

BARONS
SCHOOL

Education Plan

Barons School

2021-2022

About Barons School

Barons School is an alternative public school for Low-German Speaking Mennonite students in kindergarten to Grade 6. A multiage philosophy to teaching and learning allows us to teach students according to where they are in the learning process, with students benefiting from two years with the same teacher and being part of a single learning community through combining different ages and grade levels socially and academically. As well, this two year time period supports our belief in the importance of forming strong and caring relationships with students and their families.

The staff at Barons School are committed to creating an environment where each student's uniqueness is respected and the curriculum taught supports the Low-German Speaking Mennonite faith, language, and world views that parents have identified as an important part of their children's education.

Mission:

We are a caring, safe, and collaborative learning community committed to providing students with the necessary skills to become thriving lifelong learners who value their faith, family and community.

Vision:

Empowering all students by providing access to an education that supports and respects their culture, allows for meaningful connections to their community, and develops the skills for learning success.

Data A: Accountability Pillar Summary

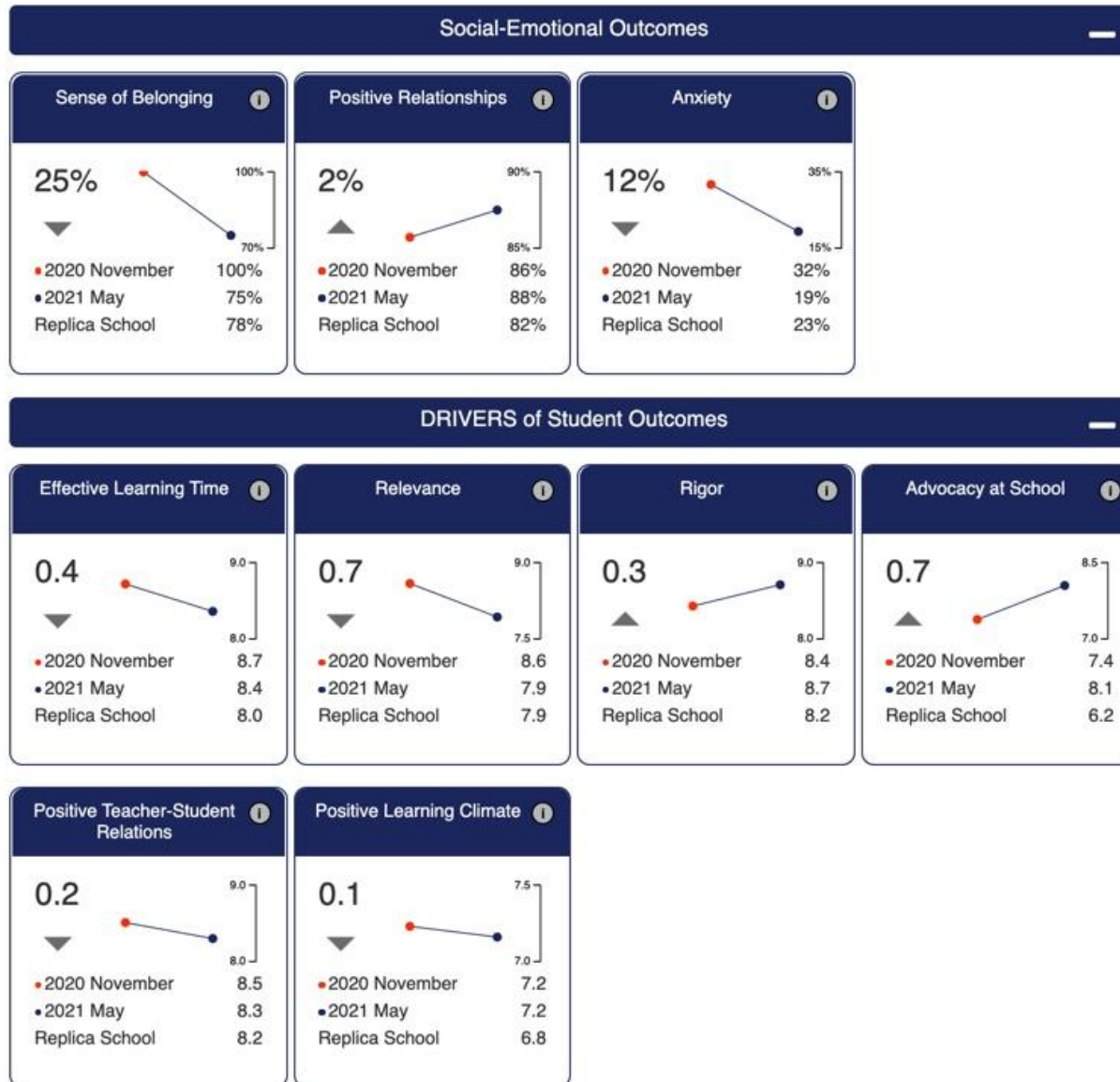
Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Barons 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
Student Growth and Achievement	Student Learning Engagement	85.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.0	81.0	86.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	49.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.2	92.4	95.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.0	80.9	90.0	79.5	81.8	81.4	n/a	n/a	n/a

In comparison to the current provincial average, in measured areas our data is similar or higher than that average.

When compared to school data from previous years, the results for opportunities for parental involvement have decreased, however, still remain above the provincial norm.

Data B: Accountability Pillar Summary



Our mean results are comparable to the norms of replica schools. Students felt accepted and valued by their peers and by others at their school. Although there was a decrease in “...*feeling accepted and valued by peers and others at the school*”, there was an increased sense of having friends that were trustworthy and encouraged them to make positive choices. Students who have “...*intense feelings of fear, intense anxiety, or worry about particular events or social situations*”, decreased during the span of the year. Student satisfaction with two drivers of instruction, *effective learning time and relevance of instruction*, fell marginally. However, our results were still on par with those of replica schools. Students found classroom instruction to be well-organized, with a clear purpose, and felt they received immediate and appropriate feedback that helped them learn. They also felt they had someone at school who consistently provided encouragement and could be turned to for advice. Although there were slight decreases, most students felt that the staff emphasized academic skills and held high expectations for success.

GOAL 1

Jurisdiction Goal: Literacy

Palliser School Divisions' focus on literacy is to increase opportunities for students to engage in literacy learning that allows for student choice, authenticity, and shared literacy experiences.

School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategy worked
Students will show growth in literacy skills	<i>Teachers analyze student data to determine instruction practices and evaluate student growth</i>	<i>Teachers will complete Fountas & Pinnell benchmark testing in the fall and use formative and summative testing strategies moving forward</i>	
		<i>Report card grades will be graphed after each reporting period. These graphs will be used to begin conversations meant to re-evaluate use of supports and determine resource needs.</i>	
	Foster a love of reading by ensuring an abundance of appropriate resources both inside and outside the classroom	Administration/Librarian will prioritize purchasing books to reduce gaps in materials available. Fountas & Pinnell benchmark data is one measure that will be used to determine literacy resource needs.	
	<i>Focused instructional supervision</i>	<i>Instructional supervision will prioritize observations during language arts instruction. Observations of all subject areas will also include noting cross-curricular opportunities where literacy strategies were/were not used.</i>	
	Teachers will work collaboratively to plan for cross- curricular application of literacy concepts and skills	Viewing educational assistants as team supports, teachers will use built-in collaborative time to determine commonalities in student support needs, and adjust EA assignments to assist in meeting those needs.	

	<i>Increased student use of technology to enhance the learning and application of literacy skills</i>	<i>Students will learn to use tools, like Chromebooks and C-pens, to access programs for learning and practicing literacy skills.</i>	
	Teachers will have approx 3 hours of collaborative planning every 3 weeks. Planning will focus on Assessment, Universal interventions, Targeted supports	Collaborative planning team notes	
	<i>Language Arts programs will continue to build upon and incorporate reader's workshop, writer's workshop and word work for targeted skill development</i>	<i>ESL benchmarks, F&P, Observations,/Instructional Supervision</i>	

GOAL 2

Jurisdiction Goal: Numeracy

Palliser School Divisions' focus on numeracy is to increase the understanding of numeracy across subjects, contexts, and strategies to increase student confidence and success.

School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategy worked
Students will show growth in their numeracy skills.	Teachers will work collaboratively to plan for cross-curricular application of numeracy concepts and skills.	Anecdotal: Viewing educational assistants as team supports, teachers will use built-in collaborative time to determine commonalities in student support needs, and adjust EA assignments to assist in meeting those needs.	
	<i>Increased student use of technology to enhance the learning and application of numeracy skills.</i>	<i>Anecdotal: Students will learn to use tools, like Chromebooks, to access programs for learning and practicing numeracy skills.</i>	
	Formative assessment strategies will be the foundation for informing differentiated numeracy instruction.	Instructional supervision will focus on formative assessment and differentiation practices. Anecdotal: Staff requests for resources that will help students increase math understanding will be considered.	
	<i>We will use strategies from the book Mathematizing Your School: Creating a Culture for Math Success by Janet Nuzzie and Nicki Newton, as well as resources from Math Before Bedtime to make excitement about math part of our school culture.</i>	Math will be visible and interacted with throughout the school.	
	Cross-grade use of resources and materials common to Nicki Newton/Guided math.	<i>There will be a common use and understanding of math "language".</i>	
	<i>Learning outdoors using Outdoors Walking Curriculum</i>		

	Embed numeracy skills in all facets of daily school life	MIPI CSL Benchmarks	
	<i>Use data from the MIPI and CSL Math Benchmarks to identify students who need interventions in various areas of math. Collaborative planning time will be used to identify gaps and team plan accordingly</i>	Anecdotal Collaborative Team Meeting records	

GOAL 3

Jurisdiction Goal: Wellness

Palliser School Division will be intentional in the implementation of a student wellness framework and has placed a system priority on mental health.

School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategy worked
Students will show growth in their skills as independent problem-solvers, self-advocating learners, and individuals who are able to appreciate differences in others.	Prioritize staff/student understanding, awareness and use of universal supports for learning	Anecdotal reporting of increased use, and request for visuals, sensory resources, and adaptive tools. Alberta Assurance Survey and OurSchool Survey results will give baseline data regarding the extent to which student academic and wellness needs are being met	
	School-wide adoption of Second Step program to address problem solving, emotional understanding and empathy	Anecdotal reporting of student strategy use. Spring OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept	
	School wellness plan that focuses on nutrition and social/emotional health	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept Accountability Pillars	
	Provide leadership opportunities for students to allow them to build self-efficacy	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept Accountability Pillars	
	Provide opportunities for students to engage in a variety of daily physical activities ie. intramurals - soccer, floor hockey, dodgeball, volleyball	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept	

		Accountability Pillars	
	Universal programming through Making Connections relating to friendship, mental health, physical health	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept Accountability Pillars	
	Supply classrooms with equipment to encourage more active play during break times	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept Accountability Pillars	
	Multiage philosophy will allow for collaborative teams, broader peer groups, increased leadership opportunities, more effective student/teacher/parent relationships	OurSchool survey results will show an increased favourable attitude towards learning, school, and self-concept Accountability Pillars anecdotal information from students/parents/teachers	

Trends and Issues

The Covid-19 pandemic has had a significant effect on our Low-German Speaking Mennonite community. Differing understandings of Covid-19 and the related changes that have occurred in school operations have resulted in families moving to be closer to relatives in other countries, and exploring other ways to have their children educated. The choice of alternate forms of education has also occurred because of the increased financial burdens affecting families in the Barons School community: needing to isolate impacts a parent's ability to work. Our staff understand that establishing trusting relationships with our learning community is at the core of maintaining the support of our community. Our new mission and vision statements reflect our commitment to achieving this end.

Instruction:

Our grades one through six classrooms are structured with a multiage philosophy in mind. A multiage class is made by purposefully placing students together, with differences in age and skills. As a result, we have two grade $\frac{1}{2}$, two grade $\frac{3}{4}$ and two grade $\frac{5}{6}$ classrooms. Teachers at Barons School help students learn according to the skills they have rather than by their age. Planning for instruction is done with the common understanding and belief that same-age students are not always ready to learn the same things at the same time and that the time it takes to learn different concepts is different for each child. This structure has made it possible to establish teaching teams and embedded collaborative planning times. This has positively impacted instruction in a number of ways:

- the support of a partner teacher has provided more continuity of instruction when there are substitute teachers
- teachers are more confident in taking risks and using strategies that may not be part of their established instructional repertoire. An increase in classrooms learning outdoors is one example of this.
- collaboration has increased opportunities for teachers to share their strengths and expertise
- both students and their parents have disclosed (anecdotal) that being with the same teacher for two years has decreased beginning of year anxiety
- teachers have reported increased student leadership within their classrooms

It is our belief that as restrictions ebb, opportunities for cross-curricular planning and targeted instructional/intervention practices between classrooms will increase.

Technology Integration

Prior to 2021, there was only one student who regularly used Chromebooks as a learning tool. This year, that number is 52. Staff are committed to honoring our mission of having the highest respect for the faith and values of each family so ensure that instruction is inclusive in that lessons are planned in a way that computer use is a strategy and course content is accessible both with and without that particular tool.

Data Collection:

Last year was the first for students completing the OurSchool survey. Student voice supported our belief that there is a need to have a school-wide social-emotional learning program that will help us to build a more positive and inclusive school culture. This year we are implementing the Second Steps program. Through this, our students are learning about perspective taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships.

Celebrations



**Community
Connections**



**More Ways to
Play**



**Nutritower &
Aquaponic
Systems**



**Nutrition
Program**



**Outdoor
Learning**



**Technology
Integration**



Community Connections: During the 2020-2021 school year our students engaged in Random Acts of Kindness in the village of Barons. They had a blast raking leaves and collecting garbage. As a result of their efforts, the school received a certificate of appreciation from the town council as well as a treat for each child. In June, the village fire department joined us to celebrate “Water Day”!

Nutritower and Aquaponic Systems: These provided opportunities for in-house, hands-on learning in areas of the science curriculum.

Nutrition Program: In addition to providing students with daily balanced and healthy eating choices, we were also able to assist individual families who were in need of grocery support. Teachers are having daily discussions about healthy food choices. Not being able to bring treats from home for occasions like birthdays led to providing cooking lessons with select students. This, in turn, had led to staff discussions on how to integrate lifeskills options in Individualized Program Plans.

Outdoor Learning: Teachers at Barons School have increasingly gained an appreciation for, and understanding of, the benefits of learning outdoors. Especially meaningful are the many benefits to a person’s overall well-being: stress reduction, improved focus, a positive alternative for those who may not excel in a traditional classroom setting, and increased motivation, self-efficacy and confidence.