

2008 - 2011 SCHOOL PLAN

School: Beacon Heights Early Education
Address: 4610 121 Ave

Principal: J. Holmes
Ward Trustee: Dave Colburn

2009 - 2010 Results Review

Enrolment		Staff F.T.E.		Budget			
Regular Program	0	Custodial	0.000	Salaries (incl Class Size)	\$ 1,131,418	91%	
Mild Special Needs	0	Exempt	4.500	Supplies, Equipment, Services	\$ 112,531	9%	
Moderate Special Needs	0	Support	8.300	School Generated Funds	\$ 0		
Severe Special Needs	<u>43</u>	Teaching	<u>4.100</u>	Total:	\$ 1,243,949	100%	
Total:	43	Total:	16.900	AISI	\$ 0		
				Class Size Funding	\$ 0		

Physical Plant Opened: 0

SCHOOL PHILOSOPHY

In the fall of 2004 Beacon Heights opened an Early Education Program. This program serves children from two and one half through to five years eleven months of age who have been identified with developmental delays. The children in the program demonstrate a severe developmental delay or two moderate delays in the following areas: cognition, communication, gross motor, fine motor, self-help and socialization/play.

SCHOOL COMMUNITY PROFILE

The Early Education Program serves children in North East Edmonton who come from a variety of communities. These children are referred to the Early Education program through Capital Health and qualify for Program Unit Funding from Alberta Learning.

PROGRAMS AND ORGANIZATIONS

There are four half day classes with two morning classes and two afternoon classes. Each class is staffed with an Early Education teacher, a teaching assistant and a speech language assistant. Classes are made up of nine PUF students and up to two community children who serve as typically developing role models. As well, there is one Bridge Kindergarten class consisting of sixteen students who require a great deal of additional support to be successful academically. This class is staffed with an Early Education teacher, a teaching assistant and a speech language assistant. All classes are further supported by a team of therapists including a speech/language therapist, an occupational therapist, a physical therapist, therapy assistants, a music specialist and in-home consultants.

The program will follow a four day in school programming and one day home programming model. Children will attend Tuesdays to Fridays. Mondays will be used for home visits, IPP meetings, parent inservicing, professional development and collaboration, planning meetings and case conferences.

Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.

Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.

Indicators and Measures

All children will meet their IPP goals.

An increased percentage of staff will indicate the school provides appropriate learning experiences for all children on the District survey.

All children will transition successfully into the appropriate district program or their community school that best meets their needs.

Analysis of student progress as measured by IPP goals, informal assessments, and teacher observation.

Analysis of student progress as measured by various early education development assessments, and Speech and Language assessments such as the PLS-4 and the CELF-P 2.

Staff will express satisfaction with personal practices or will use information gained to improve practices based on coaching and video self-reflection process.

Results

All students made progress in working towards their IPP goals. IPP goals were modified to reflect each child's level of growth and the unique challenges that they faced. These were reviewed on a monthly basis with the classroom team and three times a year with the parents.

100 percent of staff members indicated that they were satisfied with the learning experiences that students received at school

Comprehensive transition developed through the use of IPP's and consultation from parents and professionals insured that all students were placed in programs that would meet their needs. Follow-up calls were made in September 2010 to ensure this.

Analysis of student progress was made at each of the IPP reviews. Analysis was more anecdotal reflecting the needs of each child as opposed to formalized measurable assessments

Implications for 2010-2011 Plan

The staff believe that IPPs and student programming and assessment in the Early Education program must be dynamic and highly individualized to reflect the needs of each child. Anecdotal notes along with specialized assessment when deemed necessary for a particular child.

Staff members trained in balanced literacy will offer support that pertains to each individual student's needs and programming.

Early numeracy strategies will be developed in conjunction with individual student needs and will incorporate a constructive approach based upon learning through play.

Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.

Indicators and Measures

Increase in children demonstrating appropriate, on task behaviours as measured by staff observations.
Positive informal feedback from parents through in home visits, IPP meetings and parent evenings.
Anecdotal positive feedback from community members.
A decrease in the number of conduct and safety reports issued by school bus drivers.

Results

All children that had behavioral goals made measurable gains in complying with adult requests; there was a reduction in the number of behavioral outburst related to frustration and disappointment noted in their IPP's

Evaluations from family oriented programming sessions indicated that parents were pleased with the progress of their children. All parents attended IPP meetings and reviews demonstrating their approval and their inclusion in our team based approach.

Two family nights involving family members and community members were well attended and recieved.

Strong working relationship was established with the Public Library, City of Edmonton Parks and Recreation and the Candora Society.

The use of four point harnesses to restrain inappropriate behaviors on buses was reduced due to improved conduct by students.

Implications for 2010-2011 Plan

Continue the use of social stories, visual guides and timers and token system to help children better to comply with adult requests and enable them to deal with their frustration and disappointment further.

Instruments will be developed to generate parental feedback to monitor the success of parent and community evenings, family programming oriented sessions and IPP review meetings.

Staff will begin compiling resources for the development of a comprehensive program evaluation for parents

In home consultant will compile anecdotal notes from community members when debriefing after an event.

Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

Indicators and Measures

Increased staff satisfaction as indicated by a general improvement on Staff Attitude Surveys.

A high percentage of staff members will indicate during One on Ones and surveys that they are satisfied with opportunities for growth and professional development at our school.

90% of staff will feel they work well collaboratively within the Early Education program as measured by the District Staff Survey.

100% of staff will feel that the Early Education program provides appropriate learning experiences for all students as measured by the District Staff Survey.

90% of staff will feel that the school is a good place to work as measured by the District Staff Survey.

Results

Implementation of the four day week for students allowed Mondays of each week for team meetings, program planning, family orientated programming sessions, collaborative IPP writing and reviews with families, discussions with other professionals internally and outside of school and professional development. All stakeholders could be present without incurring extra costs for overtime.

A group of six Early Education sites met collectively as well in cohort groups throughout the year to share best practices and provide professional development. Meeting with representatives from the Early Learning Branch of Alberta Education was especially insightful to clarify 'Setting The Direction' and inclusive education statements. Staff were able to make more inter-school visits as we used all sites for various activities.

Three support staff were given the opportunity to work with new classroom teams to share their knowledge, skills and expertise. By sharing and collaborating in small groups, the entire program gained new insights and valuable information. This was especially helpful for a new teacher taking a temporary assignment.

A second annual resource fair was held in collaboration with the entire school during the March, Celebration of Learning. Community resources were showcased and introduced to families. Staff heard from Alberta Health Services, Candora and the Public Library. Family oriented programming sessions involved the Abbotsfield Public Library and the City of Edmonton Parks and Recreation. All staff were present for these introductions to services in our community.

Implications for 2010-2011 Plan

With the assistance of the In-Home Consultant, more group family oriented programming sessions will be scheduled in the community and in the school to maximize our efforts to meet with families and still provide sufficient time for program planning and consultation.

The group of six Early Education sites began preparing for professional development opportunities in June of 2010 for the following school year, creating a long range plan for all schools to follow. Staff had time to reflect on the opportunities presented in the 2009-2010 year and express needs for the upcoming year. The 2010-2011 year reflects a more manageable workload and still provides for professional collaboration.

Planning for the 3rd annual resource fair, March 2011 began in the spring of 2010 with more involvement from teachers, exempt and support staff. To understand the myriad of community agencies that support the families we serve requires continual investigation and networking by all stakeholders.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0