



St. Paul Education

Ashmont School Education Plan 2021-2022 to 2024-2025

May 30, 2021





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ACCOUNTABILITY STATEMENT:

The Education Plan for The St. Paul School Division commencing September 2021 was prepared by administration in collaboration with the Board of Trustees 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 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 Education Plan for 2021-2022 to 2024-2025 on May 12, 2021.

Heather Starosielski
Board Chair

MISSION STATEMENT:

At Ashmont School, we believe in holistic education that encompasses the physical, emotional, mental, and spiritual aspects of self. Our mission is to create an environment that enables all students to work toward achievement and to build quality relationships. We commit to a comprehensive system of support to promote student success.

VISION:

We envision a unified school and community where everyone grows academically, socially, and morally.

VALUES:

Because students are the core of our school we value:

- Respect and we will nurture honesty, integrity, respect, and empathy in our school community.
- Collaboration and we will work together to create a positive learning environment that fosters academic achievement and development of the individual gifts we are given.
- Numeracy and Literacy and we will encourage the mastery of student literacy and numeracy strategies and skills.
- Balanced Healthy Lifestyle and we will promote the pursuit of excellence in the arts, athletics, technological competencies and life skills.



-
- Safe and Caring Environment and we will ensure every student is educated in an emotionally supportive and physically safe environment.
 - Home - School Relations and we will encourage parental involvement to strengthen the partnership between school and community.
 - Differentiation and we will recognize that each student has individual learning needs and use a variety of strategies to address those needs.
 - Diligence and we will encourage students to become creative and critical thinkers who work hard and steadily in the pursuit of their goals and dreams.

DIVISION GOALS:

- 1) Improving student achievement
- 2) Building quality relationships



CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:

Ashmont School is located in the hamlet of Ashmont, Alberta (approximately 200 kilometers northeast of Edmonton) and is under the jurisdiction of the St. Paul School Division. It serves the rural County of St. Paul, Saddle Lake and Whitefish (Goodfish Lake) First Nation Reserves.

The school serves approximately 576 students from Kindergarten to Grade 12. There is a certified staff of 38 FTE and 46 FTE support staff (EA, Admin. Assistants, FSLW, Success Coach, Custodial, Kitchen)

Due to the rural nature of Ashmont's school setting, approximately 91% of the students that attend our school require bussing services. The St. Paul School Division provides bussing services for provincial students, while various independent contractors provide bussing services for Aboriginal Affairs and Northern Development students in partnership with individual First Nation Band Councils.

Indigenous Service Canada funds approximately 86% of the student population. These students are from the Saddle Lake and Whitefish Lake, which lie in close proximity to Ashmont School. 96% of students are of declared Aboriginal ancestry and include First Nations, Métis and Inuit heritage.

Total Students – 577

Students attending from Saddle Lake – 328 (57%)

Students attending from Goodfish Lake – 167 (29%)

Students attending from Provincial, Ashmont/County – 82 (14%)

Stakeholder Engagement:

As a school staff we are committed to actively pursue opportunities for parent involvement within our school. Specifically, we will foster community engagement by:

- Promoting parent-council by having parents be able to attend in-person or via Zoom or Google Meet.
- Giving parents the option to attend parent-teacher interviews in person or via Google Meet, Zoom or via phone calls.
- Host our Meet the Staff night once again (should Covid/health related guidelines permit), which was widely attended in 2019-20.
- Have our Cultural Advisor and School Community Liaison Worker work alongside school staff, students, parents and guardians to promote and maintain active communication between the school and community.
- Host a Spring Showcase during Education Week 2022, where students are able to showcase their work, including through a dinner theatre put on by our drama, foods, and other CTS students.



Profile of Division Schools:

| School: | Grade: | Description: |
|--|----------|--|
| Ashmont Community School | K to 12 | Located in Ashmont. Serves 577 students. In addition to regular programming, the school also offers Cree Culture and Language instruction and a variety of CTS courses. |
| Columbus House of Hope Support Program | | Located in St. Paul. This program serves children living in the women and families shelter. |
| École Élémentaire St. Paul Elementary School | K to 5 | Located in St. Paul. This Catholic, dual track school has 447 students. Offers Alternative French and English, Religious Education, and Cree Culture and Language instruction. |
| École Mallaig Community School | K to 12 | Located in Mallaig. Serves 210 students. This Catholic, dual track school offers Alternative French and Religious Education programming. |
| Elk Point Elementary School | K to 6 | Located in Elk Point. Serves 220 students. Offers French as a Second Language in Grades 4-6. |
| Elk Point Outreach School | 7 to 12 | Located in Elk Point. Offers an alternative school experience to youth. |
| F.G. Miller Jr. Sr. High | 7 to 12 | Located in Elk Point. Serves 222 students. |
| Glen Avon School | K to 9 | Located in St. Paul. One of Alberta's two Protestant Separate schools. Serves 485 students. Offers language and cultural instruction in Cree from Grades 4-9 and French as a Second Language from Grades 4-9. |
| Hairy Hill Colony School | K to 10 | Provides schooling to 14 students at the Hairy Hill Hutterite Colony. |
| Heinsburg Community School | K to 12 | Located in Heinsburg. Serves 157 students and offers Cree Culture and Language programming. |
| Myrnam Outreach and Homeschool Centre | K to 12 | This school is run out of the Village of Myrnam's CTEC (Construction and Technology Education Centre) building, located next to New Myrnam School. |
| New Myrnam School | K to 12 | Located in Myrnam. Serves 114 students. |
| Plain Lake Colony School | K to 10 | Provides schooling to 29 students at the Plain Lake Hutterite Colony. |
| Racette School | 6 to 9 | Located in St. Paul. This Catholic school serves 251 students. In addition to basic programming in English, the school offers Alternative French, French as a Second Language, and Cree Culture and Language programs. |
| St. Paul Alternate Education Centre (SPAEC) | 7 to 12 | Housed in St. Paul Regional High School that provides an alternative to parents, students and Division schools. Serves students on a full-time, part-time, or off-site basis. Covers the same curriculum as traditional school settings, but SPAEC tailors the program to meet students' needs. SPAEC programming also includes Outreach programs. |
| St. Paul Regional High School | 10 to 12 | Located in St. Paul. Serves 349 students. Offers Work Experience, RAP, a variety of CTS classes, French as a Second Language, and Cree Culture and Language programs. |
| Two Hills School | K to 12 | Located in Two Hills. Serves 188 students. |
| Two Hills Mennonite School | K to 12 | Located in Two Hills. Serves 494 students. Meets the needs of the Mennonite population around Two Hills. Programming includes daily German instruction. |



Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

Strategies

- using portfolios from K-12 to track student progress and to inform teacher practice. Portfolio assessments include STAR reading test, Fountas & Pinnell diagnostic reading assessments, narrative and expository writing samples and common grade level math assessments.
- implementing a goal-setting program for all students in grades K-12. Students set goals in homerooms every two weeks and meet daily with their “homeroom coach” to discuss their goals and their progress.
- K-6 literacy committee that focuses on:
 - Implementing a school-wide guided reading program.
 - Building a “literacy data wall” to track student progress and growth.
 - Implementing strategies & initiatives identified in our Indigo Love of Reading grant for \$45,000, including developing home reading kits and expanding our guided reading library to include more up to date, relevant reading materials, including more FNMI content.
- Implementing a project-based learning approach to increase student engagement, buy-in and participation.
- Completing daily attendance calls for those students who are absent from school.
- As a school we are diversifying our options/elective courses, including courses more directly related to post-secondary options, to increase student engagement. Newer course offerings include:
 - Graphic design
 - 3D design and printing
 - Forensics
 - Cultural teachings
 - Elder Chronicles (beading, tipi-making, smudging)
 - Drama
 - Mentorship
 - Environmental studies & horticulture
- To address declining scores in math, we will continue using a math specialist (Jackie Ratkovic) to work with elementary teachers on guided math PD, allowing teachers to target and differentiate their instruction to meet the needs of individual students.
- Hiring an in-house career counsellor. Her responsibilities include implementing the My Blueprint program for students in grades 7-12 and assisting school administration in developing and administering our goal-setting program.

Provincial Measures
 -PATs and Diplomas (acceptable and standard of excellence)
 -Academic Engagement
 -Access to Supports and Services
 -3 and 5 year High School Completion results

Local Measures
 -growth in reading
 -feedback-loop surveys* (e.g., pre-schools, counselling, continuum of supports and services, remote digital learning, career counsellors, etc.)
 -Division Satisfaction Survey (once per term)



Required Provincial Measure: Student Learning Engagement

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

| | Ashmont Elementary School | Ashmont Secondary School | St. Paul Education | Province | Our overall score for engagement is below both the division and provincial average. The pandemic has created significant challenges for student learning with students working online from home. Despite this, one initiative we have started in hopes of combating low student engagement across the grades is project based learning. Although online learning has made this challenging, we will continue with this as our focus. |
|---------|---------------------------|--------------------------|--------------------|----------|--|
| Overall | 78.6 | 76.0 | 81.1 | 85.6 | |
| Parent | 64.6 | 76.6 | 82.1 | 89.0 | |
| Student | 76.4 | 75.5 | 70.5 | 71.8 | |
| Teacher | 94.9 | 75.1 | 92.8 | 96.0 | |

Required Provincial Measure: Access to Supports and Services

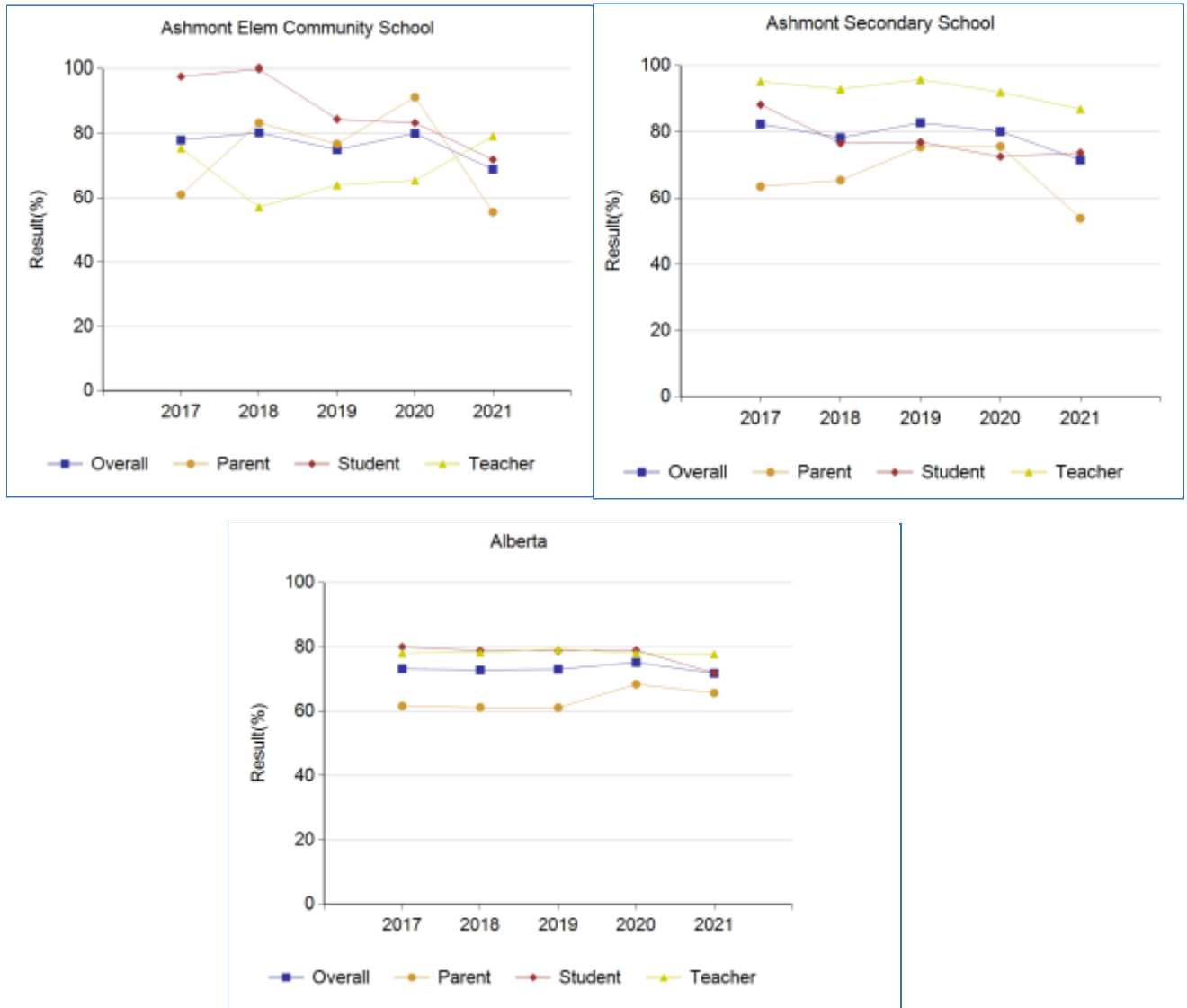
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | Ashmont Elementary School | Ashmont Secondary School | St. Paul Education | Province | Our overall score is within 5% of the provincial overall score. Noting the lower score from the parent survey, we will be looking into how to better provide supports and services to our secondary students to meet their diverse needs. This will be done in unison with our community school liaison worker to reach our parent population in hopes of improving this score. |
|---------|---------------------------|--------------------------|--------------------|----------|---|
| Overall | 80.3 | 79.1 | 80.9 | 82.6 | |
| Parent | 78.9 | 64.6 | 71.8 | 78.9 | |
| Student | 77.7 | 76.0 | 78.9 | 80.2 | |
| Teacher | 84.4 | 96.6 | 92.0 | 88.7 | |



Supplemental Provincial Measure: Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

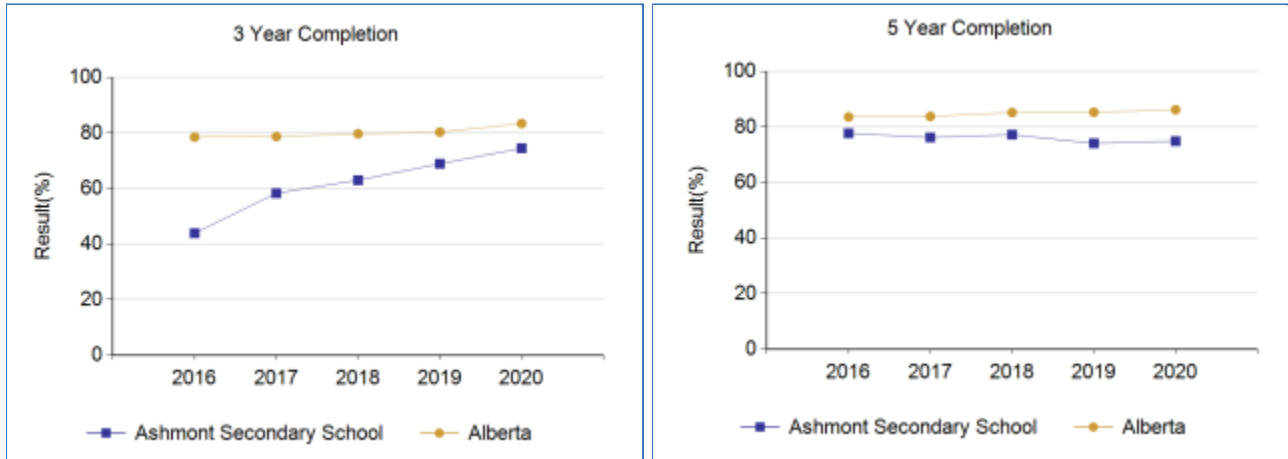


With the declining trend over the past 5 years in all areas pertaining to access to supports and services, we will be ensuring our parents, students, and teachers are aware of the services and supports that are available to our students on a daily basis. Working with our community school liaison worker, we will be increasing the knowledge of these supports within the communities we serve.



Required Provincial Measure: 3 and 5 year High School Completion results

Percentages of students who completed high school within three and five years of entering Grade 10.



Our overall score for the 3-year high school completion rate improved from 68.9% in 2019 to 74.5% in 2020, and received an overall measure evaluation of Good from Alberta Education. Our overall score for the 5-year high school completion rate moved from 74.1% in 2019 to 74.9% in 2020. We will be keeping the various supports that have been put in place over the years to continue improving this upward trend of increasing our completion rate.



Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.

Strategies

- Working with Mr. Clifford Cardinal, our school division’s cultural advisor, who will be providing advice on culturally relevant practices, protocols, ceremony, and land-based learning, assisting in screening culturally relevant materials and assisting with planning Division events. He will also work as a community liaison with his home Nation of Saddle Lake.
- Hiring a community school liaison worker from Goodfish Lake to promote communication and positive relationships between the school and community.
- Continue offering a full-time kindergarten program
- Increase FNMI content and perspectives in our formal and informal curriculum. Specifically, we will:
 - Offer the following new elective courses, in addition to Cree and Aboriginal Studies
 - Cultural teachings
 - Elder Chronicles (beading, tipi-making, smudging)
 - Consult with our cultural advisor and community members when program planning for:
 - Orange Shirt Day
 - Indigenous Peoples Day
 - Have all grade 10 students attend a tour of the former Blue Quills Residential School.
 - Have all students in grade 7 participate in the Blanket Exercise.
- Adopting a project-based learning approach with a focus on implementing FNMI content and perspectives through hands-on learning opportunities.



Local Measures
 -responses from self-identified FNMI students to the open-ended survey question: **What are your plans after completing high school?**
 -*feedback-loop surveys as required



Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

Strategies

- As a school we are diversifying our options/elective courses, including courses more directly related to post-secondary options, to increase student engagement. Newer course offerings include:
 - Graphic design
 - 3D design and printing
 - Forensics
 - Cultural teachings
 - Elder Chronicles (beading, tipi-making, smudging)
 - Drama
 - Mentorship
 - Environmental studies & horticulture
- Provide opportunities for student growth and leadership through a variety of extra-curricular programs, including:
 - Student Council (upper elementary)
 - Students' Union (secondary)
 - Youth Indigenous Leadership Team (secondary)
 - A structured floor hockey program during recesses for students in grades 3-6 who struggle with unstructured recess time outside. This program focuses on developing positive socialization and student leadership.
 - A full complement of school sports teams for students in grades 6 - 12, including archery, golf, cross country running, volleyball, basketball, team handball, badminton, track and field.
- Implementation of a targeted school PD plan that focuses on:
 - Whole-School Focus:
 - ***Trauma-Informed Schools
 - ***Relationships & Positive Mental Health
 - Inquiry/Project-based learning
 - Literacy (guided reading, common reading and writing assessments)
 - Math (developing/refining common math assessments, guided math)

Provincial Measures
-Education Quality

Local Measures
-feedback-loop surveys as required
-Division Satisfaction Survey (once per term)

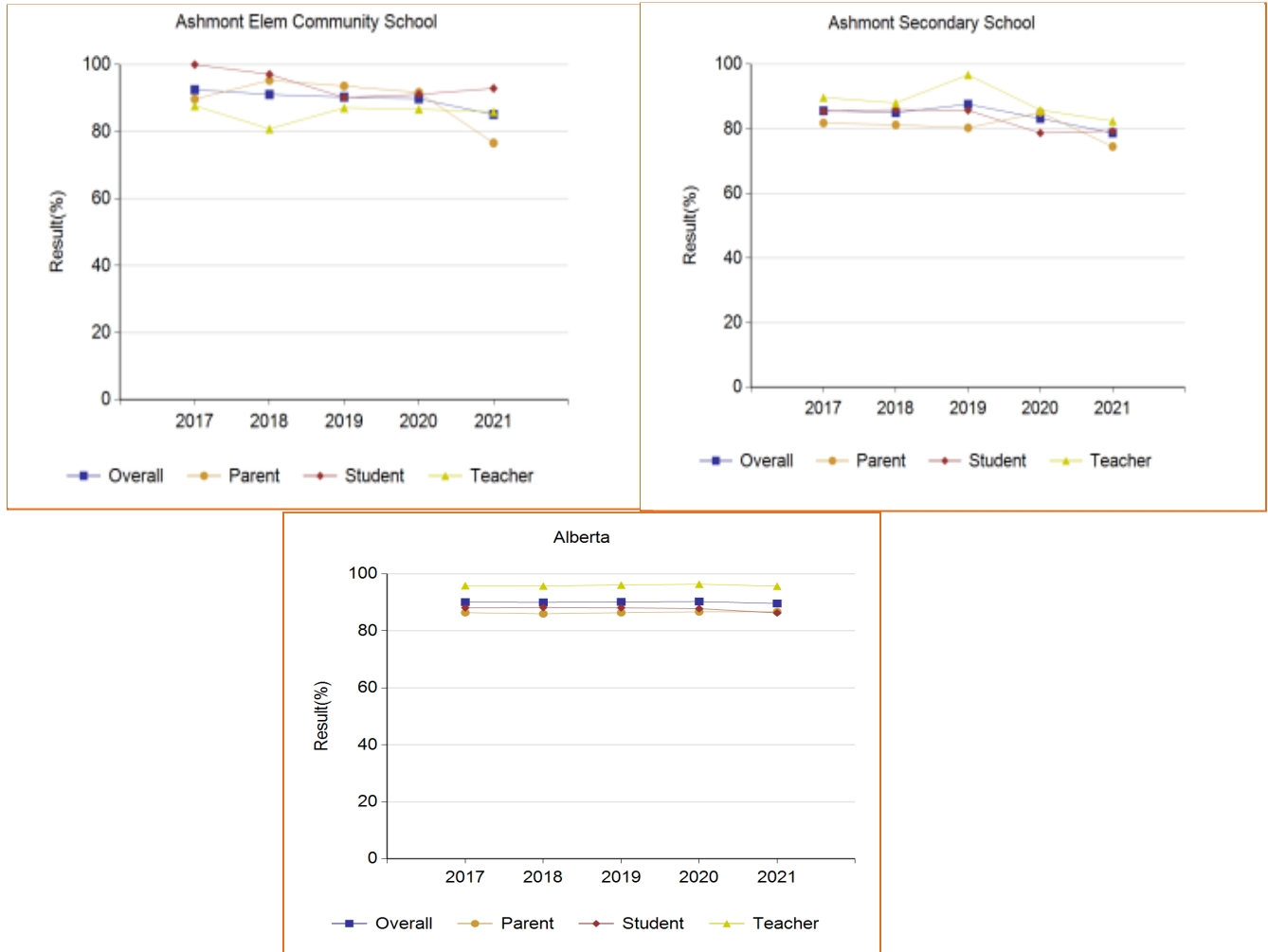


- Assessment Focus:
 - Involving students in classroom assessment
 - Activate students as owners of their learning
- Elementary literacy committee to help implement the guided reading program, and to provide PD training to staff.



Required Provincial Measure: Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.



There has been a slight decrease in the overall score for Education Quality within our school as a whole. Although barriers and challenges related to the pandemic may have affected this score in 2020-21, we are committed to ensuring we provide quality education for our students. This includes continuing to stay up to date with the diverse needs of our students while ensuring teachers participate in professional development in areas that best suit our students.



Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

Strategies

-Continue to actively pursue opportunities for parent involvement within our school in a variety of ways, including:

- Promoting parent-council by having parents be able to attend in-person or via Zoom or Google Meet.
- Giving parents the option to attend parent-teacher interviews in person or via Google Meet, Zoom or via phone calls.
- Host our Meet the Staff night once again (should Covid/health related guidelines permit), which was widely attended in 2019-20.
- Have our Cultural Advisor and School Community Liaison Worker work alongside school staff, students, parents and guardians to promote and maintain active communication between the school and community.
- Host a Spring Showcase during Education Week 2022, where students are able to showcase their work, including through a dinner theatre put on by our drama, foods, and other CTS students.

- Continue to work collaboratively with outside agencies to support student health, well-being and success.



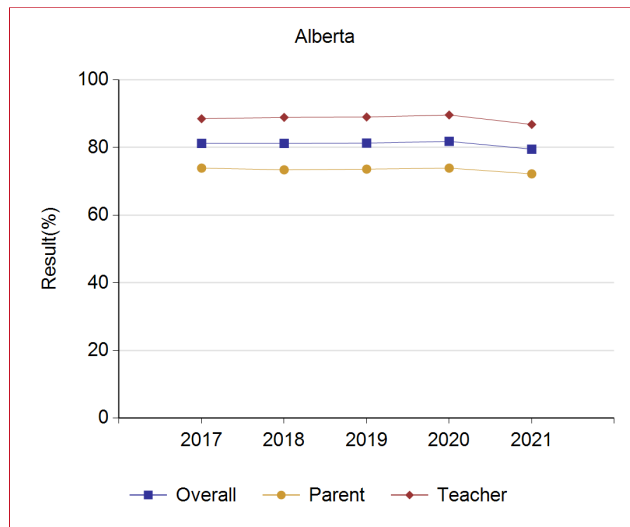
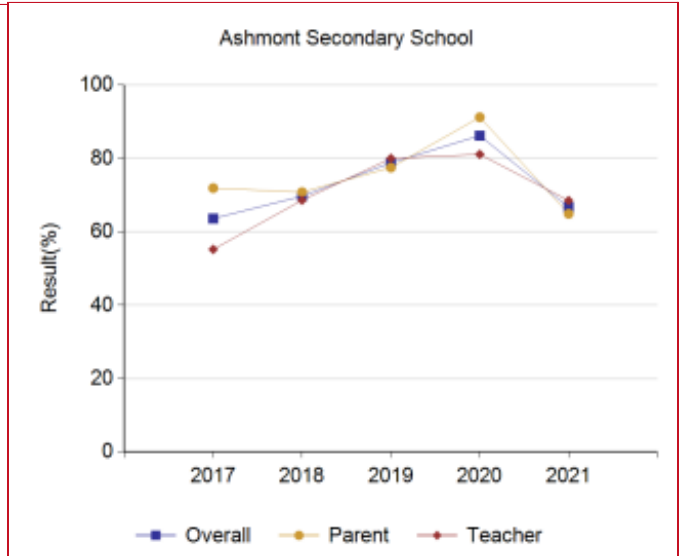
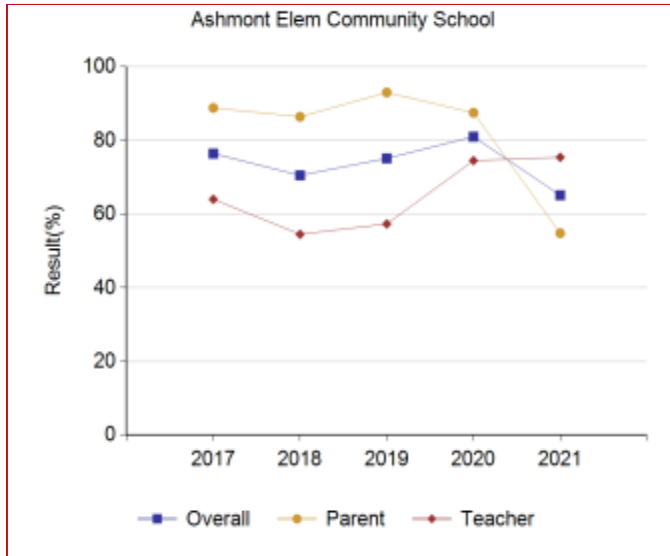
Provincial Measures
-Parental Involvement

Local Measures
-Division Satisfaction Survey (once per term in the fall)
-feedback loop surveys as required
-School Council participation



Required Provincial Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



There has been a significant decrease with the satisfaction of parental involvement. Questions for this measure relate to whether parents and guardians felt they were involved in decisions related to their child's education or school. Although barriers and challenges related to the pandemic may have affected this score in 2020-21, this continues to be a huge area of concern for us. We will be working very closely with both our community school liaison worker and the division cultural advisor in hopes of improving our parental involvement. We hope to do this through increased attendance at our School Council meetings as well as making stronger connections to the communities we serve.



Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

Strategies

- Focused PD throughout the year on trauma informed schools for all staff.
- Continued implementation of the Together We're Better/Success Coach program within our school.
- Implement a goal-setting program within the secondary where small groups of students are tied to one homeroom staff member. That staff member is then responsible for the overall health, well-being and success of their small cohort of students. Each staff member also facilitates goal-setting with their students to promote student accountability, responsibility and success.
- Implement a discipline program based on restorative justice that involves learning circles based on principles from the Circle of Courage.
- Continue to offer various student supports through our FSLW program.

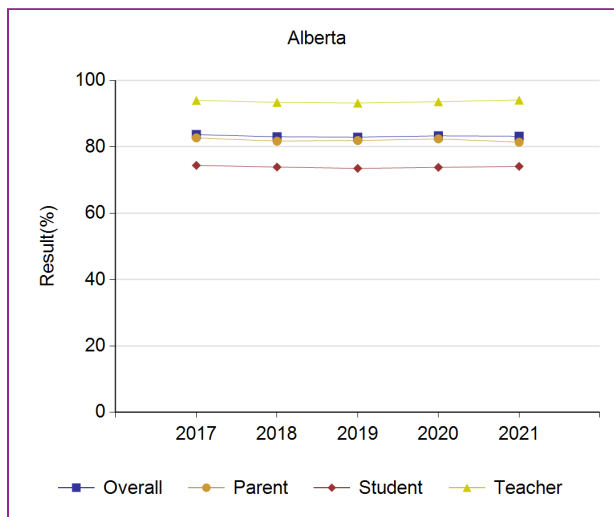
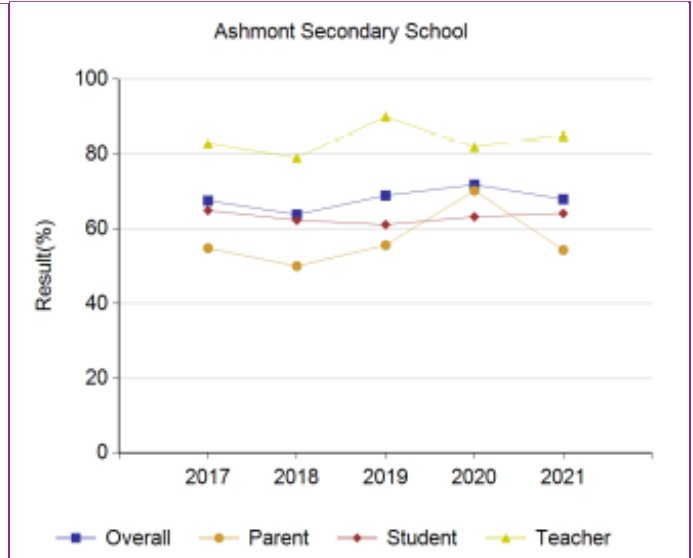
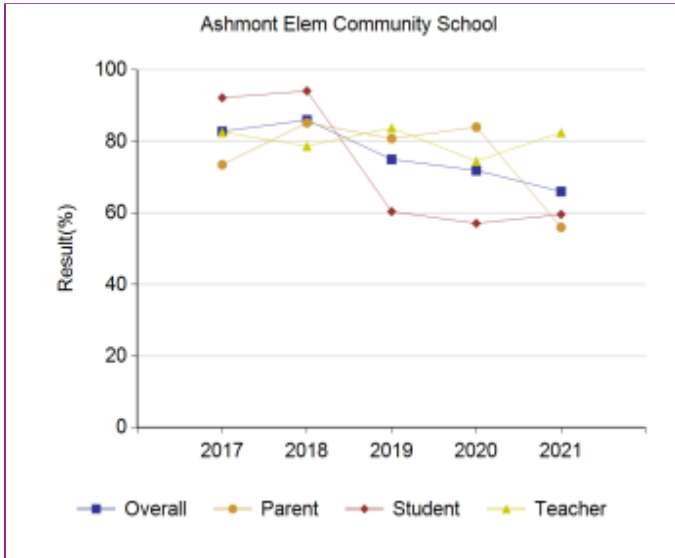
Provincial Measures
 -Citizenship
 -Safe and Caring

Local Measures
 -feedback-loop surveys (e.g., what are the positives in your job?)



Required Provincial Measure: Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



There has been a slight decrease overall in terms of active citizenship with the parent results significantly lower than previous years. Our goal is to improve this by continuing various classes and clubs such as mentorship and student council. We also hope to bring awareness to these within the community for parents to become more aware of things that are happening within the school to promote active citizenship



Required Provincial Measure: Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)

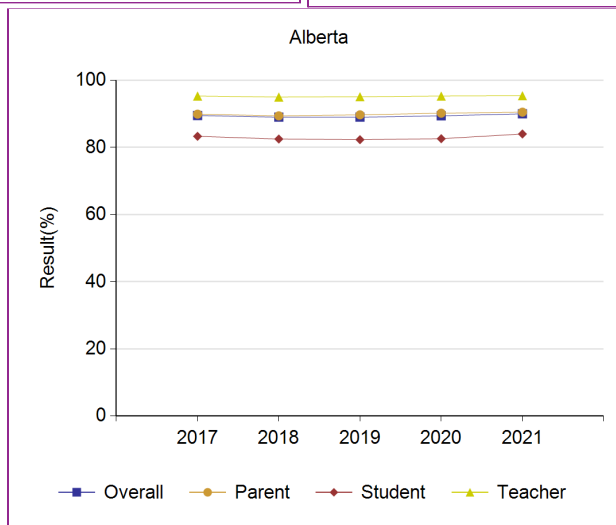
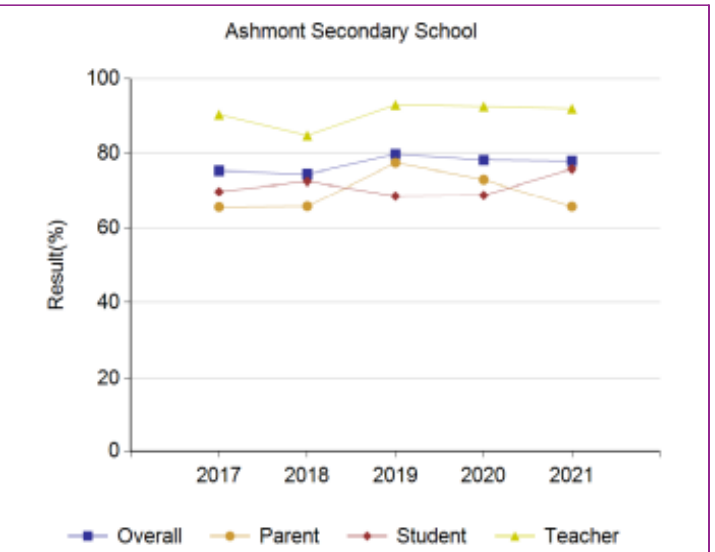
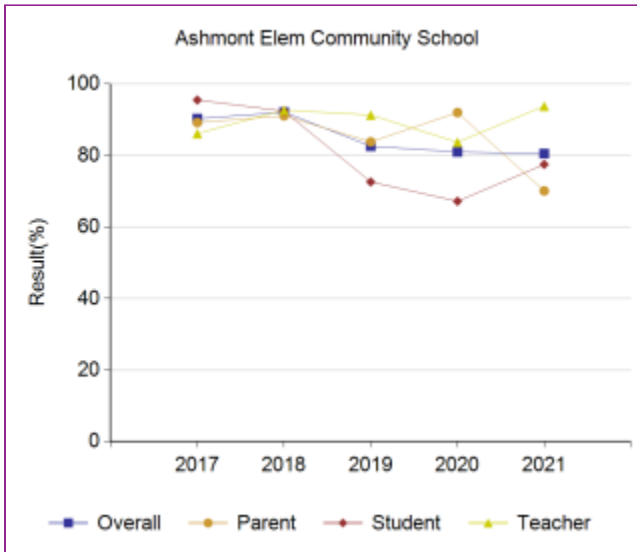
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | Ashmont Elementary School | Ashmont Secondary School | St. Paul Education | Province | |
|---------|---------------------------|--------------------------|--------------------|----------|--|
| Overall | 76.6 | 76.7 | 84.0 | 87.8 | Our results are lower than the division and provincial results. This is an extreme area of concern as we strive to be a safe and welcoming school. In hopes of improving this, we will be working with the various supports across the school (FSLWs, Success Coach, community school liaison worker) to try and identify specific areas of concern and work towards improving these areas for our students. |
| Parent | 66.4 | 66.7 | 80.6 | 88.2 | |
| Student | 69.0 | 69.8 | 76.3 | 79.8 | |
| Teacher | 94.5 | 93.5 | 95.0 | 95.3 | |



Supplemental Provincial Measure: Safe and Caring

The percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.



Although the overall score for Safe and Caring remained relatively consistent for both schools, there was an increase in the satisfaction rate for students yet a substantial decrease for parents. As an admin team, we will work with the community school liaison worker to investigate and hopefully rectify this discrepancy. Our goal is to continue to ensure all students feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. We will strive to improve the way parents view these topics.



SCHOOL-BASED BUDGET:

2020-21 School-Based Budget:

| | |
|-----------------------------|--------------|
| | |
| ECS Budget | \$4,050.00 |
| Instructional Budget | \$284,061.00 |
| School-Based Administration | \$23,828 |
| FNMI Education | \$8,000 |
| Inclusive Education | \$21,000 |
| Meal Program | \$9,995 |
| Nutrition Pilot | \$28,700 |
| Total: | \$379,634 |