

Every Student, Every Day, a Success.



**Battle River Alternative Centre
for Education (BRACE)**

Annual Education Results Report

2022-23

Education Plan

2023-24

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *Battle River Centre for Education* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

_____ N/A _____

Parent Council Chair



Principal

_____ _Nov 30, 23

Date

Battle River Alternative Centre for Education (BRACE)

Profile

Battle River Alternative Centre for Education serves high school students in an outreach and online setting, across the Battle River School Division. BRACE was created in 2021 after amalgamating Battle River OnlineSchool and Camrose Outreach School. BRACE serves students who attend part-time/ full time, may be taking one or two courses from across the division, adult learners, and those who are upgrading. BRACE also delivers summer school, and oversees the Women's Shelter School and parent led home education.

BRACE averages about 200 full time students and about 400 blended students (students who attend other BRSD schools) each year. Courses are offered online through Moodle and are designed to be completed in a semester.

Programming Highlights:

BRACE offers a supportive, alternative senior high school for students who require a non-traditional, individualized program.

BRACE provides students with:

- a safe, comfortable environment
- flexible learning environment (online and can access in person)
- qualified student centered teachers and support staff
- Alberta Education courses (cores and electives) required to attain a Diploma or Certificate of Achievement.
- flexible schedules and access to one on one help (both in-person or virtually)
- in-person one-one instruction and group instruction - synchronous and asynchronous online learning platform (Moodle)

Students attending BRACE have access to BRSD Career Counselors, Family School Liaison support, Addictions and Mental Health support through AHS,, and other community supports like Camrose Association for Community Living, The Open Door, and other inter-agency support.

BRACE is located in the North end of Ecole Camrose High School and students have access to three learning spaces. Students can also access support in the evenings on Tuesdays and Wednesdays if they cannot attend during the traditional school day. BRACE prides itself on meeting all of the "alternative" needs in the division.

Our Vision: "To be willing is to be able"

Our Mission: To develop strong, healthy relationships within a flexible learning environment while assisting students in meeting their educational needs.

Our Beliefs or Values:

Belonging
Relationships
Accepting
Caring
Excellence

What we believe

At **BRACE** we strive for...

Belonging – We are all better together

Relationships – Support each other and make connections with classmates

Accepting – Be mindful and inclusive of others

Caring – Show kindness and compassion to others

Excellence – Focus on learning and being engaged in your school work

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading & Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	45.6	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	69.2	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	3.8	8.5%
Numeracy	School	BRSD
Percentage of students who achieve the acceptable standard in Math 30-1	n/a	47.8%
Percentage of students who achieve the acceptable standard in Math 30–2	37.5	48%
Percentage of students who achieve the standard of excellence in Math 30-1	n/a	7.5%
Percentage of students who achieve the standard of excellence in Math 30–2	0	5.3%

Results Analysis: (achievements, improvements, areas of growth)

Student results have been lower than BRSD and provincial average on higher stakes tests and very few BRACE students have achieved excellence on Diploma Exams.

Teachers have created extra review materials and have added more formative practice exercises into their courses. Timelines include more diploma preparation materials. Exams and assessments also include being written in person to get used to the experience.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.	/	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.	/	11.3%
Overall satisfaction with the quality of basic education.	95.2 %	87%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	47.6%
	4 yrs	40%
	5 yrs	67.6%
High school post-secondary transition rate of students within six years of entering Grade 10.	22.5 %	54.4%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	94%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	100%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	98.2	73.8%
Overall number of successful course completions @ BRACE	74%	n/a

Results Analysis: (achievements, improvements, areas of growth)

Our BRACE students tend to take longer than 3 years to complete high school. We have a high percentage of students, and teachers, and parents who do feel that our school is engaging them in their learning and this is a very positive trend. Many of our students enter the world of work and do not enter post-secondary after leaving our school.

Data is influenced by high turnover and new additions at BRACE each year. We have very few students who attend our school all 3 years. Many students attend part-time and attend other BRSD schools or come part way through their high school journey.

Areas of growth: Improving student numbers who choose to attend post-secondary after high school. Finding programs where they feel they can be successful and providing more information about various choices (ie. attending open houses, post secondary fair).

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	98.4	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	100	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	95.3	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	100	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	64.8	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.5	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	85	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	81.7	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89	76.8%

Results Analysis: (achievements, improvements, areas of growth)

Our school community seems very satisfied with BRACE programs and access to supports. We are often above the BRSD average and very proud of our satisfaction ratings and standings. Some of this success can be attributed to our one on one and flexible approach. We also strive to make sure our space is a place where all students can feel like they belong that is safe and respectful and "different" than the regular community school setting.

Areas of growth: We need to improve our drop out rate as it is higher than BRSD average. Online learning is not a fit for all students and may hinder some students to become actively engaged. We also need to have more students accessing Rutherford Scholarships when they attend post-secondary.

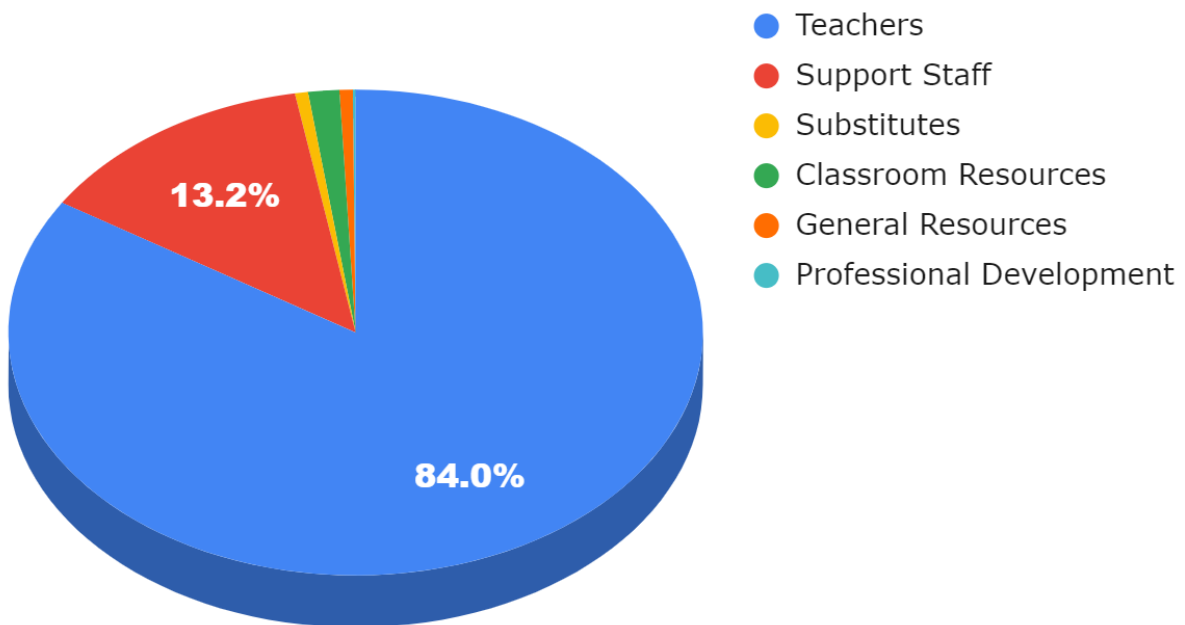
School Year Summary

BRACE has had a very positive impact on helping students remain in school and completing courses in an alternate environment. We can attribute some of this success to our close and collaborative working relationships with all BRSD partner schools and working towards every student, every day, a success. Student numbers continue to increase as do course offerings and the variety of students whom we serve. We also try to cater our needs to our student body and meet students where they are at.

BRACE continues to work closely with other division supports to ensure our students have equal access as they would in attending any other school.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	627746.55
Support Staff	98905.62
Substitutes	4548.26
Classroom Resources	10844.04
General Resources	4583.59
Professional Development	976.46



Stakeholder Engagement

BRACE's stakeholders include students, parents and guardians, BRSD community schools, and other community agencies.

Parent/Teacher Conferences- provide opportunities for parent engagement and involvement in their child's learning.

Fall Open House- drop in evening to meet teachers and see the BRACE spaces

Smore Newsletter- shared monthly and posted on the website and social media accounts

SAVY (Student Advocacy & Voice for Youth) - students from across the Division are involved in feedback loops to support Division planning. Students also provide opportunities in their individual school settings for student voice. BRACE has two student reps from grade 11 and grade 12.

Feedback Surveys- students, staff, family and community members provide perspectives on how our school is doing regarding the priorities in our Education Plan and future planning.

School Review Meetings- two times a year BRSD Division office leadership and school leadership formally meet to converse about instructional leadership, collaborative response work, and school results and education plans.

School Education Plan 2023-2024

<p>Literacy Goal: BRACE students will have improved literacy outcomes (reading, writing, speaking, viewing, and listening) through high quality instruction and optimal learning environments.</p>	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● Offering a wide variety of humanities courses including -4, -2, and -, Aboriginal Studies, and LDC courses in Creative Writing, Avid Readers, and Content Literacy. ● Staff will have the opportunity to connect with subject area colleagues from across BRSD and collaborate around key issues and teaching practices through division Collaboration Days (Professional Learning Series). ● BRACE will utilize a Collaborative Response Model (CRM) to address key learning issues in literacy. ● Brace will offer flexible online courses in an environment where students can access their course content and teacher support both virtually and in-person. ● Use of assistive technology (Read, Write for Google, KAMI, Audio recordings, and online learning tools) ● BRACE offers a wide variety of literacy support networks to access one on one help (Night School, Google Meets, in-person tutorials). ● Staff will work with and collaborate with BRSD Family of Schools subject area teachers to strengthen their instructional practices in literacy. 	
<p>Measures:</p> <ul style="list-style-type: none"> ● Increased course completion and success rates ● Diploma Exams ● Feedback provided by teachers (email, phone calls, Moodle reports) and PowerSchool ● CRM meetings focussed on literacy strategies 	
<p>Implementation Plan: Ongoing through the school year</p>	
<p>Allocation of Resources:</p>	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Monthly Moodle Hub sessions

**\$500- each ELA and SS Budget
(Humanities)
\$500 Library Budget**

- **CARC, ATA Specialist Council**
- **BRSD Professional learning Series**
- **Team meetings**

Numeracy Goal:

Brace students will continuously enhance their numeracy skills and competencies to solve problems and apply strategies in a wide variety of contexts.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- **Offering a wide variety of Math and STEM courses including -4, -3, -2, and -1 and Math 31**
- **Staff will have the opportunity to connect with subject area colleagues from across BRSD and collaborate around key issues and teaching practices through division Collaboration Days (Professional Learning Series).**
- **BRACE will utilize a Collaborative Response Model (CRM) to address key learning issues in numeracy**
- **Brace will offer flexible online courses in an environment where students can access their course content and teacher support both virtually and in-person.**
- **BRACE offers a wide variety of numeracy support networks to access one on one help (Night School, Google Meets, in-person tutorials).**
- **Staff will work with and collaborate with BRSD Family of Schools subject area teachers to strengthen their instructional practices in numeracy.**

Measures:

- **Increased course completion and success rates**
- **MIPI information for grade 10 students**
- **Diploma Exams**
- **Feedback provided by teachers (email, phone calls, Moodle reports) and Power School**
- **CRM meetings focussed on numeracy strategies**
- **Attendance (in-persona and virtually through Moodle)**

Implementation Plan: Ongoing throughout the school year

Allocation of Resources:

**\$500 Math Subject budget
\$500 Science Budget**

Professional Learning:

- **Monthly Moodle Hub sessions**
- **CARC, ATA Specialist Councils**
- **BRSD Professional Learning Series**
- **Team meetings**

Equity Goal:

At BRACE, we will ensure all students will feel safe, welcomed, and we will continue to provide the same access to services wherever possible for academic success, and student well being.

Our classrooms will be conducive to both staff and students having an optimum learning/work environment. This includes balancing the needs of in person learning and online learning.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- **Access the Career Counsellor, FSLW support and community supports when needed.**
- **Addictions and Mental Health (AHS) available weekly**
- **Consult with BRSD Equity Coordinator for input and support**
- **Community Supports - small group and individual meets weekly**
- **Night school for students who are unable to attend during the day (twice a week)**
- **Creating warm and welcoming classrooms for students.**
- **Positive incentive programs**
- **Celebrations throughout the year**
- **Encourage student voice and involvement (SAVY rep, small group instruction for Art, Indigenous beading, Pride, and other themed days).**
- **Nutrition Program-everyone has access to healthy food choices to enhance learning**

Measures:

- **Increased course completion and success rates**
- **Graduation rates**
- **Engagement- feedback via students, families, and other stakeholders**
- **Student surveys (well being, mental health, and educational)**
- **Anecdotal**

Implementation Plan: Ongoing throughout school year

Allocation of Resources:

Professional Learning:

**\$1000 FNMI Budget
Up to \$3000 for teacher PD
Nutrition Grant**

- **PD provided by Equity Coordinator**
- **Ongoing PD in area of Indigenous foundational knowledge**
- **BRSD Professional Learning Series**
- **Team meetings**
- **Working with BRSD (MHCB) Mental Health teams**