



Colegio Rex Canadian School

**Annual Education Results Report 2018 – 2019 (AERR)
And
Annual Education Plan (AEP: 2019-20/2020-21/2021-22)**

Submitted by Patsy Ho
Interim Principal: Colegio Rex
November 30, 2019

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**Accountability Statement for the Combined Annual Education Results Report and
Three-Year Education Plan**

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Educational Plan commencing September 1, 2019 for Proeduca de la Marina A.C. were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board will review this combined Annual Education Results Report for the 2018-2019 school year and the Three Year Education Plan for 2019 – 2022 for approval by November 30, 2019.

Joel Gallegos Hernandez

Date

Artemio Perez Paez

Date

Annual Education Results Review 2018/19

Accountability Pillar Performance Measure Overall Summary
Survey completed in June, 2019

65 parents responded

19 areas scored between 90 – 100% satisfaction

9 areas scored between 80 – 90% satisfaction

Areas with the greatest satisfaction:

95% of the parents were satisfied with the quality of education their child was receiving at the school.

97% were satisfied with the quality of teaching at the school.

98% feel that learning is encouraged

98% feel that the students and teachers treat each other with dignity and respect

97% feel that the school encourages cultural diversity and creates an atmosphere of respect for all people

The areas with the least satisfaction:

9. With the academic counseling your child receives to attend colleges and universities? 66%

21. That your child has access to technology to support student learning 78%

20. That the school has the necessary resources and equipment to support student learning. 83%

7. With the communication you receive from the school. 85%

12. That you receive enough information about what your child needs to learn. 85%

23. That the school building has the facilities to meet student needs. 85%

Outcome One: Alberta's students are successful

Comments: Colegio Rex is pleased with the growth that our students have made towards meeting grade level outcomes, but realizes that further improvement in all areas, academic and social-emotional, is necessary to continue as an Alberta Accredited Independent School.

Strategies:

- Develop a literacy action plan to guide us in decision making around instruction, professional development and resource allocation. This will be developed by teachers and the principal and include:
 - literacy interventions for struggling readers and writers
 - strengthening literacy development across curriculum
 - supporting teachers with instruction by modeling and coaching effective literacy lessons
 - a few teachers have explored literacy based webinars to improve their teaching practices
 - continue to purchase classroom and library books
 - staff will collaborate on a school wide writing program
- Develop an English as a Second Language support system for teachers, students and families. This will be developed by teachers and the principal and include:
 - Teachers will use the Alberta ESL Benchmarks as support in assessing language proficiency, and communicating with students and parents about the assessment results.
 - Using the ESL Benchmarks to create a tracking process to identify students who may be at-risk.
 - Develop one-day PD on Explicit Language Instruction.
 - Half-day professional development on Inclusive Education and discussion of strategies that can be used in the classroom.

- Structured in class support for students and teachers.
 - After school tutoring options.
 - Saturday morning English group classes are offered.
- Hire an Alberta certified teacher with a strong literacy background to work as a learning coach with teachers and students.
 - Seek to bring in highly qualified educators for professional development.
 - Continue to develop a strong Early Learning Program focused on Alberta's Play, Participation and Possibilities Curriculum Framework

Outcome Two: Alberta's education system supports First Nations, Métis and Inuit students' success

Comments: There are currently no FNMI students registered.

Strategies:

- Increase library materials in support of FNMI curriculum infusion.
- Celebrate National Indigenous Peoples Day on June 21, 2020

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Comments: One of our main goals is to continue building positive relationships and maintaining high expectations to ensure a welcoming, caring, respectful and safe environment for all. We have started modeling person first language and our belief in inclusion within the SEP program. Starting in September we began looking at using Instructional Support Plans focusing on student's strengths, needs and participation. We have identified that we need to reevaluate the current systems of student support and create a Student Support Team so that we can offer universal, targeted and individualized supports.

Strategies:

- Create a Student Support Team (with a psychologist/councilor, director/administrator, teacher, translator) who will try to identify useful strategies for teachers and students in hopes that concerns do not become larger problems.
- We have a full time councilor for grade 1 -3, and part-time councilor for grades 4-5.
- The councilors are developing a plan to roll out a social emotional program that will be delivered one hour per month in each class.
- We will review our core values program to ensure that it is still relevant. We want to make it concise and ensure teachers are relating them to our students.
- We need to make ALL stakeholders aware of Person First Language and ensure that we are using it at all times.
- We need to ensure that all teachers have an inclusive environment in their classroom.
- Some students may require techniques such as ZONES OF REGULATION to help them self-regulate. We will begin to research different programs so that teachers will have different programs or techniques to choose from.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders.

Comments: We have a group of educators who are extremely supportive of each other. They are continuously collaborating on curriculum outcomes, learning activities, and school events. They are constantly involved in professional dialogue regarding their students and try to provide ideas and suggestions on how to improve student success. All Alberta teachers have shown a willingness to learn different teaching techniques and are confident enough to ask que

They have been sharing positive teaching strategies and examples of differentiated instruction to their SEP partners through daily modeling and meetings when possible. The principal this year is a new administrator who is working to increase the communication and collaboration between the Alberta and SEP programs. Her focus in the first few months has been on supporting the teachers and students through hands on learning, and increasing positive communication with the parents. Many of our parents are very supportive of the changes we are making and the community we have built for their children. We are continuing to work on having the school authority leaders understand the Alberta program we bring to life and allow us to make decisions that impact student success.

Strategies:

- Have a contingency plan in place to replace teachers who need to leave mid-year. NO,
- Hire a technology integration HIRE SOMEBODY WITH STRENGTHS
- Continue with relevant professional development

Outcome Five: Alberta's education system is well-governed and managed.

Comments: This is an area of concern. Currently the Alberta principal is not given a budget to work with and is often not allowed to make major decisions that impact student success. Decisions continued to be overruled due to a desire to do things as they have always been done or based on a belief that it will make parents unhappy. In conversations between the parents, and both the past and present Alberta principal, parents have shown support and a desire to have their children experience an Alberta school. Looking towards the new Leadership Quality Standards it is apparent that the Alberta Principal needs to be given a larger role in collaborating with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Strategies:

- Establish a budget that is agreed upon
- Work has begun to create a School Council that will create opportunities for parents to take an active role in their child's education
- Increased opportunities for administration to engage with other professionals to enhance leadership practice
- Update the school website to reflect the Alberta Program, keep it current and make it more user friendly

ONGOING... WORK

Three Year Education Plan

Submitted by Deanna Nykolyshyn June 2019

Analysis Completed by October 2019

Introduction to Colegio Rex Canadian School

Colegio Rex Canadian School is a community of excellent Canadian and Mexican teachers committed to creating a school that offers students a superior academic, physical and value centered education. Alberta certified teachers teach the Alberta Curriculum while Mexican certified teachers teach the Mexican program. Students who complete 12 years of education on this program will graduate with certificates of completion from both Mexican and Canadian Education Authorities and will be bilingual.

We believe that every child can learn and our programs must ensure that every child does learn.

Our program focuses on literacy and numeracy, developing the personal values needed for success, and assisting children in developing physical abilities.

Colegio Rex Canadian School staff use student centered learning opportunities and effective teaching strategies to provide engaging learning experiences for each child. Within this environment teachers motivate students to take their learning to the next level. Students will learn to use technology as a learning tool to discover new information, enhance products, and communicate with others.

Children engage in cross curricular activities to create and construct knowledge that will require independent, logical thought, self-motivation and discipline. Through inquiry-based learning, children develop natural curiosity, learn how to solve problems, seek answers, develop talents and create products. Students will understand what they know and are able to do, believe that learning can be fun and develop a desire to continue learning for their lifetime. Our core value program assists student to meet moral responsibilities and duties as citizens of Mexico.

Colegio Rex Canadian School will demonstrate the Alberta Education mandate to create schools that adapt to meet challenges, and ensure that students are critical thinkers and ethical citizens, and tough enough to meet all challenges and opportunities.

School Statements:

Vision Statement

Colegio Rex Canadian School will offer students the Alberta Program of Studies which is an academically superior, English immersion program where all components of academics are embraced and that will, upon graduation, open the doors of the world to our students.

Belief Statement

Colegio Rex believes students will excel intellectually, emotionally, physically and socially.

Our classrooms:

- are safe and caring learning environments that encourage risk taking and utilize effective teaching strategies and curricula at appropriate developmental levels.
- encourage students to construct knowledge through successfully solving problems both individually and cooperatively using hands on activities.
- demonstrate positive student behaviors that include appropriate social skills, peaceful conflict resolution, consistent on task behaviors, cooperation, self-evaluation, self-correction and self-awareness. We respect and value others within the school and the community.
- develop leadership potential in every student and demonstrate the understanding that good leaders build more leaders.
- embody students who take ownership of their learning thereby developing increased responsibility resulting in competent, independent and self-reliant citizens.
- employ effective classroom management strategies that allow students to focus on the learning and maximize learning time.
- model continuous learning by teachers, students and administrators.
- honour and embrace learning differences.
- have strong connections to our communities and use community resources and expertise to enrich the classroom.

Mission Statement:

Learning is good!

Love it!

Achieve it!

Live it!

Do It Bravely!

Motto Statement: Achieve Bravely

Colegio Rex Canadian School Profile

Colegio Rex School is a dual track school beginning its’ process of changing to a single-track Alberta school. We currently house Spanish students from grades 6 to 9 and English students from Kindergarten to grade 5. Every year the Alberta school absorbs 1 more Spanish grade so that eventually we will be entirely an Alberta school.

Our past, current and predicted profiles are as follows:

Year	2018-2019	2019-2020	2020-2021	2021-2022
Total Students in Alberta Program	137	151	160-170	180-190
Special Needs Students	5		5	5
Alberta Certified Classroom Teachers	6	7	9	12
Classroom Assistants	0	1	2	2
Assistants for Special Needs Students	0	0	5	5
Counsellor	.5	1.3	1	1
Administration	1	1	2	1.5

Number of Classes/ Grade	2018-2019	2019-2020	2020-2021
Kindergarten	2	2	2
Grade 1	1	2	2
Grade 2	1.5	1	2
Grade 3	1.5	1	1
Grade 4	1	1	1
Grade 5		1	1
Grade 6			1

*Full time Physical Education and Music teachers will be in place at least by 2020

Program Components

Colegio Rex Canadian School teaches the Alberta Education Curricula in English including Language

Arts, Mathematics, Science, Social Studies, Music, Art, Health and Daily Physical Education. In addition, students get 1:45 hours of Spanish Language Arts and integrated Spanish curricula each day.

Colegio Rex offers an extensive Extracurricular Program but as it is a private school, students are charged additional fees for each program.

Extra-Curricular Activities

Activity
Introduction to Dance
Flamenco Dance
Ballet
Jazz
Introduction to Music: Singing
Introduction to Music Instruments: guitar, piano violin
Tae Kwon do
Karate
Robotics
Soccer
Theater Arts
Gymnastics
Artistic Gymnastics
Basketball
Cheerleading
Swimming- different levels

Core Values

Colegio Rex Canadian School has implemented the **CRCS (Colegio Rex Canadian School)** Character Development Program that states our core values. Children focus on one value per month and recognition is given for students most exemplifying the value at monthly assemblies.

The core values are: **C**ooperation + **R**esponsibility + **C**onsideration = **S**uccess

We believe that students who develop these characteristics we will be successful in their endeavors. Each core value is described using “I Can” statements so young children can understand them.

Cooperation	Responsibility	Consideration
I share materials willingly	I am responsible for my actions	I am polite to others
I share my ideas	I treat my mind and body with care	I respect others
I congratulate others on a job well done	I work hard to achieve academically and develop my talents	I treat others kindly with love and care
I work hard	I willingly work as a leader.	I value friendships
I am motivated to always do my best	I practice safety and obey school rules	I contribute to an engaging and nurturing learning environment
	I complete my work on time	I celebrate similarities and differences
	I am honest	I care for the environment and my school
	I help to solve problems	I am polite to others
	I am responsible for my actions	I respect others

We believe that students who develop these core values will have success which we describe with the following personal attributes. We teach them that we are successful when we:

- strive to do our personal best and achieve our goals
- are bilingual
- are honest in all things
- are willing to try new things
- are highly motivated and actively engaged in the learning
- find joy in learning
- set and achieve personal and learning goals
- are a critical thinker and problem solver
- are productive school members
- celebrate our successes in a respectful manner
- are life-long learners
- honour and love our families
- are resilient and persevere in challenging learning situations
- strive to be active citizens of our school and global community

The Parent School Team

Colegio Rex has developed a team concept over the last three years to help our students succeed. This has been accomplished by creating:

- Parent Council monthly meetings to discuss issues and decide how to support school vision, policy, routines and initiatives.
- Parent Teacher Conferences are mandatory and are held twice a year. This was a new concept for our parents but they are beginning to understand and appreciate the value of these meetings. Attendance is improving at these and we had about a 90% participation rate.
- Parent Volunteers have been encouraged for last year and this year. Every parent has been invited to volunteer for at least one hour in our classrooms. Because our teaching strategies differ greatly from the Mexican teachers we believe parents cannot fully appreciate our

program until they see it in action. We also believe they will understand the program better when they assist a teacher rather than observe in an open house setting. All parents who have accepted the invitation have a real appreciation for our teachers and program.

Parent Survey Results

These surveys were completed in June, 2019

65 parents responded.

19 areas scored between 90 – 100% satisfaction

9 areas scored between 80 – 90% satisfaction

95% of the parents were satisfied with the quality of education their child was receiving at the school.

97% were satisfied with the quality of teaching at the school.

The areas that we scored lowest in are:

9. With the academic counseling your child receives to attend colleges and universities? 66%

21. That your child has access to technology to support student learning 78%

20. That the school has the necessary resources and equipment to support student learning. 83%

7. With the communication you receive from the school. 85%

12. That you receive enough information about what your child needs to learn. 85%

23. That the school building has the facilities to meet student needs. 85%

Community Involvement

Colegio Rex has a varied list of community involvement. Throughout the past year we have participated in:

- **Save the Turtles program**- Parents and students assisted our local club in releasing baby turtles safely back to the sea. The club educates the students about the importance of maintaining a healthy sea and the relation between a clean environment and animal welfare.
- **The Revolution Parade**. Our Honour Guard marches and performs musical pieces. A yearly event.
- **Donation Drive of personal hygiene products**. We collected items such as soap and shampoo and donated them to a local orphanage.
- **Remembrance Day** commemoration that was opened to the public. We included talks on Mexico's historic participation in world wars as well as Canada's contribution.
- **Volunteer Project** - Thanksgiving 2018: Students, parents and teachers donated and collected items to prepare lunch for 200 children in a community where drug addiction is a problem. Once the items were collected, many volunteered and worked together to make the sandwiches. The following day the volunteers delivered the sandwiches and helped to serve the children lunch and completed the activity by helping to clean up.
- **Bottle cap for recycling** - Students were involved in a recycling campaign where they collected bottle caps throughout the school and donated them

Trends

We have made significant progress in terms of the quality of education provided here at Colegio Rex. It is time to celebrate our successes. We have achieved:

- Excellence in teaching and the provision of top quality learning opportunities for students. Our teachers: have excellent skills and attitudes that always put the needs of the students first; have unique specialties they share with each other; are eager to learn and develop new teaching skills and strategies; implement excellent lessons daily; and are a friendly, helpful team of cohorts.
- Quality, continual professional development for teachers.
- High levels of staff teamwork and satisfaction.
- Consistently improving student character and behavior: The ongoing Positive Behavior Support program has resulted in good classroom environments, and with the additional emphasis on core values (Colegio Rex Canadian School or CRCS) we have begun to develop positive lifelong character traits in our students.
- High parental expectations and satisfaction. Parents are highly supportive of the program, teachers, our care and concern for their children and our continuing efforts to bring their students a quality learning experience.
- An increase in SEP teacher bilingualism.
- Staff are more aware of inclusive education and are finding ways to work with all children in the classroom.
- We have a full-time counselor who will work with the teachers, students and their families.
- Quality, subject related opportunities for student engagement in community service projects and an emphasis on continually increasing school and student engagement in community service projects.
- A safe, loving learning environment.
- Provided a variety of extracurricular activities and clubs for students to develop athletic interests, art talents and science interests.
- A focus on fitness, positive mental health and a healthy lifestyle
- We are growing our library collection for students to help them discover the joy of reading.
- Effective Literacy programming enhanced by excellent teaching strategies.

2018-2019 Goals and Action Plans Analysis

English Literacy has to be our primary focus.

Academic Goals	Date of Evaluation/ Results
Goal 1. Students will increase their English ability in all the balanced literacy areas.	October 2019
Action Plan:	
Students functioning below acceptable levels will be identified.	Achieved/ongoing
Identification of students who may require additional testing (neurological or behavioral). Communicate with councilor and parent about the need.	Achieved/ongoing
New school entrance vetting will measure student ability overall and English language proficiency specifically before a student is registered in the future.	Policy is written Implementation Not Achieved
Strategies (Guided Reading) for increasing the teaching English will be shared amongst staff at a professional development session.	Ongoing
Resource Development:	
Teachers will set up a Google Share site to share information on this and other subjects.	Achieved/ Ongoing
Assess both online and hard copy resources and itemize what is needed.	Achieved/ Ongoing
Continue to order as much English material as possible.	Achieved/ Ongoing
Distribute material to teachers	Achieved/ Ongoing
Provide professional development in literacy so we are all informed and using effective strategies.	Achieved/ Ongoing
Make an action plan for the development of a learning commons.	Achieved/ Ongoing
Continue accumulating library books and teacher resources.	In progress
<p>Overall Goal Progress: June 2019: The students have shown growth in their literacy skills as a result of the excellent teachers and PD. Most of our students are functioning below grade level due to their English Language skills. We are using the ELL Benchmarks to help determine their level of proficiency. Students continued to be identified. However in Mexico it is the parent’s responsibility to have the testing completed. Not all teachers were comfortable enough to implement Guided Reading in their classroom. Some used the Daily 5 and had success with that program. The Entrance Vetting was implemented but it was used more to give an indication of the child’s ability rather than a criteria for entry. If a child enrolls but has no English language skills, a requirement must be that the parent seeks other support such as ELL classes or a tutor. Resources have been purchased, but we could always use more. Professional Development was achieved utilizing the expertise in the building who would create</p>	

<p>a workshop or session for staff. Some teachers pursued their own PD based on need. (webinar, research, dialogue with colleagues back home, etc.)</p> <p>Fountas and Pinnell was used to help identify reading levels and to guide literacy teaching. All students were assessed in June 2019 and the results were recorded for the receiving teacher in September, 2019.</p> <p>Teachers have been engaging in weekly discussions sharing ideas and strategies to assist with literacy instruction and ESL support.</p>	
Goal 2. Students will achieve greater success in numeracy through meaningful instruction that motivates, engages and supports all learners.	October, 2019
Action Plan:	
Teachers continue to model giving numerous examples and non-examples.	Ongoing
Use games to reinforce math skills.	Ongoing
Use a buddy system or cooperative learning groups for solving problems.	Partially Achieved
Scaffolding instruction and remove supports when appropriate.	Ongoing
Continue to invest in math manipulatives.	Achieved/On Going
<p>Overall Goal Progress: June 2019: Ongoing Math is a strong area for many our students and continues to improve. Use of games to make math fun and accessible was successful. Many students require a significant amount of support and at times a student buddy was able to help. Teachers provide additional support for those who need it. More targeted PD will be needed in 2019 – 2020 to address some of the needs and concerns in math.</p>	
Goal 3. Professional Development: Colegio Rex will continue to provide quality professional development to meet Colegio Rex teachers' needs.	October, 2019
Action Plan: Mathematics	
Continue with professional development using Box Cars and One-Eyed Jacks strategies with manipulatives	Achieved
Action Plan: Language Arts development	
Provide professional development on guided reading	Ongoing
Provide professional development of home reading programs and ask all teachers to implement them	Ongoing
Provide the necessary leveled readers and the professional development	Ongoing

necessary to use them effectively	
Additions	
Provide professional development on formative assessment and ensure its effective use.	Achieved
Provide professional development on performance assessment and ensure its effective use.	Ongoing
Overall Goal Progress: June 2019: Ongoing Professional Development is ongoing. When a need is determined the principal helped set PD for the staff. The staff met weekly for the first 6 months of the school year. These meetings were used in part to provide continued support with professional development. Returning staff worked with new staff to share previous learning.	Ongoing
School Effectiveness Goals	Date of Evaluation
Goal 1. Improve communication and coordination of SEP and Alberta programs.	October, 2019
Action Plan:	
Administrative staff will have regular, agenda written and driven meetings to keep informed and will notify teachers in writing re important information.	In Progress
The CEO and Principals will message any and all emergent changes ASAP.	Partially Achieved
Have principals create a full year calendar in August that includes all yearly school events. Get owner approval for the calendar and resist all last -minute changes or additions.	Partially Achieved
Continue to involve Alberta School staff in decision-making.	Partially Achieved
Overall Goal Progress: June 2019: The administrative team is meeting on a more regular basis and being encouraged to use the agenda. The Alberta Program utilizes digital platforms to share all important information. Information coming to the Alberta Program is often done informally through various staff members. A yearly calendar has been created by the Alberta Program and there are some dates that are relevant to both programs. The SEP program shares a monthly calendar near the end of the month. Alberta School Staff works together to make decisions and at times these decisions are supported by the rest of the school.	Partially Achieved
Goal 2. The Alberta School Principal will continue to consult with and inform Alberta School teachers.	October, 2019
Action Plan:	
Colegio Rex Alberta School Administration will continue to arrange for frequent (2-4 per month) staff and team meetings.	Achieved/Ongoing
Overall Goal Progress: June 2019: All of the teachers appreciate the weekly meetings and the new	Achieved/Ongoing

Weekly Notes shared via a google doc that allows them direct access to the weekly agenda.	
Goal 3. Design and Construct a Learning Common	
Action Plan:	October, 2019
Implement the technology policy.	In progress
Develop the Learning Common.	In Progress
Investigate and make a plan for the funds for a Learning Common.	In Progress
Overall Goal Progress: June 2019: We have a designated space for our Learning Commons. Our chrome books are presently stored there. Our library is part of the Learning Common. At the end of June, 2019 we hired Gaby who will be our full time librarian and will also learn how to do basic technology troubleshooting, particularly if the issue is language related. If a teacher is having difficulty understanding the Spanish on the Apple TV, Gaby will try to resolve the problem. If she is unable to we have a technology teacher in the Secondary department who is here part time 4 days a week, and full day on Friday.	In Progress
Student Behavior Goals	
Goal 1: Student Behaviors will continue to improve and be appropriate for the activity and area of the school.	October, 2019
Action Plan:	
Active Listening skills will be taught at all grade levels.	Achieved
Positive Behaviour Supports (PBS) will be continued PBS will be implemented in public spaces. (September 30th.)	Achieved/ongoing Achieved
Overall Goal Progress: June 2019: The goals have been achieved. Many students have showed tremendous improvement in their behavior. A small number of students still exhibit difficulty displaying positive behavior on a regular basis. The Alberta Principal has been communicating with parents when needed, and has been conducting parent conferences when necessary. Background: Positive Behavior Supports is not a program to be taught and evaluated, but a school-wide effort to promote positive social and communication skills, while reducing and preventing problem behaviours. This means that all teachers and staff are focused on enhancing the social and academic success of all students. This is achieved through positive interactions, clear expectations, supports for social-emotional learning and differentiated instruction. Results can be evaluated, however targets and goals must be clearly defined, supported by all and shared with everyone to begin. One strategy that many classes are using is an emoticon chart that allows students to track their positive choices in the classroom. Having one system has allowed for shared language and continuity between different teachers within a class.	

2018-2019 Issues, Goals, Action Plans

We have seen a lot of growth in Colegio Rex Canadian School over the last 3 years and we are pleased that we have earned a recommendation for Tier 3 which means we will be an accredited Alberta school. We are fully aware that this recommendation depends on us continuing to move strongly forward and expediently implementing all of the recommendations contained in the Alberta Evaluator's report. This will cost a great deal and we are committed to using this money effectively and judiciously. Our goals for the next year must ensure that:

- our focus remains on Literacy and Early Numeracy.
- we plan for, and provide the money for, all programs to function effectively.
- we continue to develop strategies to deal with the effective implementation of both government curriculums including the very best teachers we can hire.
- we continue to develop new and more effective lines of communication.

If we can accomplish all this we will not only maintain our Tier 3 designation but also be beginning the journey to become a school of excellence.

Issue 1: Certified Teachers

Alberta Education requires that all teachers are Alberta certified.

Goal: We will have all Alberta certified teachers and have a plan for replacing any who leave before their contracts are finished.

Action Plan:

1. Hiring of Alberta certified teachers- A benefit package (adjusted to reflect cost of living difference but on par with Alberta salaries) has been approved for next year and is making a significant difference in our ability to hire teachers. Currently 7 of 8 teachers needed have been hired. We must complete the slate of Alberta certified teachers.
2. Create a backup plan for teachers leaving early- Plans must be in place to have a qualified teacher on hand, either as a Kindergarten 2 teacher or an Art or Music teacher that will provide an immediate replacement if we lose a teacher mid-year. Discussions are taking place to see what the best plan of action is.

November 2018 Comments:

We started this school year with an Alberta certified teacher in each of our 6 classrooms. Discussion did take place on the topic of having a qualified teacher on hand, however the owners did not agree. Unfortunately we had 1 teacher resign at the end of September and did not have an immediate replacement. We had to rely on the other teachers and principal to continue the class until a new teacher was hired and brought down. We have now had a second teacher give her notice and have started the search for a certified teacher. Along with the principal, the parents have begun asking for a backup plan to be in place for teachers leaving early. The principal will continue talks with the owners to make sure this is in place for the next school year.

Issue 2: English Language Development

English as a Second Language (ESL) student population results in low English literacy achievement.

Goal: Students will demonstrate growth in English Language Arts abilities.

Action Plan:

Teachers need additional training and expertise in Language Arts strategies and structures for ESL students.

In the fall of 2017 we identified literacy development as our primary need and stated that our professional development must focus on language arts strategies and structures. Professional development in this area was excellent throughout the year and it focused on instruction and implementation of Guided Reading and PWIM in classrooms. We should:

1. Continue to educate and develop teaching strategies and structures in our teachers.
2. Use Fountas and Pinnell resources for both teaching and evaluating at all grade levels and establishment of English language benchmarks at all grades.
3. Explore, reflect and provide professional development in best practices around direct vocabulary teaching strategies. (Ex. Words Their Way)
4. Dedicating staff collaboration time to develop Key Vocabulary lists for core subjects in all grades, Kindergarten 1-Grade 4.
5. Provide sufficient resources for our English literacy program.
*Please see Resources below.
6. Review strategies (PWIM and Guided Reading) implemented in 2017-2018 for the benefit of new staff.

June 2018 Comments:

We are continuing to focus on best practices to support literacy development in all of our students. Through professional development and sharing and reflection of our practices through team meetings we are increasing the ways our students are engaging with content material in all subjects. The Fountas and Pinnell Benchmark Assessment System was purchased in September as we identified the need to align our monitoring of student growth across classrooms and grade levels. Teachers have begun learning about the system and understanding it before administering assessments. Further professional development will continue throughout the year.

We have also acquired Scholastic Leveled Classroom Libraries including both fiction and non-fiction books. These resources have supported the teachers in increasing the amount of time students are accessing appropriate text through Guided, Shared and Independent Reading. Explicit vocabulary development is being addressed through individual teacher preferences, but we continue to look for common practices across grade levels. Professional development later in the year will focus on creating Key Vocabulary lists as stated in the action plan as part of a literacy plan that will be implemented in the 2019-2020 school year.

Issue 3: Math Development

Math is an area of strength for our students but we must have more math manipulatives so that teachers can implement the program more fully and provide every student with the tools they need to learn.

Goal: Every classroom will have a full complement of math tools for learning.

Action Plan:

1. Student supply lists will be adjusted to include any manipulatives that can be purchased by parents.
2. Budget lines will be established to provide the money necessary for class sets of manipulatives.
3. School purchased manipulatives must be purchased by the school and in the classrooms by September 30.
4. Adequate shelving/storage furniture will be provided to store manipulatives in advance of purchasing the supplies.

June 2018 Comments:

Many of our students have higher levels of confidence in their math abilities than the other core subject areas and confidence supports achievement. Their computation skills are often strong but we are working on a numeracy plan to assist teachers with developing effective learning experiences that will foster a more complete understanding students and enable them to increase problem solving abilities. This numeracy plan will be in place for the 2019-2020 school year. We have added to our manipulatives this year but need to continue to work with the owners on budgeting for class sets and high quality materials. The owners agreed to investing in adequate storage but at this time we are still waiting.

Issue 4: Technology

Technology improvements are needed. The Alberta Education Evaluation and our own assessment have shown us that our technology no longer meets students, teacher, program or community needs.

Goal: Colegio Rex Canadian School will have up to date technology available for all students and provide teachers with a computer for school use.

Action Plan:

We have already been in discussion with teaching staff, administration and parents as to how best to meet these needs but we have yet to develop and implement a full plan and we need to get a consultant's advice in this area to assist in drawing up the plan. We have also asked Alberta Education, through Leah Dushinski, to provide us with information about best practices in technology in schools.

1. We must complete research into what technology is possible and desirable given: our students ages and needs; teacher needs; privacy issues; communication needs within our school and externally; program needs and enrichment; and our limited budget. This research may include hiring an educational technology expert.
2. We must develop an Action Plan for Technology that includes the following:
 - An assessment of our current needs.
 - The money and strategies to make the needed purchases must be sourced.
 - A system to assess continual technology needs and a yearly budget line for technology.
 - Technology maintenance budget
 - Professional technology support person to assist teachers
 - Provides a fund for educational software purchases
 - Includes a plan to use effective communication technology for both internal and external communications.

- Leads to the development of a Learning Common
- *Provides teachers and classrooms with the needed technology for program implementation by the start of the 2018-2019 school year.*
- *Provides for the development of a Learning Common in the next 1-2 years.*

*The final two are essential if we are to get and keep Tier 3 status with Alberta Education.

June 2019 Comments:

Technology continues to be an area where we need major improvements to support student academic success. We have made some progress but need to develop an action plan that is supported by the owners. The request has been made numerous times to hire a bilingual technology expert that can assist us with developing a plan that addresses current needs and needs in the next few years, as well as support us in the classrooms on a daily basis. We have interviewed a number of IT candidates but we have not found one that is bilingual.

Currently there is no budget for the Alberta Principal to work with. The principal has increased the use of effective communication through technology within the Alberta staff and parents and continues to work on getting the rest of the school up to date. The two areas that were requirements in our on site evaluation by Alberta Education have still not been fulfilled. Teachers are continuing to use their own technology in the classroom as the school has not provided adequate computers or tablets. We now have 18 tablets to share. The students all have a Raz Kids account (online digital reading program). 18 tablets and 25 Chromebooks were purchased. The principal was successful in getting all Alberta staff school email addresses however the domain is not Google for Education. We are in the process of changing over.

Issue 5: Program Resources

Colegio Rex Canadian School does not have all the resources it needs for teachers to provide a full and enriched Alberta Program of Studies.

Some materials like Math manipulatives, Scholastic Complete Literacy Packages for each grade, a partial set of levelled readers appropriate for current kindergarten and grade 1 and 2 levels, Science Unit plans and Science resource books for each grade level have been purchased but these are just the partial base resources. Although thousands of dollars have gone into these purchases this is only a small portion of what are needed for teacher and student resources.

There must be an abundance of resources in Alberta classrooms.

In addition, the current library is inadequate and needs a dedicated room, a librarian, and furniture and equipment that allow a library to function effectively.

Goal: All programs of study will have adequate resources, classroom storage furniture for the resources, a teacher's resource room for shared resources and a teacher's workroom for teachers to develop resources. A full, functioning library will be developed.

Action Plan:

1. Budget lines for resource purchases and classroom consumables will be added to the 2018-2019 budget and all future budgets.
2. Each year resources will be purchased before the new school year begins and in classrooms before classes start.

3. A school area will be established that provides a library, teacher's resource room and office area for the librarian.
4. Budget lines for a Library/Learning Common must be added to the 2018-2019 budget and maintenance budget lines established for continued library purchases.
5. The library must be equipped with an abundance of Fiction, Non-Fiction and Resource books and all the furniture necessary to display and store the books and resources and provide students and the librarian appropriate furniture for work.
6. A librarian must be hired who will be responsible for inventorying all school program resources, be responsible for the signing out and in of these materials and when monetarily possible, the librarian should be a teacher librarian who is capable of implementing a full library program.
7. Library software and a tablet have been purchased to inventory books but software must be purchased that allows students to sign in and out books efficiently.

In summary the school must be provided with all the resources necessary for the Programs of Study to be fully implemented. Alberta Education has stated that these demands are not negotiable and Tier 3 accreditation depends on them being implemented fully and on time.

June 2018 Comments:

1. Not Achieved
2. Scholastic Leveled Readers (Fiction and NonFiction), Math Counters, Tens Frame Manipulatives, MusicPlay resources for each grade and Chart Stands and paper were received the end of September.
3. Areas have been dedicated but are not furnished or have adequate storage.
4. Budget for these items has not been shared with the principal.
5. Library books and furniture have not been purchased.
6. A librarian has not been hired. The principal has shared a job description outlining the requirements for a Learning Commons Librarian. The owners are looking for someone to manage the technology side of the Learning Commons (which is not yet being accessed by Alberta students). At this time the principal has chosen not to move library books and resources into the space, but continue to use a space that is being shared as a teacher workroom.
7. We are continuing to use a paper card catalogue system for signing books in and out.

Issue 6: Aligning the SEP programs and Alberta Education Program.

There are a limited number of hours in each school day and both governments want their programs completely covered. We must continue to correlate the programs and instruct most of the content in the English program with the SEP time covering Spanish Language Arts and outcomes that are not included in the Alberta Program.

Goal: All Programs of Study for the two government must be correlated and common outcomes taught in the Alberta time.

Action Plan:

Some of the curricula have been correlated so that SEP teachers can identify which outcomes they must teach and which to leave to the English teachers but all programs of study for both programs must be correlated and then SEP teachers informed on which outcomes they will be responsible for.

1. Program outcomes for both programs of study must be identified and correlated.
2. SEP teachers must be informed which outcomes they are responsible for in each subject and be effective assistants during English instruction.
3. Teachers should use common strategies for teaching both English and Spanish Language Arts and Math.
4. We need to ensure that SEP teachers who are teaching in the Alberta classrooms attend the Professional Development provided to Alberta teachers.

June 2018 Comments:

The principal visited the Canadian School in Guadalajara in November. It was an informative 3 day visit full of observations, meetings and resource sharing. Many positive networking connections were made. She came back with knowledge to create a plan and begin working towards correlation of the programs. There were 2 classrooms that have begun a correlation of curriculums as they have both an Alberta teacher and a bilingual SEP teacher. The other classrooms are finding it difficult as there is no common language and a translator is needed for communication. Professional Development continues to be separate due to language.

Issue 7: Preschool Program Development

We have a wonderful opportunity to develop an outstanding preschool that will attract students to our school and ensure an exceptional start to their education. Currently our program is adequate and attracting good numbers but we have an opportunity to be a leader in our community with a program that will, if implemented effectively, result in an outstanding preschool education which will provide an excellent start for children in the Alberta Program.

Goal: Provide the best preschool education plan in Mazatlan using a recognized existing program that is acknowledged worldwide as an effective program.

Action Plan:

Our Alberta Education evaluator Leah Dushinsky, has suggested we look at the Reggio system of early childhood education and after researching this program it appears to be a very good fit with Alberta Education philosophy and is an extremely interesting program.

We must develop an Action Plan for Pre School Change and Development that includes:

1. Educating administration and owners on the need for change and the Reggio process; and make a decision on the development of the preschool program;
2. Getting unanimous administrative and parental agreement;
3. A logically sequenced series of actions to be taken;
4. Provides for a budget for implementation and ongoing support;
5. A strategy for professional development of both SEP and Alberta teachers.

All this must be done expeditiously if we are to be ready by the start of the new school year. This is a program that can be and should be implemented in strategic steps over the next couple of years.

June 2018 Comments:

The SEP Principal for Early Learning was supportive of the Reggio Approach and started the year working with her teachers towards creating student centered learning through experience and choice.

It was a positive beginning that was supported by parents. An action plan was not developed. A new SEP Principal for Early Learning was hired in December. The Alberta principal shared Play, Participation, and Possibilities: An Early Learning and Child care Curriculum Framework for Alberta.

Issue 8: Student Behavior

Teachers are finding more students present now with behavior difficulties. They have really appreciated the PBS system. Leah Dushinsky has suggested we implement a program that teaches students self-control as well and move away from the medical model of identification of student issues and implement differentiated learning to accommodate student needs. We have already introduced differentiated learning to some degree and teachers have expressed a strong need to have students tested to identify the reasons for behavioral or learning issues. They believe that an early diagnosis will assist them in how to best help their students.

Goal: Students will continue to demonstrate improved behavior, will begin to understand their emotions and will develop internal behavior and emotional controls.

Action Plan:

1. Change our half time counselor to a full-time counselor and find ways that she can be more involved in the total school environment. This may involve taking over the Bullying and Health weeks we offer at the school as well as other newly generated ideas. We had already asked our CEO for a full-time counselor and it was granted.
2. Develop a job description for the counselor in consort with other school administrators.
3. Continue to implement the Positive Behavior Support program and train all new teachers whether SEP or Alberta teachers in how to use it.
4. Research and make a decision on whether to implement the Zones of Regulation program which teaches children to recognize their emotions and respond in appropriate manners to diffuse or decrease these emotions.
5. Continue to educate parents about required children's behavior and how to assist children in reaching behavior norms by expected ages. (Cultural differences result in children getting to bed at too late an hour, being unable to dress themselves by grade 1, be able to maintain their cleanliness, being responsible for cleaning up after themselves, etc.). A plan of parent education must be implemented that includes accountability for persistent failure to meet expectations such as tardiness and absences from school.

June 2018 Comments:

We continued to use Positive Behaviour Strategies within the Alberta Program and encouraged the rest of the school to learn and use these strategies. A professional learning community of teachers and the principal continued to research the Zones of Regulation, social emotional learning and our current core values. We had a full time counselor by the end of the year.

Issue 9: Facility Improvements and Maintenance

The building is now almost a decade old and needs to have a more prioritized and ongoing maintenance and improvement plan. We will also be needing adjustments to the facilities to accommodate Alberta programs, the vision we develop for the preschool program, the growing student population and the more advanced program needs of Divisions 3-4.

Goal: The school building and grounds will be continually maintained and upgraded so that it will provide an exceptional learning environment.

Action Plan:

1. We have approval to include in the 2018-2019 budget a maintenance budget line and it will be funded accordingly. All subsequent budgets will include budget lines for necessary school improvements.
2. We have contracted out an assessment of the safety needs for our school. This has been completed and for the most part implemented. All items must be purchased and installed that were suggested recommended in the report.
3. Teachers and administration must practice emergency drills. A minimum of three drills a year should be implemented to address various emergency scenarios. The effectiveness of these drills should be constantly monitored and adjustments made.
4. Parents should be notified of their obligations in case of an emergency.
5. Coordination with fire, medical and police authorities should be planned and practiced.

June 2018 Comments:

Currently it is unknown what the budget for maintenance is. An inspection of the building was done by Proteccion Civil and all issues were resolved. We have practiced 1 emergency drill with Proteccion Civil. We worked on included parent obligations and coordination with public emergency providers.

Summary

June 2019: Colegio Rex Canadian School continued to make significant strides over the past year. We must continue to move forward with the money and expertise required to make it an Alberta school that meets all Alberta norms for programming, teaching, resources and facilities.

Alberta Education requires Alberta schools to be constantly improving and we are developing within our school a desire for continual improvement. In our desire to meet the needs of all learners we must dedicate ourselves to continually learn new ways to help students learn.

We must develop a common vision of what our school will look like as a School of Excellence and identify what will be required to become one. As owners and employees, we each must commit to this vision and the action plans outlined in this report and future reports in order to ensure that Colegio Rex Canadian School not only achieves and maintains Tier 3 but develops into a School of Excellence.

