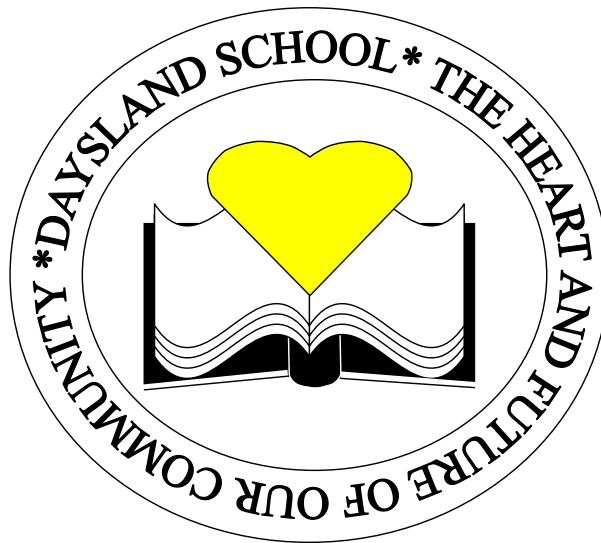


**Daysland School**

*Three-Year Education Plan*

*Annual Educational Results Report*

2016/2017 – 2018/2019



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## *Message from the Principal*

The purpose of the school's Three-Year Education Plan/AERR is to:

- Identify priorities and directions based on Division priorities established by the Board of Trustees that guide our programs and services;
- Provide school staff with goals, objectives and strategies for improving educational opportunities for our students;
- Inform parents and other stakeholders of the priorities and directions of our school and the division; and
- Meet the requirements of Alberta Education by providing an annual record of the plan/report.

The 2016-2019 Three Year Education Plan / AERR is based on Battle River School Division's emphasis on four areas of educational focus:

- Literacy
- Numeracy
- 21<sup>st</sup> Century Learning
- Welcoming and Caring Schools

Work in these four areas is supported by Daysland School's vision, mission, and beliefs. The school's approach includes a balanced focus on academics, character and relationships that we believe is essential for student growth, achievement and success.

This Three-Year Education Plan/AERR is based on data and contributions through discussion with various stakeholders. Planning sessions included input from staff, school council, school families, and the community.

The results reflected in this report indicate that Daysland School maintains consistency or improvement in many categories. In particular, the strands of Literacy, Numeracy, 21st Century Learning and Welcoming and Caring Schools, continue to be a focus and are fully embedded in the work we do every day.

There is a significant achievement gap between First Nations, Métis and Inuit students and all other students in Alberta. Addressing this gap is a priority focus for Alberta Education and BRSD #31, and is reflected in Outcome Two of this three-year plan. We have also developed a new goal designed to support an inclusive environment in which we value diversity, understand learners' strengths and needs and reduce barriers to enable students to pursue personal excellence and social development during their educational journeys.

Review of our goals, strategies and results allow us to be responsive to emerging trends and to re-align with the goals of Alberta Education and Battle River School Division's vision of *Every Student, Every Day, A Success*.

Respectfully,

Richard Payne, Principal  
Daysland School

## ***Accountability Statement***

The Annual Education Results Report for the 2015-2016 school year and the Education Plan for the three years commencing September 1, 2016 for Daysland School was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*.

This document was developed in the context of the provincial government's business and fiscal plans. Daysland School has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. On November 16, 2016, the Daysland School Education Plan for 2016-2019 was approved for submission to Battle River School Division.

Richard Payne  
Principal

Marie Harty  
School Council Chair

## ***Communication of Our Plan***

Copies of the plan are made available to all staff and School Council members for discussion and feedback. Copies of the report are available at the school office as well as on the school website. Daysland School believes this Three Year Education Plan and AERR must be a living document to assist the school in achieving the goals for continuous improvement and success.

## ***Foundation Statements: Daysland School***

### ***Vision***

Every Student, Every Day, a Success

### ***Mission***

To develop lifelong learners who are prepared to meet the challenges of the global community as responsible citizens of the future.

### ***Beliefs***

At Daysland School we strive to meet the needs of all students. We believe that every student will have success and it is our mandate to provide what is necessary for our students to be contributing members of society, locally and globally.

## ***Our School Profile***

Daysland School serves the western sector of Flagstaff County. Situated near the geographic centre of Battle River School Division #31, its attendance area includes the communities of Daysland, Strome and the surrounding rural areas, as well as the rural area north of the Village of Heisler. Families in the Daysland School community are from predominantly agricultural and oilfield-industry backgrounds.

The school provides a full educational program for approximately 228 children in kindergarten through Grade 12. The school facility includes a full gymnasium, and well-appointed foods/fashion and construction technology labs. Daysland School has a proud history of athletic accomplishments, and visitors are greeted by displays of student artwork in the halls. There is a high computer-to-student ratio in our school, and twenty-first century learning is supported through the use of two traditional computer labs and a class-set of Chromebooks on a mobile cart.

## ***Summary of Accomplishments: 2015 – 2016***

- ✓ Welcome Back breakfast
- ✓ Member of *High School Redesign* project
- ✓ Year 3 of Olweus Bully Prevention Program implementation
- ✓ School-wide participation in *Pink Shirt Day*
- ✓ *Healthy Relationships* grant to support work with multi-grade teams in junior / senior high.
- ✓ Foster Child sponsored by Jr. / Sr. High Students' Association
- ✓ Annual Terry Fox Run participation
- ✓ Food bank drives and fundraising for charitable organizations. (e.g. Flagstaff Sharing)
- ✓ Comprehensive extra-curricular sports program
- ✓ Hosted several safety presentations for various grade levels (railway, ATVs, farm safety).
- ✓ Several career-related presentations and opportunities for sr. high students (*Learning Clicks*, *Skills Canada*, career fairs)
- ✓ Jr. High competition at counties and regionals for multiple sports
- ✓ Sr. girls' and boys' competition at volleyball, basketball and athletics zones
- ✓ Sr. boys' qualified for competition at cross-country provincials
- ✓ Sr. boys' competition at basketball provincials (2<sup>nd</sup> place finish)
- ✓ Sr. boys' competition at Athletics provincials (javelin)
- ✓ Elementary and Jr. High ski trips to Alliance
- ✓ Sr. High Ski trip to Lake Louise
- ✓ Sr. High Travel Club to Costa Rica

- ✓ Swimming instruction for all grades 1-4 students
- ✓ Annual field trips
- ✓ Annual participation in *Take Our Kids to Work* day
- ✓ Winter Walk day
- ✓ Various clubs (boys' club, girls' club, chess, art, yearbook, crochet).
- ✓ Junior high golf
- ✓ Parent-run hot lunch program annual Christmas buffet for all staff and students.
- ✓ Annual grade nine outdoor ed./canoeing trip
- ✓ Annual grade five outdoor ed. trip.
- ✓ Numerous activities planned and carried out by Jr. / Sr. high students' association through multi-grade teams
- ✓ Annual town clean-up
- ✓ Grades 5 and 6 participation in mini-slammers and mini-dunkers programs
- ✓ Grade 8 helpers with elementary track and field day
- ✓ Royal Canadian Legion Poster and Literary contest winners
- ✓ Students in Sr. art classes paint murals on walls of downtown businesses
- ✓ Grade 9 team competes at the Skills *Cardboard Boat Races*
- ✓ Sr High students compete at Skills Canada Construction competition and Culinary Arts competition
- ✓ Student performances at *Providence Place*
- ✓ Basketball Skills camp
- ✓ Host of community workshops and presentations (Derek Petersen "The Power of Integrative Development"; Acts of Kindness Presentation; Distracted Driving Presentation)
- ✓ Fine Arts Performances (Alberta Opera, Quest Theatre, Speed Control, Jazz Performance)
- ✓ Grades 11 and 12 attend *West Side Story* at Citadel Theatre
- ✓ Drama club attends *Into the Woods* at Winspear Centre
- ✓ ECS to Grade 4 LEGO Creations
- ✓ Scholastic Book Fair
- ✓ Bubble Soccer
- ✓ Hats On For Mental Health
- ✓ Bus Driver Appreciation
- ✓ Grade 6 DARE Program
- ✓ Annual Academic and Athletics Awards programs

## Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Daysland 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	Excellent	Safe and Caring	89.7	93.5	91.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	71.5	76.9	77.3	81.9	81.3	81.4	Low	Declined	Issue
		Education Quality	87.9	91.4	91.7	90.1	89.5	89.5	High	Declined	Acceptable
		Drop Out Rate	0.9	1.9	1.6	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	84.6	91.6	79.4	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	80.0	74.0	79.6	73.6	72.9	73.4	High	Maintained	Good
		PAT: Excellence	12.5	19.0	20.6	19.4	18.8	18.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	93.3	89.9	87.7	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	16.0	20.3	18.8	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	80.8	78.1	59.2	54.6	54.4	53.5	Very High	Improved	Excellent
		Rutherford Scholarship Eligibility Rate	79.2	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	70.6	76.1	72.6	59.4	59.7	59.3	Very High	Maintained	Excellent
		Work Preparation	84.1	74.1	70.6	82.6	82.0	81.1	High	Improved	Good
		Citizenship	85.1	86.8	85.6	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	80.0	74.3	75.8	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Good	School Improvement	76.7	75.0	76.4	81.2	79.6	80.0	High	Maintained	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## *School Based Data*

### **BRSD Parent Survey 2015-16**

#### **Parent Respondents:**

- 84% believe their child has at least one adult he/she can turn to for assistance.
- 74% believe their child's school promotes a culture that acknowledges and embraces diversity and inclusion.
- 89% believe their child's school offers programs and activities that help students learn to treat each other with dignity and respect.
- 95% believe their child uses information technology (computers, SMARTBoards, etc.) to help him/her learn at school.
- 74 % believe the school has a website that makes it possible for parents to be current on what their children are learning.
- 79% believe that literacy instruction at my child's school has enhanced my child's reading skills.
- 53% believe that numeracy is promoted in all subject areas at school.
- 79% believe that their child has opportunities to collaborate/work with others to solve problems.
- 74% believe that the literacy approaches used at my child's school motivate my child to read more.
- 74% believe that their child continues to gain new ideas and strategies to enhance his/her reading skills.
- 63% believe that the School Council plays an effective advisory role at my child's school.
- 100% believe that their child experiences some success at school each day.



## BRSD Student Survey 2015-16

<b>Percentage of Daysland students satisfied with:</b>	<b>4-6 (%)</b>	<b>7-12 (%)</b>
All the adults at my school encourage students to read.	88.0	67.6
My teacher connects Math to many subjects. / Numeracy is used in all my subjects.	80.0	60.3
I am able to work with other students to solve problems.	88.2	91.9
I know a staff member who cares about me.	75.5	74.0
I experience success at school each day.	78.4	82.0
School staff seek input from students when making decisions that affect them.	n/a	68.1
Opportunities are provided for students to be involved in leadership at my school.	n/a	83.0
I am expected to treat others with respect and dignity.	94.1	97.1

### ***OurSCHOOL Elementary Survey - Fall 2015***

- 76% of students in this school had a high sense of belonging; the Canadian norm for these grades is 86%.
- In this school, 77% of students had positive relationships; the Canadian norm for these grades is 80%.
- 94% of students in this school valued School Outcomes; the Canadian norm for these grades is 96%.
- 91% of students in this school were interested and motivated; the Canadian norm for these grades is 71%.
- In this school, students rated Advocacy at School 6 out of 10; the Canadian norm for these grades is 4.9.
- 87% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 68%.

### ***OurSCHOOL Secondary Survey - Fall 2015***

- 50% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 48%.
- 79% of students in this school had a high sense of belonging; the Canada norm for these grades is 71%.
- In this school, 78% of students had positive relationships; the Canada norm for these grades is 76%.
- 72% of students in this school valued School Outcomes; the Canada norm for these grades is 73%.
- 71% of students in this school are intellectually engaged. The Canada norm for these grade levels is 50%.
- 43% of students in this school were interested and motivated; the Canada norm for these grades is 30%.
- 82% of students in this school tried hard to succeed; the Canada norm for these grades is 69%.
- 17% of students in this school stated they were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 22%.
- In this school, students rated Advocacy at School 2.6 out of 10; the Canada norm for these grades is 2.7.
- In this school, Positive Teacher-Student Relations were rated 6.9 out of 10; the Canada norm for these grades is 6.
- In this school, students rated Disciplinary Climate of the Classroom 6.5 out of 10; the Canada norm for these grades is 5.9.
- In this school, students rated Teachers' Expectations for Academic Success 7.7 out of 10; the Canada norm for these grades is 7.1.
- 28% of students in this school planned to pursue a trade or apprenticeship program; the Canada norm for these grades is 21%.
- 61% of students in this school had aspirations for pursuing a post-secondary education; the Canada norm for these grades is 66%.

## ***OurSCHOOL Survey – Select Student Comments (unedited):***

### *Elementary*

- school is very fun, hard working and also really exiting. It does have a potential happiness in our own school. my favorite subjects are social, science math and I.a .
- I LIKE THIS SCHOOL BECAUSE I HAVE TEACHERS THAT HELP ME WITH MY WORK AND I LIKE THE THINGES WE DO IN CLASS. I LIKE DOING MATH ,MATH IS MY FAVORITE SUBJECT.
- I like how my teachers always make it fun to learn and they encourage my decisions and i think to improve our school is that we should have more assemblies, and we should stay inside at recess of it is too cold and the teachers make us go outside of it is too cold.
- i really like the teachers and other studints.
- i like that i can feel safe here.Id like if we had could sty inside for reces if it id cold and we will have our own appinyin if we can go inside.
- I love my school and i am new its so much fun here its the best school ever not like my old school. i have lots of friends here i like them and they like me.i never want to leave here any time soon its so much fun.we do so much fun projects at school they are so much fuuunn
- what I like about my school is there is always some one to talk to and hang out with

### *Secondary*

- I love the teachers enthusiasm for school activities.
- i like the amount of staff we have. its not to many nor not enough. its the perfect amount for this small town school. i just wish we had more class choices. like cosmetology, ceramics, mechanics, music or a fashion program
- it's like a big family mostly everyone gets along..i think we should get more days off though.
- I like how the school helps students with their schoolwork without hesitation.
- I like the family groups we have
- We have a small school and everybody can get along easily and know each other. We have a variety of option courses that we can take. Have access to computers everyday to help us with our projects.
- How nice and respectful all the teachers are when ever you seen them.
- teach more useful content such as money investing skills.
- I like the education and the way our teachers handle things.
- I really like the school projects and sports that the school provides and I love all the fun activities we do. I think that there are some classes that we don't need for everyday life.

## *School Goals for 2016-2017*

### *Outcome One: Every student is successful*

#### *BRSD Goals:*

- All students will demonstrate proficiency in numeracy and literacy at or exceeding their developmental level through quality programming.
- All students will demonstrate engaged thinking, ethical citizenship, and the entrepreneurial spirit embedded within the 21st century learning competencies.

#### *School Goals:*

- Improvement of academic stream (-1) results to achieve parity with results in -2 stream courses.
- Expansion of K&E programming at the senior high level.
- Improved results on PATs and Diploma exams (all students achieving “acceptable” standard or higher.)
- Strengthened character / relationships within / outside the regular classroom.

#### *Strategies:*

- Strengthen literacy practices and pedagogy in K-12
- BRSD professional learning for teachers and Educational Assistants in Numeracy/Mathematics
- Grade 3 students participated in the Student Learning Assessments in literacy and numeracy
- Grade 3 teacher participate in Student Learning Assessment (SLA) collaborative marking sessions put on by the division
- Grades 4-9 ELA teachers trained in the use of DORA (Digital On-line Reading Assessment)
- Teacher and administrative review of plans and assessment to ensure connection to learner outcomes.
- Encourage use of Maplewood “Parent Portal”
- Regular formal PLC meetings to occur on school-based PD days and informally throughout year
- Focus on classroom feedback practices that empower students to analyze their learning progress, make adjustments, and advocate for clarity of targets and feedback that helps move their learning forward
- Daily reading: *Learning to Read* and *Reading to Learn*
- Continue to support library clerk as we evolve in the direction outlined in Alberta Education’s Learning Commons Policy
- Becoming a Google-based environment has allowed Daysland students opportunities for engaged thinking, collaboration, and problem solving within and beyond our school (e.g. Project Based Learning)
- Continue using ADLC modules / K&E programming to meet the diverse learning needs of secondary students
- Expand flexible programming options to meet students’ needs

- Providing wider range of opportunities for high school students – Math 31 being offered virtually, ADLC course offerings
- Continue review of plans and assessment
- Correlation of exam questions to specific learner outcomes
- Multi-grade activities (Squads) to promote student-student mentoring
- Gr. 11 and gr. 12 student reps on SAVY Engagement project
- Continue to develop Work Experience and Registered Apprentice Program (RAP) placements, and support students within those placements. ( School based ADLC, LDC offerings, Dual Credit options, CTF implementation, MyBlueprint implementation, HS Redesign)
- Daysland students have a multitude of school-based and community-based opportunities to build citizenship and entrepreneurship skills (i.e. Volunteerism in junior / senior high – assistant coaches, leadership through students' association, etc.)

### ***Outcome Two: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated***

#### ***BRSD Goals:***

- The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

#### ***School Goals:***

- Enhanced awareness and appreciation of FNMI perspectives.
- Opportunities provided for FNMI students to access culturally relevant learning through ADLC courses (e.g. Cree language).

#### ***Strategies:***

- Infusion of FNMI perspectives through the current K-12 curricula
- *Success in School* Plans for First Nations, Metis and Inuit students
- Access courses through ADLC to support First Nations, Metis and Inuit students
- Access FNMI resources to support classroom instruction and heighten overall school awareness
- Support library clerk to build on the availability of quality FNMI resources in our school library
- Budget funds specifically targeted for resources to help address FNMI achievement gap, and to build awareness of FNMI perspectives.

### ***Outcome Three: Alberta's education system is inclusive***

#### ***BRSD Goals:***

- Battle River School Division will provide a safe, caring, welcoming, inclusive environment for all.
- Effective leadership, along with the voice of stakeholders, will allow students and community members to possess a strong connection to their schools as an inclusive, safe, healthy, welcoming and caring environment.

#### ***School Goals:***

- Daysland School will provide a safe, caring, welcoming, inclusive environment for all.
- Effective leadership, along with the voice of stakeholders, will allow students and community members to possess a strong connection to our school as an inclusive, safe, healthy, welcoming and caring environment.

#### ***Strategies:***

- Staff (at school and district level) with specialized capacity including Manager of Inclusive Education, Learning Facilitator / school counsellor, Family School Liaison Worker, Coordinator of Student Services
- Continue to develop Work Experience and Registered Apprentice Program (RAP) placements, and support students within those placements. ( School based ADLC, LDC offerings, Dual Credit options, CTF implementation, MyBlueprint implementation, HS Redesign)
- Offer distributed learning opportunities to develop student skills and fill programming gaps (via Alberta Distance Learning Centre)
- School team participating in Professional Learning Opportunity with Charlie Coleman: Seven Keys to a Positive Learning Environment
- Daysland students participate in study tours at the national level (i.e. Encounters with Canada)

## *Outcome Four: Alberta has quality teaching and school leadership*

### *BRSD Goals:*

- Effective learning and teaching is achieved through collaborative leadership, high standards and support for professional growth towards best practice.

### *School Goals:*

- Increasingly effective teaching and learning as a result of staff collaboration and individual professional development.
- Students will develop effective leadership and collaboration skills using 21st century skills and tools.

### *Strategies:*

- Staff teaching staff about google classroom, etc.
- Student-led instruction (projects, presentations)
- Collaborative projects (Google docs, etc.)
- Involvement in Alberta Education's High School Redesign initiative
- 4 C's of 21st century learning (Creativity / Collaboration / Communication / Cooperation)
- Phased professional development (Daily 5) over multiple years.
- Strategies to integrate numeracy into humanities courses
- Strategies to integrate literacy into math/science courses
- Working to integrate community members as "real-world" links to add validity to lessons
- Program alignment is continually evolving in response to student needs and demographics
- PD to support providing multiple approaches to instruction
- Increased use of technological solutions to help students build independence in their learning (e.g. read and Write for Google)
- Continue to use the *OurSCHOOL* survey and SAVY to elicit student perceptions on programming and quality of education Participation in BRSD mentorship program
- Strong in-school mentoring of new/beginning teachers
- Teachers and administrators will complete, discuss, and reflect on their annual Professional Learning Plans
- Continue to support teacher efficacy in Best Practices in Everyday 4
- Teacher and administrator evaluation process aligned to the new Alberta Education standards
- Shared leading and learning approach to PD ("horizontal" leadership)
- Student mentoring through multi-grade squads

## ***Outcome Five: Alberta's education system is well governed and managed***

### ***BRSD Goals:***

- Effective leadership, along with the voice of stakeholders, will allow students and community members to possess a strong connection to their schools as an inclusive, safe, healthy, welcoming and caring environment.

### ***School Goals:***

- Full integration of Olweus Bully Prevention Program (OBPP)
- Incorporate elements of Pyramid of Behaviour Interventions work (Charlie Coleman)
- All stakeholders in wider school community continue to develop and maintain positive, respectful relationships.
- All students will be able to identify an adult advocate in the school.
- All junior high students to remain at school during lunch time.
- All major school functions continue to be conducted "on-site" as facilities permit.

### ***Strategies:***

- Provide opportunities for student leadership through cross-graded activities, students' association, within class, extra-curricular, town clean-up, school assemblies.
- Continue with student leadership/mentoring opportunities (e.g. reading groups, *Healthy Relationships* activities, student advisory)
- Continue to encourage student involvement and leadership through *Students' Association*
- Transitional activities (ECS/Gr. 1), (Gr. 6/Gr. 7), (Gr. 9/Gr. 10)
- Continue working with School Council partners to host a *Welcome Back to School* breakfast and other relationship-building activities.
- Deepen our work on *High School Redesign* strategies to better meet the range of needs of students
- Volunteer hours counting toward requirements of PE 10/CALM
- Continue provision of opportunities for student leadership.
- Re-evaluate targets and continue capacity-building.
- Use longitudinal survey data to inform practice (BRSD survey, *OurSCHOOL* survey)
- Review Daysland School public webpage and internal portal
- Student participation in SAVY group
- Continue to support the development of school climate and culture through such programs as Olweus Program and Seven Keys to a Positive Learning Environment work
- Continue to support healthy living programs for students and staff in Daysland School through partnership with Alberta Health Division Healthy School Consultant and with support from Healthy Relationships grant



## *Parental Involvement*

Daysland School is required to prepare a three-year plan that aligns with Battle River School Division's plan/report. The school's template is based on the BRSD goals and priorities. Our school's draft three-year plan is shared with School Council, and revisions made based upon feedback and suggestions received.

Parents can access the School Three-Year Plan/AERR via our website at [www.brsd.ab.ca/school/daysland](http://www.brsd.ab.ca/school/daysland). Throughout the course of the year Daysland School capitalizes on many community events to bring the messages of the Three-Year Plan/AERR to our school community. Some of these opportunities include: a September Welcome Back Breakfast / Meet the Staff event, school council meetings, OLWEUS Committee, special assemblies, school newsletters, awards nights, mentoring groups, graduation, extracurricular events and more.

The BRSD Community Engagement Process has directly impacted the development of this three-year plan/AERR through the identification of stakeholder priorities for academics, character and relationship development.

## *Timelines and Communication*

Daysland School relies on many forms of communication with our stakeholders to inform and promote work that is happening in our school. Illustrative examples of how communication takes place throughout the course of the school year include:

- Comprehensive parent/student handbook posted on the school web page
- An up-to-date webpage with current messages, postings, and links
- Biweekly publication of a newsletter
- Monthly School Council meetings
- Regular cross-graded activities and assemblies
- Use of agendas by all students from grades K-6
- Report cards and parent teacher interviews
- Maplewood parent / student portal for accessing current information about marks/assessment
- Student led conferences in K-6

## *School Councils*

The Daysland School Three-Year Plan/AERR remains a fluid document that can be updated and changed throughout the course of the school year. School Council is provided with a copy of the Three-Year Plan/AERR and feedback from the membership is welcomed. All schools in Battle River School Division are required to prepare a school-based Three-Year Plan that aligns with the Divisional Plan/AERR. The templates that schools are required to use include the Division Goals. Schools are also asked to share their Three-Year Plans with School Councils, and this plan was reviewed at the November 16, 2016 regular meeting of the Daysland School Council.

## *Professional Development Plans*

- BRSD PD series (September, February and May)
- Olweus BPP refresher training and training for new staff members (October and December)
- Moving Forward With High School Redesign workshop (September)
- Collaborative examination and analysis of PAT and Diploma exam results (October)
- Charlie Coleman workshop (October)
- Diploma exam results review (October)
- School-based PD (October – Clevr / PAT and Diploma exam analysis, November – First Aid training and numeracy / Charlie Coleman work, and March – under development)
- SLA workshop (November)
- Dr. Jodie Carrington workshop - *Power of Being Crazy About Kids* for two EAs
- Daily Five conference for three teachers (January)
- Teachers' Convention (March)
- Ongoing staff collaboration on literacy and numeracy by grade/division level
- Ongoing teacher collaboration on 21st century learning skills and strategies
- Collaboration to develop familiarity with 'front matter' of new curricula
- BRSD mentorship program (year two participant)
- In-school mentorship
- PASI workshops for Admin Assistants
- Librarian conference
- Ongoing support for additional individual PD choices made by teachers and support staff