauge their level of engagement and enjoyment in learning vocabulary. Assessing the effectiveness of peer teaching and cooperative learning opportunities in reinforcing vocabulary acquisition and collaboration among students.

Regular feedback from teachers on the use of UFLI teacher manual and Bug Club Morphology kits to determine their impact on phonics instruction and vocabulary development.

Evaluation of teachers' utilization of professional development opportunities to ensure effective use of resources and strategies in enhancing vocabulary and reading comprehension skills.

Tracking student performance on new internal benchmarking assessments like DIBELS and the Quick Phonics Screener to identify areas for improvement and measure progress in literacy development across all grade levels.



## Additional Information and/or Considerations:

- The Student Learning Support Team have reported that streamlining our tiered support system for struggling learners has enabled them to effectively meet the needs of Tier 3 and Tier 2 students requiring higher levels of assistance. This approach will be sustained into the next academic year.
- The Grade 6 students are exempt from the Alberta ELA PAT this year.
- Many new teachers and Elementary Lead transitioned into their roles this year.
- The Elementary Lead, Student Support Services Team and teachers will be responsible for implementation of the strategies
- Encouraging parents to be more active in supporting their child's literacy journey is recommended.
- A budget for purchasing the recommended additional literacy resources for enhanced and focused teaching and learning at all grade levels which are Alberta Ed approved should be included in the school's 2024-2025 budget.
- Throughout the year, newly enrolled students in need of literacy and/or EAL support have demonstrated significant progress. This has been achieved through the provision of additional pull-out and push-in supports tailored to their individual needs.
- Blyth Academy anticipates an increase in student enrollment requiring literacy and/or EAL supports. As such, we are prepared to continue providing comprehensive assistance to ensure the ongoing progress and success of these students.

# Outcome:



**All students will improve in reading comprehension and vocabulary development.**

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## Plan for Implementation:



**June 2024:**

**August 2024:**

**May 2025:**

01

- Develop PAT & Diploma Level Vocab Lists and Key Concepts/Common Errors List
  - Responsible: Teachers, Department Heads, & Student Support Learning Team
- Create teaching guides for Grade 9 PAT & 30 level courses, and guides for Grades 7, 8, 10, & 11 courses leading up to Grade 9 PAT & Diploma courses
  - Responsible: Department Heads & Student Learning Support Team in consultation with 7-12 teachers
- Purchase new K-6 Vocabulary Development and Reading Comprehension Resources (UFLI, Bug Club, Grammer Project).

03

- Provide professional development opportunities focusing on utilizing UFLI teacher manual and Bug Club Morphology kits during teacher orientation week
  - Responsible: School Administrators
- Implement new internal benchmarking assessments (DIBELS, Quick Phonics Screener) in Grades 1-6 and 1-3
  - Responsible: School Administrators

05

- Evaluate the effectiveness of implemented strategies in enhancing vocabulary development and reading comprehension skills across all grade levels
  - Responsible: School Administrators
- Review student performance on standardized tests and internal benchmarking assessments to measure progress
  - Responsible: Department Heads
- Make necessary updates to resources and strategies for the following academic year to further enhance student success
  - Responsible: Curriculum Development Team



**August 2024 (Teacher Orientation Week):**

**September 2024 - May 2025:**

02

04

- Finalize and review all resources developed in June
  - Responsible: Department Heads, Student Learning Support Co-Ordinator
- Conduct training sessions with teachers on how to effectively use the resources
  - Responsible: School Administrators

- Introduce a new word each day in Elementary classes and facilitate discussions on the meaning, usage, and variations of the word
  - Responsible: Elementary Teachers
- Implement high-frequency vocabulary words introduction for grades 7-12
  - Responsible: Middle and High School ELA Teachers
- Incorporate interactive activities like online vocabulary games, digital flashcards, and collaborative word-building exercises into ELA lessons
  - Responsible: ELA Teachers
- Provide peer teaching and cooperative learning opportunities to enhance vocabulary acquisition and collaboration among students
  - Responsible: All ELA Teachers
- Monitor student progress through assessments and track their improvement in vocabulary and comprehension skills
  - Responsible: ELA Teachers
- Regularly review and adjust teaching methods and resources based on student performance and feedback
  - Responsible: Department Heads

# Outcome:



**85% or more of teachers, parents, and students will be satisfied that students model the characteristics of active citizenship.**

## **Domain 1:** Student Growth and Achievement

### Data Analysis

#### Provincial Measures:

##### Alberta Education Assurance Measure Results (Spring 2023)

##### Citizenship (Overall Teacher and Student Results):

- Current Result – 74.2% indicates a decline of 8.4% students and teachers that are satisfied that students model the characteristics of active citizenship.
- Previous Year Result – 82.6%
- Previous 3 Year Average – 79.7%

#### Local Measures:

##### Internal Parent Survey (Spring 2023)

- 68.75% of parents surveyed responded positively regarding the citizenship questions.

#### Report Card Data

JK-6 Personal & Social Development Results	Out of 4 Scale
Demonstrates respect & cooperation	3.45
Demonstrates appropriate behaviour	3.75
Demonstrates responsibility in & out of the classroom	3.50
Listens to & follows instructions	3.50



# Outcome:



**85% or more of teachers, parents, and students will be satisfied that students model the characteristics of active citizenship.**

## Domain 1: Student Growth and Achievement

### Stakeholder Feedback:

- Elementary Lead has expressed the need for school wide rules to be developed by teachers and posted throughout the school.
- Deputy Head has expressed the need for a more consistent approach among teachers to ensuring students are complying with the school's policies and demonstrating respect.
- Elementary Lead and Student Support Services Lead expressed the need for a Character Education Program to be developed and implemented.
- The Guidance Counselor recognizes the need for a more comprehensive approach to instilling citizenship and respect in students throughout the school.
- Teachers have expressed the need for developing more positive praise and classroom management strategies within each classroom for following the classroom rules and demonstrating respect.
- Academic Leadership Team has expressed the need for developing an effective student support and mentoring program.
- Academic Leadership Team has expressed the need for a plan to familiarize teachers and students with the citizenship questions for a better understanding.
- The School Advisory Council has expressed concerns regarding respect among students and following the school's rules.

### Strategies:

- Teachers will use positive praise and rewards to reinforce good behavior and active citizenship in the classroom. This will help students understand the importance of demonstrating positive characteristics in their daily interactions.
- Teachers will define clear expectations and rules for behavior in the classroom, ensuring that students understand what is expected of them in terms of active citizenship. This will create a positive and structured learning environment for students to thrive in.
- Teachers and administrators will work together to develop clear and concise schoolwide rules that promote active citizenship. These rules will be displayed on large posters throughout the school to remind students of their responsibilities as citizens within the school community.
- JK-6 teachers, the Elementary Lead and Guidance Counselor will develop and implement character education sessions that focus on building positive character traits such as respect, responsibility, and empathy. These sessions will also include topics like conflict management and growth mindset to help students develop important social skills.
- Teachers and leaders will analyze the results of the Alberta Education citizenship survey to identify areas for improvement in promoting active citizenship among students. This data will be used to inform future initiatives and strategies for enhancing student engagement in citizenship-related activities.
- Students will participate in sessions that help them understand the Alberta Education citizenship survey questions and the importance of being active citizens in their school and community. These sessions will encourage students to reflect on their own behaviors and actions in relation to the criteria outlined in the survey.
- The Guidance Counselor will develop and implement a comprehensive plan to improve respect among students in grades 7-12. This plan will include activities, workshops, and interventions that promote respect for oneself and others, fostering a positive school culture where active citizenship is valued.



# Outcome:



**85% or more of teachers, parents, and students will be satisfied that students model the characteristics of active citizenship.**

## Domain 1: Student Growth and Achievement

### Measures to Determine Success:

#### Provincial Measures:

- Improved results from teachers and students on the citizenship questions on the Spring 2024 Annual Alberta Survey.

#### Local Measures:

- Improved results from the parents on the citizenship questions on the school's internal Spring 2024 Alberta style Parent Surveys.
- Feedback gathered from Teacher Surveys assessing their use of positive reinforcement strategies, clear expectations, and the effectiveness of character education sessions in promoting active citizenship in the classroom.
- Student Survey measuring their understanding of schoolwide rules, participation in character education sessions, and their perceptions of active citizenship within the school community.
- Observations, Student Log Notes, Student Behavior Data indicating that the Guidance Counselor's Comprehensive Respect Plan in grades 7-12 has impacted changes in student behavior, attitudes, and interactions which has demonstrated more respect and active citizenship within the school environment.
- Evaluate the effectiveness of the Classroom observations evaluating the implementation of positive reinforcement strategies, clear expectations, and character education sessions in fostering active citizenship among students.
- Feedback from teachers, parents, and students on the effectiveness of the strategies outlined in the Alberta Education Plan for promoting active citizenship.

#### Additional Information and/or Considerations:

- The Elementary Lead, Deputy Head, and Guidance Counsellor will be responsible for implementation of the strategies
- Teachers will be responsible for consistent implementation of the active citizenship strategies
- The new Head Boy, Head Girl, and Student Council should be involved in helping to implement the strategies
- Encouraging parent and student discussion sessions on positive character traits is recommended
- A budget for creating quality and sustainable schoolwide professionally made posters should be included in the school's 2024-2025 budget



# Outcome:



**85% or more of teachers, parents, and students will be satisfied that students model the characteristics of active citizenship.**

## Domain 1: Student Growth and Achievement

### Plan for Implementation (2024):



01

#### June 2024:

- Conduct a meeting with all teachers to introduce and explain the positive reinforcement strategy.
  - Responsible: Head of School
- Begin brainstorming sessions with teachers to establish clear expectations and rules for behavior.
  - Responsible: Department Heads, Elementary Lead
- Task: Set up a task force with teachers and administrators to start developing school wide rules.
  - Responsible: School Leadership Team

03

#### September 2024:

- Collaborate with teachers to create posters displaying school wide rules.
  - Responsible: Deputy Head, Elementary Lead, Art Specialist
- Launch character education sessions for JK-6 students focusing on respect, responsibility, and empathy.
  - Responsible: JK-6 Teachers, Elementary Lead, Guidance Counselor

05

#### November 2024:

- Collect and analyze the results of the previous year's citizenship survey with the Academic Leadership Team.
  - Responsible: Head of School, Deputy Head
- Review and discuss the analysis of citizenship survey results with teachers.
  - Responsible: Academic Leadership Team
- Continue character education sessions focusing on conflict management and growth mindset.
  - Responsible: JK-6 Teachers
- Prepare student engagement sessions on understanding citizenship survey questions.
  - Responsible: Guidance Counselor
- Conduct focus group sessions with students to gather feedback on the effectiveness of student engagement sessions.
  - Responsible: Guidance Counselor, Student Life Co-Ordinators
- Implement workshops and interventions from the Comprehensive Respect Plan for grades 7-12.
  - Responsible: Guidance Counselor



#### August 2024:

- Schedule training sessions for teachers during Teacher Orientation Week on how to effectively implement positive reinforcement techniques.
  - Responsible: Deputy Head, Elementary Lead
- Finalize and distribute clear expectations and behavior rules to all students and staff.
  - Responsible: Deputy Head, Elementary Lead

02

#### October 2024:

- Implement student engagement sessions on active citizenship and the importance of being a good citizen.
  - Responsible: Guidance Counselor, JK-12 teachers
- Monitor the effectiveness of positive reinforcement strategies and clear expectations in classrooms.
  - Responsible: Head of School, Deputy Head, Elementary Lead
- Begin planning workshops and activities for the Comprehensive Respect Plan.
  - Responsible: Guidance Counselor

04

#### December 2024:

- Hold a meeting with teachers to discuss progress and any adjustments needed for the strategies.
  - Responsible: Deputy Head, Elementary Lead
- Continue to promote active citizenship through various school activities and events.
  - Responsible: Student Life Coordinators

06

# Outcome:



**85% or more of teachers, parents, and students will be satisfied that students model the characteristics of active citizenship.**

## Domain 1: Student Growth and Achievement

### Plan for Implementation (2025):



#### January 2025:

01

- Conduct a mid-year review of the implementation plan to assess effectiveness and make necessary changes.
  - Responsible: Academic Leadership Team
- Provide additional training for teachers on sustaining positive reinforcement strategies.
  - Responsible: Deputy Head, Elementary Lead, Guidance Counselor



#### March 2025:

03

- Gather feedback from parents through surveys on their perspective of the school's efforts in promoting active citizenship.
  - Responsible: IT Administrator
- Review and adjust character education sessions based on student feedback.
  - Responsible: JK-6 Teachers, Elementary Lead, Guidance Counselor



#### May 2025:

05

- Evaluate the overall success of the implementation plan for Outcome 2 and draft an updated version if applicable.
  - Responsible: Head of School
- Begin preliminary discussions on strategies for the next academic year to further enhance active citizenship in the school community.
  - Responsible: Academic Leadership Team



#### February 2025:

- Monitor and evaluate the impact of the Comprehensive Respect Plan on student behavior and attitudes.
  - Responsible: Guidance Counselor
- Host monthly school wide assemblies to celebrate and recognize students demonstrating active citizenship.
  - Responsible: Music Specialists

02



#### April 2025:

- Conduct a final review of the year's progress towards achieving Outcome 2 of the Alberta School Education Plan.
  - Responsible: Academic Leadership Team
- Plan end-of-year activities to showcase students' growth in active citizenship.
  - Responsible: Student Life Coordinators

04

# Outcome:



**All grades 7-12 students will achieve the provincial standards and final exam marks will be within 5%-10% of their internal marks.**

**Domain 1:** Student Growth and Achievement

**Domain 2:** Teaching and Leading

**Domain 3:** Learning Supports

**Domain 4:** Governance

## Data Analysis

### Provincial Measures:

#### Diploma Exams results for June 2023:

- 80.1% achieving the acceptable standard.
- 25.4% achieving the standard of excellence.
- Comparison of school submitted internal Marks and Diploma Exams results.
- Although there are improvements in some Diploma Courses results there continues to be some discrepancy in school awarded marks compared to diploma exam results in both June 2023 and January 2024.

#### Grade 9 PAT Results for June 2023:

- Acceptable Standard: 88.25%
- Standard of Excellence: 28.7%
- Celow Standard: 11.8%

### Local Measures:

#### Internal Parent Survey (Spring 2023)

- 68% of parents that were surveyed feel that their child is learning what they need to know.
- 60% of parents that were surveyed feel that there are appropriate supports and services available by the school to help their child with learning.
- June 2023 and January 2024 report card data.

### Stakeholder Feedback:

- Administration has concerns regarding the continued discrepancy between school submitted marks and diploma marks in some courses.
- Parents have expressed that they would like teachers to provide timely feedback to students on formative assessments in order to help prepare them for summative assessments.
- Teacher's express that they struggled to create comparable assessments that align with Alberta provincial achievement tests.
- High school teachers expressed concern of student and parent pressure to have more lenient internal marking.
- Grade 12 students expressed concerns about some of the Diploma exams and level of difficulty.
- Student anxiety about not feeling prepared for final exams and diploma exams continues.
- Department Heads, Guidance Counsellor and Deputy Head recognize the need for more students to enroll in 2 courses where applicable.
- Teachers have expressed concern regarding the lack of student understanding of the vocabulary used in PAT's and Diploma Exams.

### Strategies:

- The IT Administrator will do a thorough review of and submit a report on the results of students' internal marks compared to final exam marks.
- Department Heads will develop consistent assessment and evaluation outlines for each subject.
- Guidance Counselor will continue to advocate for students in grades 10-12 to enroll in 2 courses as applicable.
- Teachers in grades 7-12 will develop and submit detailed assessment and evaluation plans for each term (1/2 semester).
- Teachers will use the EducAltion program to generate Alberta Diploma and PAT style questions for formative and summative assessments.
- Department Heads and Deputy Head will facilitate monthly student assessment PLC's for teachers to review authentic and ongoing student assessment data, assessment tools, and practices that are aligned with provincial standards.
- Teachers will use student exemplars regularly as part of their teaching strategies to maintain provincial standards.
- Department Heads in consultation with Deputy Head, will develop a Raising Attainment Plan with focus on vocabulary development.
- Grade 7-12 teachers will implement the Raising Attainment Plan.
- Teachers will implement mock exams, PAT, and Diploma style questions in all Core subjects as part of their assessment and evaluation plans.
- Each Department will review the assessment results, analyze achievement gaps and determine appropriate instructional strategies to target their students' needs based on assessment data each half term.
- Teachers will provide opportunities for students to review curriculum and related assessments during class, provide remedial and/or extension activities, and schedule practice assessments to help increase student confidence.
- Teachers will implement a comprehensive assessment system, including formative and summative assessments, to regularly monitor student progress and provide timely feedback.
- Teachers and Learning Support Team will offer targeted support for students identified as needing additional assistance, through interventions, tutoring, or mentoring programs.
- Administration will foster strong communication and collaboration amongst teachers, students, and parents to ensure shared understanding of expectations and ongoing progress towards provincial standards.
- Track and measure student progress, compare their progress to provincial standards, and adjust accommodations as needed.



# Outcome:



All grades 7-12 students will achieve the provincial standards and final exam marks will be within 5%-10% of their internal marks.

**Domain 1:** Student Growth and Achievement

**Domain 2:** Teaching and Leading

**Domain 3:** Learning Supports

**Domain 4:** Governance

## Measures to Determine Success:

### Provincial Measures:

#### PAT's (in 2024-2025)

- 80% or more of students to achieve the acceptable standard.
- 20% or more of students to achieve the standard of excellence.

#### Diploma Exams (in 2023-2024)

- 80% or more of students to achieve the acceptable standard.
- 20% or more of students to achieve the standard of excellence.



### Local Measures:

- All internal school awarded marks will be within 5-10% of final exams.
- Surveys will reflect the confidence of teachers, parents and students when asked about their feelings around exams and assessments.
- Formal and informal teacher observations reflect better formative and summative assessment and evaluation practices.
- School has developed a method benchmarks and common assessments at all grades.
- Ensure that each student receives individualized support, that all students have had appropriate opportunity to review the curriculum, and that assessment practices are consistent and appropriate for each learning environment.
- Incorporating differentiated instruction, providing more support and resources to students who are struggling. The evaluation of student performance should be timely and comprehensive, with feedback being both qualitative and quantitative. In addition, the school should provide standardized pre tests for students to take and monitor the progress of each student. workshops and study groups, providing incentives to promote student achievement.
- Student achievement data from provincial assessments and final exams, indicating a higher percentage of students meeting or exceeding the provincial standards.
- Consistent alignment between internal and final exam marks, falling within the desired 5% 10% range.
- An increase in academic performance and external exam results that fall within 5% -10% of their internal marks.
- Positive feedback from teachers, students, and parents regarding their understanding of and progress towards provincial standards.
- Implementation of the Raising Attainment Plan.
- More students have a better understanding of common vocabulary used on PAT and Diploma Exams.
- Increased use of effective instructional strategies and assessment practices, as evidenced through classroom observations and teacher self reporting. Improved student performance on formative and summative assessments throughout the school year.
- Improved academic performance and fewer students requiring intervention services.
- More engaged and motivated students who take initiative and ownership over their learning.
- Stronger family school connections, increased community engagement, and increased student achievement and well being.



# Outcome:



All grades 7-12 students will achieve the provincial standards and final exam marks will be within 5%-10% of their internal marks.

**Domain 1:** Student Growth and Achievement

**Domain 2:** Teaching and Leading

**Domain 3:** Learning Supports

**Domain 4:** Governance

## Plan for Implementation:



01

**May-June 2024:**

- Teachers will implement steps 1 and 2 of the Raising Attainment Plan
- Department Heads will familiarize their team of teachers with the Raising Attainment Plan.

03

**Aug-June 2025**

- Department Heads will ensure the Raising Attainment Plan is implemented in each department.
- Share successes, best practices, and lessons learned within the school community to foster continuous improvement and celebrate achievements.

05

**September 2024 - March 2025**

- Teachers meet monthly with Department Heads to track and analyze student assessment data.



**August 2024:**

- Department Heads set a framework for assessment standards with teachers at a Teacher Orientation Session.
- Secure buy-in from Department Heads and Teachers for the importance of aligning with provincial standards and maintaining consistency between internal and final exam marks at Teacher Orientation Session.

02

**August 2024 - May 2025**

- Department Heads meet with administration monthly to review academic result and assessment practices.



04

**January and June 2025**

- Administer internal common exams for all Core subjects.



06

## Additional Information and/or Considerations:

- Administration, Department Heads, and Elementary School Lead will be responsible for leading and implementing strategies.
- Blyth Academy administered an internal parent survey this year (May 2023) using the same questions as the Alberta Parent Survey to include in our overall survey results.
- The new Guidance Counselor will be going into her 2nd year in the role.
- some of the Diploma Exams were exempt for June 2024 due to the religious holiday (Eid Al Adha) as approved by the MoE. These included:
  - Math 30-1, 30-2
  - ELA 30-1,30-2 (Part B only)
  - Social Studies 30-1 (Part B only)
- Students therefore wrote a Diploma style internal final exam in lieu of the Alberta Diploma in these subjects worth 30% towards their final mark.



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