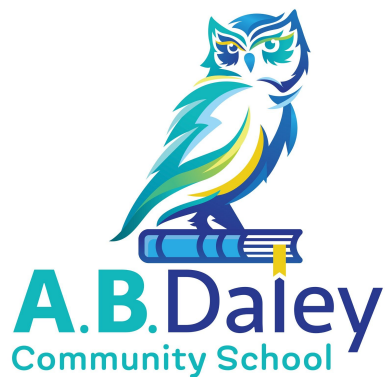


A.B. Daley Fall 2020 AERR

Livingstone Range School Division



Vision Statement

All student's learning needs will be met in a timely and effective manner through high quality programming and teaching.

Mission Statement

Our mission is to create a stimulating, positive learning environment for all our students. Through focusing on literacy and numeracy we will engage and inspire our students to be creative and innovative to be responsible citizens and to succeed in today's digitally fluent society.

Review of 2019-20 School Goals

#1- School Focus: Increase Student Leadership Opportunities

Performance Measures:

- OurSchool Survey
- Gotcha and Assembly Awards
- Accountability Pillar Data

School Strategies:

- Grade 5 & 6 Patrollers & Peacekeepers Program
- Continue partnership with Junior ATB for Financial Literacy
- Student Led Assemblies each month
- Continue with successful school wide leadership opportunities such as: Lunch monitors, Intramural helpers, assembly set up team, expectation stations, Book Club leaders, Student Leadership Team
- Buddy Reading
- Creation of Aquaponics Team
- Develop more classroom leadership opportunities such as: job boards, star students, modelling learning strategies, leading classroom discussions
- Recognition of student leadership contributions such as Gotcha Awards and school wide celebrations
- Support students in student led opportunities ie. NAPS Project
- Deliver school wide leadership lessons from: teachers, FSL and guest speakers (i.e. Chris Koch, Paul Davis)
- Engage community members in leadership opportunities with Passion Projects
- Peer Mentorships program and staff/student mentorship program

School Progress Review:

Throughout the 2019-2020 school year we increased our school leadership opportunities. We were able to implement all the school strategies that we listed. We recognized that some of our leadership strategies from the past are now engrained parts of our school culture and will continue to utilize them, but will move them off our strategy list.

#2- School Focus: Building Positive Relationships Within Our School Community

Performance Measures:

- OurSchool Survey
- Accountability Pillar
- EBS Program and Public Works Data
- Tracking Gotcha Data

School Strategies:

- Communication Methods used regularly such as: Weekly parent emails, Monthly Newsletters, Website, Twitter
- Parent Information evenings: School Council, Math Nights, Friends of A.B. Daley Meetings
- School Council guest speakers (presentations such as Digital Citizenship, Alberta Health Services)
- Sharing Mental Health AHS resources/strategies with staff and in newsletters each month
- Build staff capacity with Social Emotional Learning (Self-Regulation)
- Indoor and Outdoor Sensory Pathways
- Character Education and Monthly Virtue lessons
- EBS Program
- Gotcha Celebrations

School Progress Review:

We worked hard at ensuring that we were building positive relationships within our school community. We increased parent involvement by 10 community volunteers in our Passion Projects programming and expanded our projects to a wider variety of student interests such as photography, career exploration, preserves and canning. We hosted more parents information nights specifically around numeracy and digital citizenship. We celebrated an increase in student gotcha winners with virtue bracelet prizes and parties. Furthermore, we made changes to our EBS program to include Kelso's Choice programming to promote strategies for conflict management and character education. During the last months of the year, due to COVID, we were able to maintain positive relationships with families through asynchronous and synchronous learning opportunities, continued use of school communication methods, implementing an AB Daley Weekly Update for families. As a staff, we also reached out to the students and families via creation of Owl's Nest News, which became a huge hit. Each staff member contributed to our videos, students and family work and challenge activities were also featured.

#3 School Focus: *Improving Levels of Proficiency in Number Sense*

Performance Measures:

- MIPI Data Analysis
- PAT Results
- Accountability Pillar
- OurSchool Survey Numeracy Strategies

School Strategies:

- School Wide PD using Kathy Charchun as a resource
- Numeracy Leads sharing each Staff Meeting & one parent council meeting
- Implementing a Parent Math Night during Education Week
- MIPI analysis
- Creating more opportunities in each classroom for collaborative, inquiry based learning such as: Wonder Walks, Math Games, Number Talks/Math Openers, FNMI Numeracy Games, Guided or small group numeracy opportunities
- Exploring resources such as Math Up, Numeracy Running Records, Zorbits
- Cross Curricular & real life based Numeracy connections
- Focusing on concept based numeracy strategies for subtraction

School Progress Review:

We noticed an increase in the numeracy strategies that students listed in OurSchool data short answer questions. As a staff we feel this is a goal we need to continue to work on for the 2020-2021 school year. Staff participated in PD sessions with both Kathy Charchun on various numeracy topics, as well as our numeracy leads Jason MacDonald and Shannon Wickett who provided updates on numeracy topics and pedagogy at our staff meetings. We noticed in our walk arounds and teacher supervision that more classrooms were adopting Math Talks, open ended questions, and inquiry based numeracy lessons and projects on a regular basis. Numeracy is an area we will continue to work on as a staff in the upcoming school year. We will add the collaborative response process this school year; teachers will examine numeracy data at grade level meetings and work on number strategies during their collaborative planning time.

A.B. Daley School Data Review:

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6317 A B Daley Community School



Measure Category	Measure	A B Daley Community 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	96.6	95.7	94.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.6	87.7	83.1	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.6	93.5	95.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	95.9	93.2	93.6	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	39.2	45.5	40.5	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.4	84.8	86.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	94.1	94.4	91.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.1	87.9	86.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.5	86.1	85.4	81.5	81.0	80.9	Very High	Improved	Excellent

Accountability Pillar Summary Comments:

Celebrations:

Our Accountability Pillar Survey Results are mostly in the excellent categories and we are very pleased that over the years we have been able to maintain high results. We were happy to see that our School Improvement results have improved.

Areas of Concern:

Our Accountability Pillar Survey Results are lower in the area related to preparation for Lifelong Learning, World or Work and Citizenship. We were concerned that despite working on different projects with our Career

Practitioner, exploring different career choices in classrooms and in health, that our results in this area were lower. Increased communication to stakeholders in this area may be helpful as we move ahead.

Breakdown of May 2020 Accountability Pillar Survey Results

Safe and Caring Program of Studies

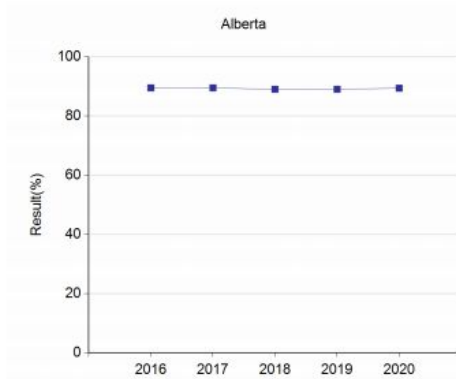
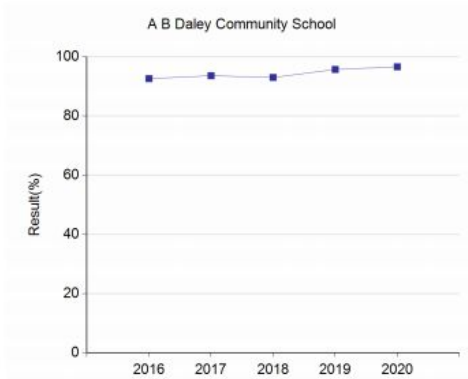
B.4 Safe and Caring Measure History

School: 6317 A B Daley Community School

Province: Alberta

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

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
114	92.6	118	93.6	118	93.0	132	95.7	96	96.6	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4



Education Quality

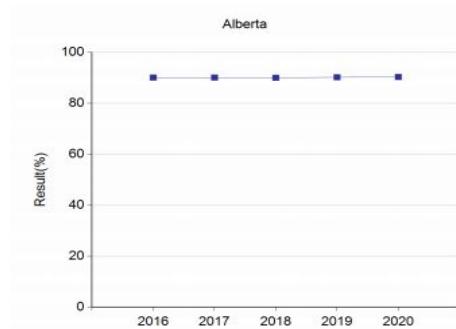
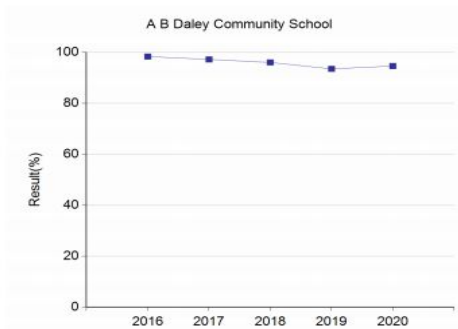
A.4 Education Quality Measure History

School: 6317 A B Daley Community School

Province: Alberta

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

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
114	98.3	115	97.2	118	96.0	132	93.5	98	94.6	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3



At Risk Students

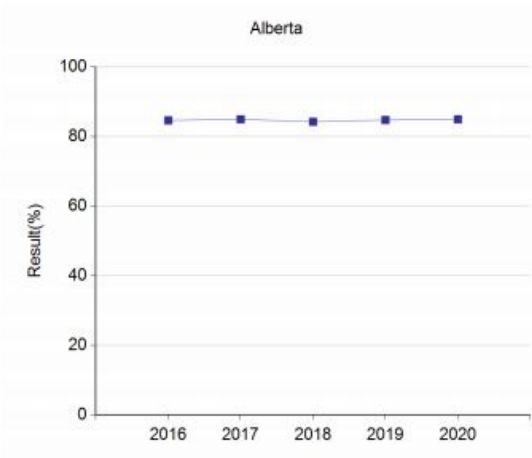
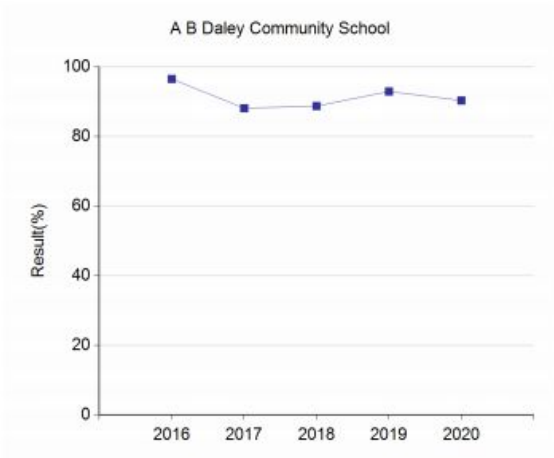
B.3 Program of Studies - At Risk Students Measure History

School: 6317 A B Daley Community School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
31	96.5	28	88.1	118	88.7	131	92.9	96	90.3	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9



Work Preparation

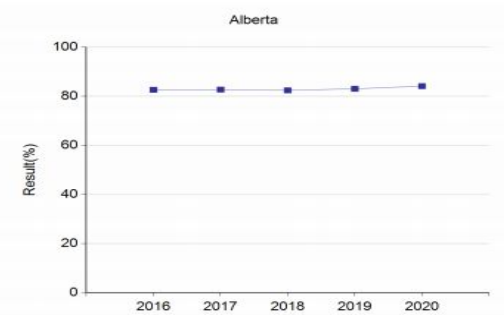
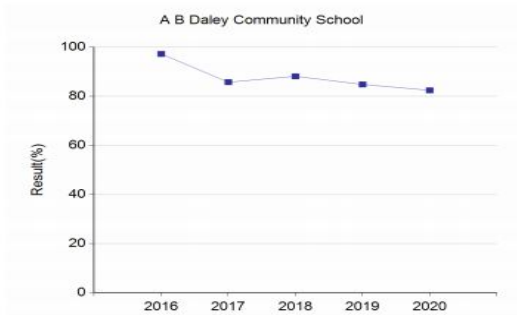
A.8 Work Preparation Measure History

School: 6317 A B Daley Community School

Province: Alberta

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.

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29	97.2	28	85.7	32	88.1	37	84.8	30	82.4	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1



Lifelong Learning

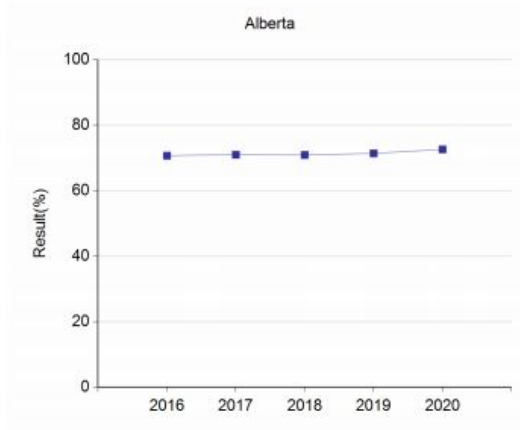
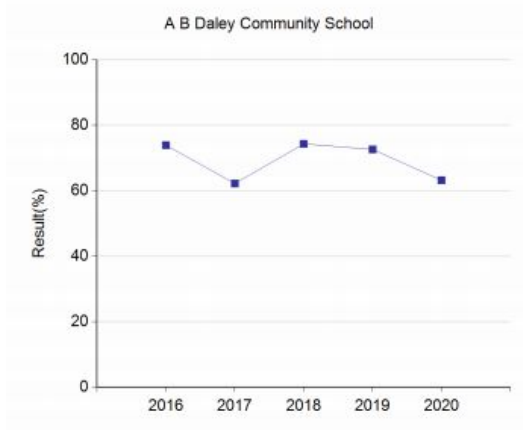
A.7 Life Long Learning Measure History

School: 6317 A B Daley Community School

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
31	73.9	27	62.2	32	74.3	39	72.6	30	63.2	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6



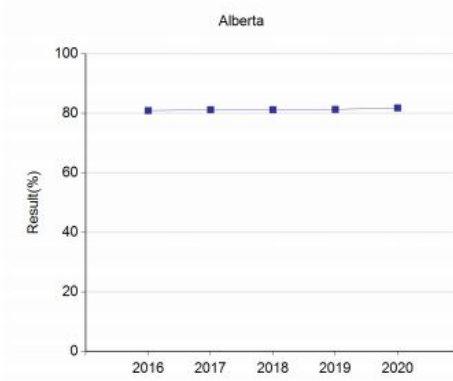
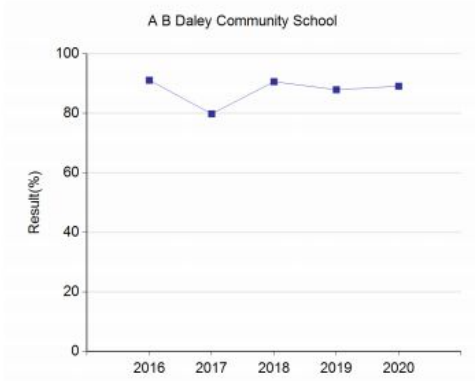
Parental Involvement

School: 6317 A B Daley Community School

Province: Alberta

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

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
31	91.1	28	79.8	32	90.6	40	87.9	30	89.1	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8



School Improvement

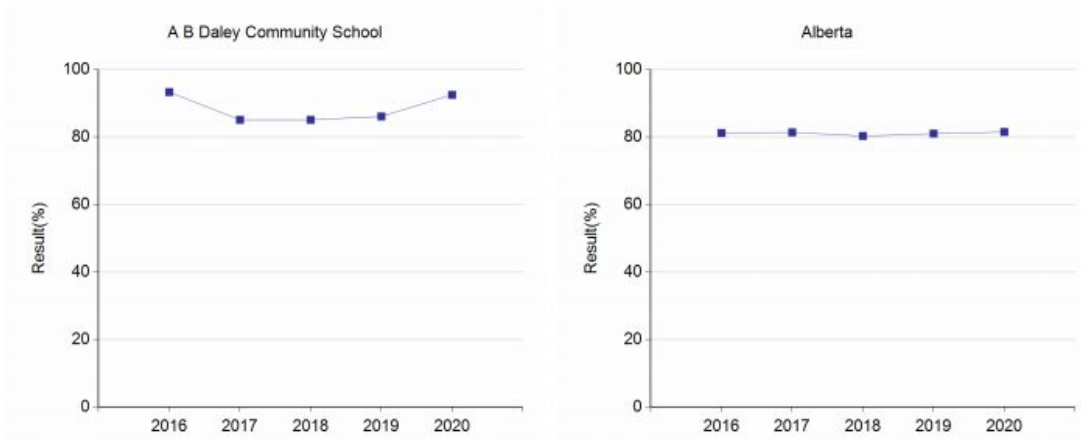
E.2 School Improvement Measure History

School: 6317 A B Daley Community School

Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

A B Daley Community School										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
114	93.3	118	85.1	117	85.1	130	86.1	96	92.5	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5



Accountability Pillar Survey Comments:

Accountability Pillar Survey results are at or above the provincial results in all categories except for Work Preparation and Lifelong Learning measures.

Our School Survey:

72 Students from A.B. Daley in Grades 4-6 completed the survey in November 2020.

- Grade 4: 24
- Grade 5: 20
- Grade 6: 28

Celebrations and Highlights:

- Students with a positive sense of belonging at school
- Students with positive relationships
- Students who value schooling outcomes
- students with positive behaviour at school
- Students who are interested and motivated in their learning
- Students who try hard to succeed in their learning
- Effective Learning time (important concepts are taught well, class time is used efficiently and homework and evaluations support course objectives)
- Relevance (students who find classroom instruction relevant to their everyday lives)

- Rigor (students who find the classroom instruction is well organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn)
- Feeling Safe Attending this School (students who feel safe at school as well as going to and from school)
- Advocacy at School (Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice)
- Positive Teacher-student relations
- Positive Learning Climate
- Expectations for success (school staff emphasise academic skills and hold high expectations for all students to succeed)
- Advocacy outside of school (students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice).

Areas of Concern:

- 17% of the students in grades 4-6 indicated moderate to high levels of anxiety
- 16 % of students in grades 4-6 indicated they were subject to bullying and exclusion (students who are subjected to physical, social or verbal bullying or are bullied over the internet)

2019-20 MIPI Data :

We had a total of 143 students from grade two to six participate in the MIPI assessment this year. Areas of strength that were identified were Shape and Space. An area which we need to continue to develop in numeracy is subtraction for grades 2-4. An area which needs improvement in grades 5 & 6 would be math strategies for multiplication. Our mean average score was 75%. We had 23 students below the benchmark score of 60%.

Summary Comments for 2019-20 School Year:

In response to our 19-20 Data review, our school community has identified 2 key areas of focus for the 2020-21 school year:

Goal 1: Wellness - Build positive relationships within our school community and focus on the mental and physical health of our school community, especially given the increased pressures of teaching and learning during a pandemic.

Goal 2: Academics- Continuing to Improve levels of proficiency in number sense (mathematics).