



Niton Central School

Small Schools Can Make A Big Difference!

Annual Education Results Report
2019 – 2020

School Continuous Improvement Plan
2020 – 2023

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VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the *School Continuous Improvement Plan*.





Niton Central School Vision and Mission Statements

Vision:

To be a high-performing rural school with student academic, socio-emotional and physical development as its core focus.

Mission:

Students will be engaged thinkers and creative innovators with ethical, global perspectives, well-prepared for the opportunities and challenges of our changing world.

Moto:

Small Schools Can Make A Big Difference!

School Demographics



Niton Central School was opened in September 1952 and located in the hamlet of Niton Junction. It is a rural Jr. K - 9 school 45 kilometers east of Edson, Alberta. There are currently 122 students attending, with a staff of 8 teachers and 4 support staff. The population is rural, with most students being bussed to school every day, although a small number live in the community. The school also provides space for preschool programming: Successful Kids and Families, and Yellowhead County's Parent Link program. In conjunction with Yellowhead County, the school houses the Niton Public Library and the attached outdoor Green Grove Swimming Pool. Yellowhead County continues to upgrade the grounds around the school, this has included an adjacent outdoor skating rink, skateboarding park, playground and public washrooms.

The application of technology in the school is extensive. All students have access to individual digital devices on two different platforms, Apple iPads and Google Chromebooks. Students in Grade 3 and above having the use of Chromebooks. Digital resources are plentiful and form a significant resource base for teaching and learning.

Integration of students with special needs and English Language Learners occurs at all grade levels. Support programming is developed in collaboration with our Learning Support Teacher, classroom teachers and parents.

Principal's Message

Niton Central School is truly a community school. As the core of the Niton community the school is viewed upon with pride. The core belief of school is a strong sense of shared mission, vision, and culture through the creation of a safe, caring, nurturing learning environment with high expectations for participation and opportunities to celebrate and belong.

Getting to know our students well and providing for varying student needs are the core values to what we do. For example, everyday staff meet the students as they enter the school, music is played replacing the last bell and staff wave goodbye to the busses as they leave.

Academically, we offer a range of options featuring our NEW Career and Technology Foundations shop and after school activities. We are also proud to be an official UNESCO/ASPnet school highlighting global citizenship in an inclusive learning environment. In addition, community members and groups are welcomed in the school, enhancing and adding to what our hard working staff already brings.

On PD days, staff meetings and PLC time staff at Niton Central School come together to analyse data from the previous year. Based on the student test scores, G.Y.P.S.D test screens and the Accountability Pillar surveys we will assess and make appropriate changes to improve Literacy and Numeracy instruction. This data and the staff findings then become the focal point to the year's Professional Development and the School Continuous Improvement Plan. This S.C.I.P. is then presented to the School Council, shared with the Division and uploaded to our website. At Niton Central we use a variety of communication strategies including an up-to-date and accessible school website, meaningful teacher pages, Facebook, weekly parent memo emailed to every family, regular teacher communication with their students' parents, and a school administration actively engaged with our eager and active parent groups, in and out of regular meetings.

Although this is my first year at Niton Central I already feel a sense of acceptance in the community. I look forward to contributing to the tradition of world class education that is Niton Central School.



Mr. D. Lorne

Accountability Pillar Report

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.
- Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.
- All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.
- Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
 - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
 - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
 - Survey measure of Parent Involvement.
 - School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
 - Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.

- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. Local & Societal Context

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

Diploma and Provincial Results

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 2015 Niton Central School



Measure Category	Measure	Niton Central 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
Safe and Caring Schools	Safe and Caring	87.6	88.0	87.8	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	66.0	76.0	69.2	82.4	82.2	82.0	Very Low	Maintained	Concern
Student Learning Opportunities	Education Quality	88.6	89.5	87.9	90.3	90.2	90.1	Very Low	Declined	Concern
	Drop Out Rate	0.0	0.0	1.7	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	66.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.4	91.7	76.0	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	84.4	82.4	82.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	75.7	89.0	82.7	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	65.9	71.6	77.3	81.5	81.0	80.9	Low	Declined	Issue

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (3R's and Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards

- a. Very Low (red)
- b. Low (orange)
- c. Intermediate (yellow)
- d. High (green)
- e. Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- a. Declined Significantly (red)
- b. Declined (orange)
- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

School Data STORY

Due to the Covid19 pandemic Provincial Achievement tests were not conducted.

Accountability Pillar, 3R assessment

1. Areas of Strength

i) *Safe and Caring* - The 3 year average of 87.8%, parents, teachers and students feel that NCS is a learning environment that fosters empathy and kindness throughout all aspects of the community. This supportive, collegial and student centered focus has shown some strong academic results. The staff at Niton Central School have developed a culture of always wanting to do more for their students. Staff make a conscious effort to know each of their students and parents. Introductory phone calls followed by 10 week progress phone homes, progress reports and parent/teacher interviews are conducted to keep parents informed and involved. This high level of caring has developed a culture where teachers are continually looking for opportunities to grow professionally offering the best of instructional strategies.

Measure Category	Measure	Niton Current Results	Niton Previous Year Result	Niton Prev. 3 Year Average	Alberta Current Results	Alberta Previous Year Result	Alberta Prev. 3 Year Average	Achievement	Improvement	Overall
Safe and Caring	Safe and Caring	87.6	88.0	87.8	89.4	89.0	89.2	High	Maintained	Good



ii) *Citizenship* - Parents, teachers and students are highly satisfied with the opportunities of active citizenship. Through the implementation of UNESCO/ASPet global understanding and practices students engaged in a series of activities to address the priority issues and problems related to democracy and human rights. They also developed solutions for those problems, transposing their understanding to their own community.

Measure Category	Measure	Niton Current	Niton Previous	Niton Prev. 3	Alberta Current	Alberta Previous	Alberta Prev. 3	Achievement	Improvement	Overall
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		Results	Year Result	Year Average	Results	Year Result	Year Average			
Preparation for lifelong learning	Citizenship	84.4	82.4	82.7	83.3	82.9	83.2	Very High	Maintained	Excellent



iii) *Work Preparation* - Parents, teachers and students are highly satisfied with the attitudes and behaviors that were taught to students that prepared them for future work. Career preparation is taught in our Junior High options which have been enhanced this year with our new C.T.F. shop. We believe that our new shop will only enhance our program offering and better prepare our students.

Measure Category	Measure	Niton Current Results	Niton Previous Year Result	Niton Prev. 3 Year Average	Alberta Current Results	Alberta Previous Year Result	Alberta Prev. 3 Year Average	Achievement	Improvement	Overall
Preparation for lifelong learning	Work Preparation	80.4	91.7	76.0	84.1	83.0	82.7	High	Maintained	Good

iv) Using the G.P.Y.S.D. 3R screening assessment, 71% of grade 4 students showed competency in their ability to retell. 58% of grade 8 students showed competency in their ability to retell and reflect using the 3R screening test.

iv) The 3 yr. average of the Provincial Achievement Test our *Acceptable Standards* is 9.5% higher than the provincial standards for the 3yr average in grade 6 English, Social Studies and Mathematics. Grade 9 Science was also a very high standard.

2. Areas of Improvement

In all courses, a focus remains on improving literacy and numeracy skills. This will be achieved by the integration of literacy and numeracy in all courses and in all grade levels.

In English Language Arts, our students have traditionally struggled with narrative and poetic outcomes, as well as ideas and details. Similarly in Social Studies, students struggled with synthesizing ideas but will be exposed to these types of questions more regularly in lessons and assessments. Teacher's efforts will continue to focus on these areas. Working also with G.Y.P.S.D. Literacy Consultant, Irene Heffel will occur to receive extra support and guidance.

In Mathematics, students had challenges with higher level questions such as with statistics and probability. Vertical alignment meetings will be organized to accommodate teachers from elementary and secondary to discuss ways in which they can improve student achievement in this category. Working with G.Y.P.S.D. Mathematics Consultant, Geri Lowery will occur to receive extra support and guidance.

i) *Program of Studies* - Percentage of parents and students were not satisfied with the broad programming of option offerings.

Strategies for Improvement

- Integrate Art, Drama and Music within core subjects in a more meaningful manner. For example, One Act Plays in Junior High and Thematic units in Elementary.
- Develop a formal teacher mentoring program with release time given to support peer observations.
- Lead-teachers coaching approaches to improving teacher familiarity with curriculum.
- Offer a variety of C.T.F. courses to grade 7-9
- Strengthen our C.T.F. equipment to meet the needs of the individual needs of our students.
- Expose students to career prep. workshops
- Compete in Skills Canada 2020 (Gr. 8 & Gr. 9)
- Invite/visit on an on-going basis Parkland High School to smooth the grade 9 transition to high school.

Measure Category	Measure	Niton Current Results	Niton Previous Year Result	Niton Prev. 3 Year Average	Alberta Current Results	Alberta Previous Year Result	Alberta Prev. 3 Year Average	Achievement	Improvement	Overall
Safe and Caring	Program of Studies	65.0	76.0	69.2	84.2	82.2	82.0	Very Low	Maintained	Concern

ii) 6 of 11 grade 6 students were assessed with a 50% ability to show competency in relating to a story.

Strategies for Improvement

- In class questions during daily read aloud with picture and chapter books.
- Using the 3 R's in questions for novel studies and class discussions.
- Teaching concrete lessons on the 3 Rs. Having more benchmarks throughout the year to help judge progress and development, and to develop our exemplars.
- Develop an inquiry method of teaching and learning for all subjects.

SCHOOL IMPROVEMENT GOALS

Data analysis combined with staff and community consultation has focused us on the following educational needs for Niton Central School:

Staff are committed to a shared vision of quality learning for all students through scaffolded, assessment-rich, differentiated instruction as supported by quality teaching, teacher development and Professional Development.

The **long term Instructional and Operational Goals** for Niton Central School are:

1. Literacy, with a focus on improving student's ability to Retell, Relate and Reflect.
2. Math, with a focus on mental math skills and math computation.
3. To provide a high standard of teaching and learning performance.
4. To set, within teaching programs, realistic and challenging goals for students.
5. To promote the academic, social, emotional, cultural, interpersonal and physical development of each student.
6. To provide engaging learning environments that result in high levels of participation and success.
7. Develop an inquiry method of teaching and learning for all subjects.
8. To refocus on the global issues, initiatives and learning objectives associated with UNESCO/ASPnet.
9. Promote Indigenous Education throughout academic instruction as well as promoting cultural understanding.
10. To develop and maintain strong and productive community and home relationships. Promote, inform, involve, and educate parents and partners in matters that relate to student learning and general well-being.
11. Develop marketing and promotion strategies for the school; review website design and update; school communication strategies.
12. Develop a student/parent handbook
13. To develop student leadership opportunities.
14. Improve/Modify the school facilities for student utilization.
15. To provide effective, supportive, facilitative leadership and administrative structures and procedures for monitoring and evaluating teaching.
16. To develop a model of evaluation of teaching that more frequently assesses the quality of instruction.
17. To expand communication strategies and streamline current communication tools.

STUDENT GROWTH & SUCCESS

LITERACY SMARTE GOAL	STRATEGIES
<p><i>Improve Literacy results by 5% on PATs by focusing on reading comprehension and writing fluency by June 2021.</i></p>	<ul style="list-style-type: none"> ● Continue to monitor the school continuous improvement plan with staff on an ongoing basis. ● Curricular standing committees will be formed and lead teachers will be given the responsibility for ensuring their work contributes to the overall school improvement plan with regards to improving all standardized results. ● Develop a formal teacher mentoring program with release time given to support peer observations. ● Lead-teachers coaching approaches to improving teacher familiarity with curriculum. ● Continue to offer lunch class support to individual students. ● Continue to timetable “Flex” period for additional student support. ● Promote cross-graded collaboration with teachers using Professional Development days and release time. ● Consult G.Y.P.S.D. Literacy Lead, Irene Heffel to promote instructional strategies and cross curricular instruction. ● Provide teachers with meaningful Professional Development on EFFECTIVE teaching strategies. ● Cross-graded “Reading Buddies” ● Provide essential materials to teachers that promote language learning.

Evidence of Success

- Teachers are actively revising assessment to match provincial testing terminology.
- Pictures of student's work will be posted in school and virtually.
- K-6 students will actively use Reading A-Z in their classroom.
- Consistent positive results on standardized quizzes & tests.
- PATs will improve by 5%
- Continued work with Irene Heffel for this school year.

STUDENT GROWTH & SUCCESS

NUMERACY SMARTE GOAL	STRATEGIES
<i>Improve Mathematical results by 5% in PATs by June 2021</i>	<ul style="list-style-type: none"> • Continue to monitor the school continuous improvement plan with staff on an ongoing basis. • Curricular standing committees will be formed and lead teachers will be given the responsibility for ensuring their work contributes to the overall school improvement plan with regards to improving all standardized results. • Develop a formal teacher mentoring program with release time given to support peer observations. • Lead-teachers coaching approaches to improving teacher familiarity with curriculum. • Promote cross-graded collaboration with teachers. • Working with G.Y.P.S.D. Numeracy Consultant, Geri Lorway will occur to receive extra support and guidance. Mathematics specialist will teach in a linear fashion from grade 4 and up. • Provide teachers with meaningful Professional Development on EFFECTIVE teaching strategies.

Evidence of Success

- Consistent positive results on standardized quizzes & tests.
- Improvement by 5% on our PATs Standard of Excellence results.
- A vocabulary focused word wall will be displayed and used as a teaching tool in every classroom.
- Numeracy, with a focus on foundations will be evident in every classroom.
- Increase in Mathletics results.

TEACHING AND LEADERSHIP EXCELLENCE

SMARTER GOAL	STRATEGIES
<ul style="list-style-type: none"> ● <i>Teachers will use Teaching Quality Standard in planning all Professional Growth plans for 2020-21 school year.</i> 	<ul style="list-style-type: none"> ● Template that includes TQS for Professional Growth Plans. ● Reference will be made to TQS when reviewing the implementation and success of the Professional Growth Plan. ● Use TQS as a reference when debriefing after Instructional Rounds. Supervision of instruction will be ongoing with the program Principal visiting classes on a regular basis. ● Introduce leadership opportunities for teaching staff. ● Professional Growth plans submitted and individual Professional Development is being reviewed and discussed.
Evidence of Success <ul style="list-style-type: none"> ● All Teachers will be able to show their focus on the TQS when discussing Professional Growth and Instructional rounds. ● Principal will be able to identify the six Teacher Quality Standards during Instructional Rounds. ● There will be an increase in teachers taking on school specific leadership roles. ● Teachers involved in Divisional Leadership opportunities. 	

COMMUNITY ENGAGEMENT

SMARTER GOAL	STRATEGIES
<i>Increase Parents and Community involvement.</i>	<ul style="list-style-type: none"> ● Host monthly meetings with the School Council targeting communication to share student learning. ● Request feedback from the School Council on issues when required. ● PowerSchool Pilot project with Kevin Bissoon, Director Technology Services elementary progress reporting. ● Review S.C.I.P. with the School Council and post on our website. ● Provide weekly parent memos (Niton News). ● Parent progress phone homes. ● Increase direct communication to parents from teachers and administration.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Increased positive results on Accountability Pillar Survey. ● Parents' use of Power Teacher Pro application (in Pilot stage). ● Increased number of parental views of weekly Niton News. 	

PROFESSIONAL DEVELOPMENT SCHEDULE

<u>DATE</u>	<u>ACTIVITY</u>
Oct. 24th, 2020	Data Review and Analysis/John Hattie
Nov. 27th, 2020	HLAT's Review and Analysis/S.C.I.P.
March 5th, 2021	Formative and Summative Assessment
April 30th, 2021	T.B.D.
May 28th, 2021	T.B.D.

P.L.C. - Professional Learning Community- Held during Staff Meetings with topics being extended and potentially part of a Professional Development Day.

Topics

- ❖ John Hattie - Visual Learning
- ❖ S.C.I.P. review
- ❖ Indigenous Educational Strategies
- ❖ UNESCO/ASPnet
- ❖ PowerSchool Pilot project
- ❖ Teacher Quality Standards
- ❖ Genuine Student Leadership
- ❖ Teacher Mentorship
- ❖ Lead Teacher mini lesson sessions
- ❖ Inquiry based Instruction
- ❖ Mindfulness
- ❖ Love Languages for kids
- ❖ Student Leadership
- ❖ Nonviolent crisis intervention review
- ❖ Functional Behavior Analysis training
- ❖ 3R training sessions