

3-Year Education Plan 2021-2024

(Last Updated November 2021)

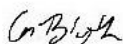
Alberta 
Accredited
International School
Canada 



Accountability Statement

The Education Plan for Blyth Academy commencing August 29th, 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 27th, 2021.



CEO of Blyth Academy in Qatar
Sam Blyth

May 27, 2021

Date

Foundation Statements

Our 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.

Our 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.

Core Values

Inclusive

We will foster an intercultural environment in which all members of our school community feel accepted and supported.

Adaptable

We will respond in a flexible and effective manner to the changing educational environment and diverse needs of our students.

Holistically Healthy

We will commit to empowering our school community to live a balanced life that cultivates the mind, body and spirit.

Respectful

We will nurture an environment that promotes empathy, accountability, understanding, acceptance and integrity.

Global Community

We will develop learners who actively seek ways to make a positive impact within the global community and be future leaders.

Positive

We will cultivate and encourage positive attitudes and optimism for all members of our learning community.

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

Outcome One:	
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>Provincial Measures:</p> <ul style="list-style-type: none"> • Albert Education Assurance Measure Results (Spring 2021) <ul style="list-style-type: none"> ○ 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. ○ 83% of our teachers feel satisfied/ very satisfied with the quality of education at our school. ○ 87% of our teachers feel satisfied/ very satisfied with the quality of teaching at our school ○ 81% of students in grades 7-9 feel that the quality of teaching at our school is good or very good. This is an 11% decrease from the previous year. ○ 83% of students in grades 7-9 feel that the education they are receiving at our school is good to very good. Decrease of 9% from the previous year. ○ It is noted that overall, 86% of students and teachers feel that they are getting a quality education. This is 3% lower than the provincial average. • Grade 3 SLA Results 2021-2022, September 2021 <ul style="list-style-type: none"> English Literacy Results <ul style="list-style-type: none"> ○ 50.75% at provincial standard ○ 70.75% at or above provincial standard ○ 29.25% below provincial standard Numeracy Results <ul style="list-style-type: none"> ○ 50.75% at provincial standard ○ 67% at or above provincial standard ○ 33% below provincial standard • PAT's 2019 - 2020 <ul style="list-style-type: none"> Grade 6 <ul style="list-style-type: none"> Blyth Academy Results <ul style="list-style-type: none"> ○ Gr 6 ELA - Acceptable Standard 90.9% ○ Gr 6 ELA - Standard of Excellence 3% ○ Gr 6 Math - Acceptable Standard 87.9% ○ Gr 6 Math - Standard of Excellence 24.2% Grade 9 <ul style="list-style-type: none"> Blyth Academy Results <ul style="list-style-type: none"> ○ Gr 9 ELA - Acceptable Standard 70% ○ Gr 9 ELA - Standard of Excellence 0% ○ Gr 9 Math - Acceptable Standard 70% ○ Gr 9 Math - Standard of Excellence 15% • Diploma Exams 2019 - 2020 <ul style="list-style-type: none"> ELA <ul style="list-style-type: none"> Blyth Academy Results <ul style="list-style-type: none"> ○ ELA 30-1 - Acceptable Standard 60.9%

	<ul style="list-style-type: none"> ○ ELA 30-1 - Standard of Excellence 0% <p>Math</p> <p>Blyth Academy Results</p> <ul style="list-style-type: none"> ○ Math 30-1 - Acceptable Standard 40% ○ Math 30-1 - Standard of Excellence 25% <p>Local Measures:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ● ELA Report Cards June 2020 Blyth Academy Results <p>Grade 3</p> <table style="width: 100%;"> <tr> <td>ELA:</td> <td>Math:</td> </tr> <tr> <td>Level 1 - 0%</td> <td>Level 1 - 0%</td> </tr> <tr> <td>Level 2 - 6%</td> <td>Level 2 - 3%</td> </tr> <tr> <td>Level 2.5 - 9%</td> <td>Level 2.5 - 0%</td> </tr> <tr> <td>Level 3 - 63%</td> <td>Level 3 - 81%</td> </tr> <tr> <td>Level 3.5 - 6%</td> <td>Level 3.5 - 3%</td> </tr> <tr> <td>Level 4 - 16%</td> <td>Level 4 - 13%</td> </tr> </table> <p>Grade 6</p> <table style="width: 100%;"> <tr> <td>ELA:</td> <td>Math:</td> </tr> <tr> <td>Level 1 - 0%</td> <td>Level 1 - 0%</td> </tr> <tr> <td>Level 2 - 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<p>Stakeholder Feedback</p>	<ul style="list-style-type: none"> • Parents have expressed to administration that Math and ELA need to be a priority. • Teachers have expressed to administration that a more consistent approach is needed to prepare students for exams. • 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. • Teachers and administration have identified that the school needs to invest in more literacy and numeracy resources. • Students have expressed concern about not feeling prepared for exams. Especially since the beginning of the pandemic. • Lead teachers expressed the need for a fulltime Elementary School Leader moving forward.
<p>Strategies</p>	<ul style="list-style-type: none"> • 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. • New Resource Teacher will work with struggling learners; support teachers; and recommend resources for literacy and numeracy. • Teachers will develop and administer SLA, PAT and Diploma mock tests/assessments for each grade. • Parents will attend provincial achievement information sessions to help support and prepare their children for assessments. • Resource teacher, in consultation with teachers, will identify ESL/ELL students using the Alberta Benchmarks and develop programming for them.
<p>Measures to Determine Success</p>	<p>Provincials Measures:</p> <ul style="list-style-type: none"> • SLA's (in 2022-2023) <ul style="list-style-type: none"> ○ 80% or more of students achieve the acceptable standard. ○ 20% or more of students achieve the standard of excellence. • PAT's (in 2021-2022) <ul style="list-style-type: none"> ○ 80% or more of students achieve the acceptable standard. ○ 20% or more of students achieve the standard of excellence. • Diploma Exams (in 2021-2022) <ul style="list-style-type: none"> ○ 80% or more of students achieve the acceptable standard ○ 20% or more of students achieve the standard of excellence <p>Local Measures:</p> <ul style="list-style-type: none"> • Surveys will reflect the confidence of teachers, parents and students when asked about their feelings around exams and assessments. • Report card results and internal assessment results will reflect an improvement of the overall averages for Math and ELA in all grades. • ESL/ELL students will be identified, tracked, and given support. • Student Accommodations have been updated and implemented for struggling learners
<p>Plan for Implementation</p>	<ul style="list-style-type: none"> • May 2021 – Administration will hire an Elementary School Lead, Humanities and Math/Science Department Heads (Grades 7-12), and a fulltime Resource Teacher. • June 2021 – Administration will plan provincial assessments (SLA, PAT, Diplomas) PD sessions for Department Heads and Elementary Lead for August Orientation.



	<ul style="list-style-type: none"> • August 2021 – Form a Data Analysis Committee led by Deputy Head, Daryl Thomas. • August 2021 - Purchase or renew online resources and acquire new resources for ELA and Math as suggested by Department Heads. • August 2021 – PD and training sessions on provincial assessment during Teacher orientation for Data Analysis Committee. Understanding to be reflected in planning. • September 2021 – Form a Literacy and Numeracy Committee who will meet monthly. • September 2021 through March 2022 – Monthly committee meetings to develop K-11 common school (internal) assessments in ELA and Math. • January 2022 – Administer parent sessions on ELA and Math. • May-June 2022 – Teachers administer common internal school assessments. • June 2022 – Data Analysis Committee analyze the results of the internal assessments for K-11.
<p>Additional Information and/or Considerations</p>	<ul style="list-style-type: none"> • 2 Years with no PAT’s or Diploma exams due to COVID-19. • Gaps in learning anticipated due to COVID-19. • 78% teacher turnover in 2020-2021, 22% in 2021-2022. • Staffing budget has been increased to accommodate the new leadership positions and a fulltime Resource Teacher. • Administration, Department Heads, and Elementary School Lead will be responsible for leading and implementing strategies. • Currently, Blyth Academy is also undergoing a thorough and in depth local accreditation process (Qatar National School Accreditation). Many stakeholders are involved in completing a self-study and data (evidence) collection.

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>Provincial Measures:</p> <ul style="list-style-type: none"> • Access to supports and services show that 61.5% overall of students and teachers who agree that students have access to the appropriate supports and services at school. • Diploma exam average results for January and June of the previous 3-year's: <ul style="list-style-type: none"> ○ 60.4% achieving the acceptable standard. ○ 14% achieving the standard of excellence. • Comparison of school submitted internal Marks and Diploma Exams results. There is a significant discrepancy in school awarded marks compared to diploma exam results in 2019 (which is the last Alberta Education Results received). • Education Quality - 86% of teachers and students feel satisfied with the overall quality of basic education. <p>Local Measures:</p> <ul style="list-style-type: none"> • Parents expressed concerns about assessment practices not being consistent. • Divisional leads have raised concerns about assessment practices not reflecting Alberta standards. • Teachers have raised concerns about the need for further professional development around assessment practice and roll out. • 54% of our teachers have 0 to 5 years of teaching experience. • This year we had a 78% turn over in teaching staff. • 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 school wide assessment practices are evident. • Administration has concerns regarding the discrepancy between school submitted marks and diploma marks.
Stakeholder Feedback	<ul style="list-style-type: none"> • Teachers express that they struggled to create comparable assessments that align with Alberta provincial achievement tests. • Student anxiety about not feeling prepared for final exams and diploma exams. • Parents have expressed through Town Hall meeting, emails, and parent survey that they would like to see more focus on Math and ELA.
Strategies	<ul style="list-style-type: none"> • Teachers will attend PD sessions on current best practices for formative and summative assessment practices. • Grades SK-9 teachers will establish end of grade benchmarks and common assessments for ELA and Math. • Elementary (SK-6) teachers will be trained in using the Fountas and Pinnel Benchmark Assessment kit. • The Data Analysis Committee will analyze external and internal student assessment data and create a report for teachers to focus their teaching in areas students are weak in. • All teachers will complete a yearly assessment and evaluation plan to guide their instruction and assessment practices.

	<ul style="list-style-type: none"> Grades 10-12 teachers will administer Diploma Exam style questions for all summative assessments.
<p>Measures to Determine Success</p>	<p>Provincial Measures:</p> <ul style="list-style-type: none"> 85% of students in grade 3, 6, and 9 attain the acceptable standard on the reading elements of the English Language Arts SLA's and PAT's. Internal marks will more closely match PAT results within 15% difference. Internal marks will more closely match Diploma results within 15% difference. Education Quality 2022 AEAM Survey Results continues to be evaluated as strong by stakeholders Access to Supports and Services 2022 AEAM Survey Results, will increase. <p>Local Measures:</p> <ul style="list-style-type: none"> The percentage of parents indicating satisfaction with the quality of education as measured by the School/Parent survey will maintain or increase. Formal and informal teacher observations reflect better formative and summative assessment and evaluation practices. Teachers have assessment and evaluation included as one of their goals for their Individual Professional Growth plans. Teacher survey results indicate that teachers are using a wider range assessment practices. Supports for all students with learning challenges and ESL/ELL learning needs increases. The school has an established student data collection tool. School has a developed method of assessing benchmarks at all grades for ELA and Math. All teachers have developed individual assessment and evaluation plans for every subject and/or course. The school's Assessment & Evaluation Policy has been revised and implemented.
<p>Plan for Implementation</p>	<ul style="list-style-type: none"> June 2021 - Assessment and Evaluation Policy review. June 2021 - Department Heads and Elementary School Lead begin planning PD sessions for assessment and evaluation for 2021-2022 school year. June 2021 - PowerSchool purchase and training for data collection. August 2021 - Teachers attend PD session during Orientation week on assessment and evaluation. September 2021- Parents will be introduced to PowerSchool Parent Portal through written instructions, virtual and in person meetings. 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. 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. 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. 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. October 2021 – Teachers will be provided will assessment and evaluation plan template and training.



	<ul style="list-style-type: none"> • October 2021 through June 2022 - Administration collects and organizes all internal and external data in data binder and electronic file. • November 2021 - Carol and Celena to facilitate a session on literacy/numeracy portfolios for K-6 teachers. • November, January, March and June 2021-2022 - The Data Analysis Committee will analyze and report on the internal assessment for all grades. • June 2022 – K-6 teachers complete the student literacy/numeracy portfolios.
<p>Additional Information and/or Considerations</p>	<ul style="list-style-type: none"> • The leadership structure is shifting from divisional academic leads to subject focused department heads for grades 7-12. • This is our first year accessing the data collection features on PowerSchool • Due to COVID-19, it has been difficult to maintain the integrity of overall student assessments. • Administration, Department Heads, and Elementary School Lead will be responsible for leading and implementing strategies. • Alberta Education currently does not provide our school with Alberta Education Assurance Measures Parent Surveys. Therefore, parent surveys will be developed internally (locally) by the school with the same questions and distributed to parents in the Spring 2022 so as to provide comparative data to student and teacher results.