

# 3-Year Education Plan 2021-2024

*Alberta*   
*Accredited  
International School  
Canada* 

## Accountability Statement

The Education Plan for Blyth Academy commencing August 29<sup>th</sup>, 2021 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The board has used its performance within the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2024 on May 27<sup>th</sup>, 2021.



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CEO of Blyth Academy in Qatar  
Sam Blyth

May 27, 2021

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Date

## Foundation Statements

### School Vision

To be a global leader in providing accessible, experiential, progressive learning experiences that prepare students for academic success at the primary, intermediate, secondary, and post-secondary education levels.

### School Mission

To have outstanding school leaders and educators facilitate the development of knowledge and character in our students through a caring, supportive, and culturally sensitive learning community that brings together international and local students in a harmonious, creative, supportive environment.

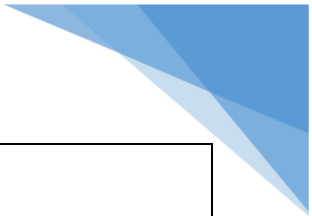
### At Blyth Academy We Believe:

- Authentic learning is founded upon curiosity, creativity, engagement, and critical thinking.
- A broad, balanced, and manageable curriculum is the foundation of life-long learning.
- Both a global perspective and international collaboration are central to becoming valuable world citizens.
- Environmental awareness and sustainability are our social responsibility.
- Staff and student interactions must be based on respect, integrity, and striving for excellence.
- Healthy learning communities are founded on safety, humility, empathy, caring, sensitivity, and inclusion.
- A balanced lifestyle is important for both students and staff with regards to family, academic and social responsibilities.



## Outcomes

<b>Outcome One:</b>	
Students in grades 3, 6, 9 and 12 achieve the acceptable standard or higher on the Alberta ELA and Math provincial assessments (SLA's, PAT's and Diploma exams).	
(Domain One: Student Growth and Achievement, Domain Two: Teaching and Leading, Domain Three: Learning Supports, Domain Five: Local and Societal Context)	
Data Analysis	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• Albert Education Assurance Measure Results (Spring 2021)             <ul style="list-style-type: none"> <li>• Teaching and Leading Domain results indicate that 87% of our teachers feel that students are learning what they need to know. This is 6% below the previous year.</li> <li>• Teaching and Leading Domain results indicate that 83% of teachers feel that the satisfied/ very satisfied with the quality of education at our school.</li> <li>• Teaching and Leading Domain results indicate 87% of our teachers feel satisfied/ very satisfied with the quality of teaching at our school</li> <li>• Quality of Learning 81% of students in 7-9 feel that the quality of teaching at our school is good or very good. This is an 11% decrease from the year before.</li> <li>• Quality of Learning 83% of 7-9 students feel that the education that they are receiving at our school is good to very good. Decrease of 9%.</li> <li>• It is noted that overall that 86% of students and teachers feel that they are getting a quality education. About 3% lower than the provincial average.</li> </ul> </li> <li>• Grade 3 SLA results 2021-2022, September 2021             <ul style="list-style-type: none"> <li>English Literacy Results                 <ul style="list-style-type: none"> <li>• 50.75% at provincial standard</li> <li>• 70.75% at or above provincial standard</li> <li>• 29.25% below provincial standard</li> </ul> </li> <li>Numeracy Results                 <ul style="list-style-type: none"> <li>• 50.75% at provincial standard</li> <li>• 67% at or above provincial standard</li> <li>• 33% below provincial standard</li> </ul> </li> </ul> </li> <li>• PAT 2019 - 2020             <ul style="list-style-type: none"> <li>Grade 6                 <ul style="list-style-type: none"> <li>Alberta Average                     <ul style="list-style-type: none"> <li>• Gr 6 ELA - Acceptable Standard 83.2%</li> <li>• Gr 6 ELA - Standard of Excellence 17.8%</li> <li>• Gr 6 Math - Acceptable Standard 72.5%</li> <li>• Gr 6 Math - Standard of Excellence 15%</li> </ul> </li> <li>Blyth Academy Results                     <ul style="list-style-type: none"> <li>• Gr 6 ELA - Acceptable Standard 90.9%</li> </ul> </li> </ul> </li> </ul> </li> </ul>



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Level 3.5 - 0%	Level 3.5 - 8%																																																																	
Level 4 - 56%	Level 4 - 48%																																																																	
ELA 30-1: (19 sts)	Math 30-1: (16 sts)																																																																	
0% - 25% = 0%	0% - 25% = 0%																																																																	
26% - 50% = 0%	26% - 50% = 0%																																																																	
51% - 75% = 11%	51% - 75% = 25%																																																																	
76% - 100% = 89%	76% - 100% = 75%																																																																	
ELA 30-2 (2 Sts)	Math 31: (11 sts)																																																																	
0% - 25% = 0%	0% - 25% = 0%																																																																	
26% - 50% = 0%	26% - 50% = 0%																																																																	
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76% - 100% = 0%	76% - 100% = 91%																																																																	
<p>Stakeholder Feedback</p>	<ul style="list-style-type: none"> <li>Teachers overwhelmingly express gaps in learning due to COVID-19 and are concerned that students will perform poorly.</li> <li>Parents have expressed to administration that Math and ELA need to be a priority.</li> <li>Teachers have expressed to administration that a more consistent approach is needed to prepare students for exams.</li> <li>Parents and teachers have overwhelmingly expressed the need for a fulltime Resource Teacher. 53% of teachers feel that students have appropriate access to supports and services as evident in the Alberta student/teacher surveys.</li> <li>Teachers and administration have identified that the school needs to invest in more literacy and numeracy resources.</li> <li>Students have expressed concern about not feeling prepared for exams. Especially since the beginning of the pandemic.</li> <li>Lead teachers expressed the need for a fulltime Elementary School Leader moving forward.</li> </ul>																																																																	
<p>Strategies</p>	<ul style="list-style-type: none"> <li>Data Analysis Committee will analyze most recent provincial assessments in Math and ELA. They will develop an action plan and presentation for staff and parents.</li> <li>Leadership Team will work with grade level and/or divisional groups to determine essential learnings required to teach that link directly to math and ELA provincial assessments.</li> <li>Resource Teacher will work with struggling learners; support teachers; and recommend resources.</li> <li>Teachers will revise their long-range plans and course outlines to ensure the essential learnings for provincial assessments are included.</li> <li>Teachers will develop and administer SLA, PAT and Diploma mock tests/assessments for each grade.</li> <li>Resource Teacher will support teachers in developing updating and implementing student accommodations and IPP's.</li> <li>School will purchase or renew recommended Math and ELA resources to support curriculum implementation and/or struggling learners (Exam Bank, IXL, Writer's Workshop).</li> </ul>																																																																	

	<ul style="list-style-type: none"> <li>• School will develop internal standards of achievement tracking programs to track assessment data.</li> <li>• Parents will attend provincial achievement information sessions.</li> <li>• Parents will support their children in ELA and Math ensuring they complete homework and prepare for class.</li> </ul>
<p>Measures to Determine Success</p>	<p><b>Provincials Measures:</b></p> <ul style="list-style-type: none"> <li>• SLA's (in 2022-2023)             <ul style="list-style-type: none"> <li>• 80% or more of students achieve the acceptable standard.</li> <li>• 20% or more of students achieve the standard of excellence.</li> </ul> </li> <li>• PAT's (in 2021-2022)             <ul style="list-style-type: none"> <li>• 80% or more of students achieve the acceptable standard.</li> <li>• 20% or more of students achieve the standard of excellence.</li> </ul> </li> <li>• Diploma Exams (in 2021-2022)             <ul style="list-style-type: none"> <li>• 80% or more of students achieve the acceptable standard</li> <li>• 20% or more of students achieve the standard of excellence</li> </ul> </li> </ul> <p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>• Surveys will reflect the confidence of teachers, parents and students when asked about their feelings around exams and assessments.</li> <li>• Report card results and internal assessment results will reflect an improvement of the overall averages for Math and ELA in all grades.</li> </ul>
<p>Plan for Implementation</p>	<ul style="list-style-type: none"> <li>• May 2021 – Administration will hire an Elementary School Lead, Humanities and Math/Science Department Heads (Grades 7-12), and a fulltime Resource Teacher.</li> <li>• June 2021 – Administration will plan provincial assessments (SLA, PAT, Diplomas) PD sessions for Department Heads and Elementary Lead for August Orientation.</li> <li>• August 2021 – Form a Data Analysis Committee led by Deputy Head, Daryl Thomas.</li> <li>• August 2021 - Purchase or renew online resources and acquire new resources for ELA and Math as suggested by Department Heads.</li> <li>• August 2021 – PD and training sessions on provincial assessment during Teacher orientation for Data Analysis Committee. Understanding to be reflected in planning.</li> <li>• September 2021 – Form a Literacy and Numeracy Committee who will meet monthly.</li> <li>• September 2021 through March 2022 – Monthly committee meetings to develop K-11 common school (internal) assessments in ELA and Math.</li> <li>• January 2022 – Administer parent sessions on ELA and Math.</li> <li>• May-June 2022 – Teachers administer common internal school assessments.</li> <li>• June 2022 – Data Analysis Committee analyze the results of the internal assessments for K-11.</li> </ul>
<p>Additional Information and/or Considerations</p>	<ul style="list-style-type: none"> <li>• 2 Years with no PAT's and only one student writing diplomas due to COVID-19.</li> <li>• Gaps in learning anticipated due to COVID-19.</li> <li>• 78% teacher turnover in 2020-2021, 22% in 2021-2022.</li> <li>• Currently, Blyth Academy has a more detailed Education Plan outlining our goals and previous results analysis.</li> </ul>



	<ul style="list-style-type: none"><li>• Staffing budget has been increased to accommodate the new leadership positions and a fulltime Resource Teacher.</li><li>• Administration, Department Heads, and Elementary School Lead will be responsible for leading and implementing strategies.</li></ul>
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Outcome Two:	
Teachers’ assessment and evaluation practices align with Alberta Provincial Standards, and recommended best practices, in all grades and courses.	
(Domain One: Student Growth and Achievement, Domain Two: Teaching and Leading, Domain Three: Learning Supports, Domain Four: Governance)	
Data Analysis	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>Teachers are expected to demonstrate consistently that they understand the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. They know how to analyze the results of classroom and large-scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students (Teaching Quality Standard Ministerial Order).</li> <li>Researchers have identified at least three main issues as barriers to student assessment being perceived as a positive educational endeavor: (1) teachers’ weak understanding of fair assessment practices, (2) teachers’ perceptions of external accountability initiatives, and (3) the impact of inappropriate assessment of at-risk students. These issues may contribute to prevailing negative perceptions of student assessment. Much research suggests that, generally, teachers are not proficient in assessment practice (Smith 1986; Perkins 1992; Black and Wiliam 1998; Stiggins 2002; Black et al. 2003; Earl 2003; Guskey 2004; Stiggins et al. 2004; Burke 2005; Popham 2005). <i>The Educational Forum, 75: 192–209, 2011 Copyright © Kappa Delta Pi ISSN: 0013-1725 print/1938-8098 online DOI: 10.1080/00131725.2011.576803</i></li> <li>Further, assessment historically has been missing from principal preparation programs (Stiggins 1993; Popham 2001; Stiggins and Duke 2008). Although teachers have a range of resources and professional development opportunities, often teachers’ poor assessment practices prevail, such as carrying out unfocussed curriculum and assessment planning and viewing assessment as an “add-on” purely for grading purposes. Further, planning is governed by the use of habitual or comfortable methods using hastily prepared tests that are not directly linked to the curriculum. <i>The Educational Forum, 75: 192–209, 2011 Copyright © Kappa Delta Pi ISSN: 0013-1725 print/1938-8098 online DOI: 10.1080/00131725.2011.576803</i></li> </ul> <p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>Parents expressed concerns about assessment practices not being consistent.</li> <li>Divisional leads have raised concerns about assessment practices not reflecting Alberta standards.</li> <li>Teachers have raised concerns about the need for further professional development around assessment practice and roll out.</li> <li>54% of our teachers have 0 to 5 years of teaching experience.</li> <li>This year we had a 78% turn over in teaching staff.</li> <li>Administration recognizes that due to COVID-19 and frequent requirements to switch from fully online to blended throughout the past two years, inconsistencies in our schoolwide assessment practices are evident.</li> <li>Administration has concerns regarding the discrepancy between school submitted marks and diploma marks.</li> </ul>

<p>Stakeholder Feedback</p>	<ul style="list-style-type: none"> <li>• Teachers express that they struggled to create comparable assessments that align with Alberta provincial achievement tests.</li> <li>• Student anxiety about not feeling prepared for final exams and diploma exams.</li> <li>• Parents have expressed through Town Hall meeting, emails, and parent survey that they would like to see more focus on Math and ELA.</li> </ul>
<p>Strategies</p>	<ul style="list-style-type: none"> <li>• The leadership team will review the school’s Assessment and Evaluation Policy.</li> <li>• Teachers will attend PD sessions on current best practices for assessment and evaluation recommended from Alberta Education.</li> <li>• Grades SK-9 teachers will establish end of grade benchmarks for ELA and Math.</li> <li>• Elementary (SK-6) teachers will be trained in using the Fountas and Pinnel Benchmark Assessment kit.</li> <li>• Junior and Senior High Humanities and Math/Science departments will develop school common assessments.</li> <li>• Administration will create a comprehensive system to collect and save external and internal assessment data.</li> <li>• The school will track internal assessment in all grades.</li> <li>• Parents will track their own child’s internal assessment marks through the PowerSchool Parent Portal.</li> <li>• The Data Analysis Committee will analyze external and internal student assessment data and create a report.</li> <li>• Parents will be encouraged to be more actively engaged in student’s assessments.</li> <li>• K-6 teachers will complete literacy and numeracy portfolios for each student.</li> <li>• All teachers will complete a yearly assessment and evaluation plan.</li> </ul>
<p>Measures to Determine Success</p>	<p><b>Provincial Measures:</b></p> <ul style="list-style-type: none"> <li>• The percentage of students in grade 3, and both grades 6 and 9 attaining the acceptable standard on the reading elements of the English Language Arts SLA and PAT.</li> <li>• The percentage of parents indicating satisfaction with the quality of education as measured by the School/Parent survey.</li> </ul> <p><b>Local Measures:</b></p> <ul style="list-style-type: none"> <li>• In school marks will more closely match provincial exam marks.</li> <li>• Formal and informal teacher observations reflect better formative and summative assessment and evaluation practices.</li> <li>• Teachers have assessment and evaluation as one of their goals for Individual Professional Growth plans.</li> <li>• Teacher survey results indicate that teachers are using a wider range assessment practice.</li> <li>• The school has an established data collection tool.</li> <li>• School has a developed method of assessing benchmarks at all grades for ELA and Math.</li> </ul>
<p>Plan for Implementation</p>	<ul style="list-style-type: none"> <li>• June 2021 - Assessment and Evaluation Policy review.</li> <li>• June 2021 - Department Heads and Elementary School Lead begin planning PD sessions for assessment and evaluation for 2021-2022 school year.</li> <li>• June 2021 - PowerSchool purchase and training for data collection.</li> <li>• August 2021 - Teachers attend PD session during Orientation week on assessment and evaluation.</li> <li>• September 2021- Parents will be introduced to PowerSchool Parent Portal through written instructions, virtual and in person meetings.</li> </ul>



	<ul style="list-style-type: none"> <li>• September 2021 - Elementary School Lead (Carol Manning) will facilitate PD sessions on using the Fountas and Pinnel Benchmark. Assessment kit for grades K-6. Further follow-up sessions as needed throughout the year.</li> <li>• September, November, January, March, and May of 2021-2022 school year - Teachers attend assessment and evaluation PD sessions as part of the weekly PD sessions held at Blyth Academy on Tuesday afternoons.</li> <li>• September 2021 through March 2022 - Elementary Lead and Department Heads will work with groups of teachers to establish end of grade benchmarks for ELA and Math.</li> <li>• September 2021 through March 2022 - Data Analysis Committee will host regular work meetings to develop school common assessments for all grades. Release time will be given as needed.</li> <li>• October 2021 – Teachers will be provided will assessment and evaluation plan template and training.</li> <li>• October 2021 through June 2022 - Administration collects and organizes all internal and external data in data binder and electronic file.</li> <li>• November 2021 - Carol and Celena to facilitate a session on literacy/numeracy portfolios for K-6 teachers.</li> <li>• November, January, March and June 2021-2022 - The Data Analysis Committee will analyze and report on the internal assessment for all grades.</li> <li>• June 2022 – K-6 teachers complete the student literacy/numeracy portfolios.</li> </ul>
<p>Additional Information and/or Considerations</p>	<ul style="list-style-type: none"> <li>• The leadership structure is shifting from divisional academic leads to subject focused department heads for grades 7-12.</li> <li>• This is our first year accessing the data collection features on PowerSchool</li> <li>• Due to COVID-19, it has been difficult to maintain the integrity of overall student assessments.</li> <li>• Administration, Department Heads, and Elementary School Lead will be responsible for leading and implementing strategies.</li> </ul>