




**Daysland School Combined AERR/Three Year Plan
2018-2019**



"Every Student, Every Day, A Success!"

Our "Everyday 4" Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):																																																																																																																																																																						
<p>Welcoming and Caring</p>	<p>Daysland School will systematically implement the Collaborative Response Model by June 2021 to support student learning.</p> <p>Daysland School will focus on building a culture that is welcoming and caring.</p>	<ul style="list-style-type: none"> ● Teacher leaders (two who attended CRM training last year) to introduce Collaborative Response Model to all staff on Nov 30 Staff Collaboration Day ● Begin Collaborative Response Model Meetings on Nov 30. ● Provide embedded time for CRM within Collaborative Days ● Access divisional supports (Christie Badry, Deanna Vikse) ● Full Implementation of the School Behaviour Matrix ● Increase opportunities to hear student voice <ul style="list-style-type: none"> ○ Student Advisory Committee, Student Advisory Group, SAVY Meetings ○ Hold Student Forum run by SAVY Representatives <ul style="list-style-type: none"> ■ Release results to students/parents/and staff. ● Enhance Communication with Parents and Community <ul style="list-style-type: none"> ○ School Messenger ○ Emails from Principal ○ Focus on Parent Communication around student learning in classrooms. ● Responsive services around emergent concerns <ul style="list-style-type: none"> ○ Robb Nash Project ○ Weed Out 	<p>Accountability Pillar Overall Summary Annual Education Results Report - Oct 2018 School: 4702 Daysland School</p>  <table border="1"> <thead> <tr> <th>Measure Category</th> <th>Measure</th> <th>Current</th> <th>Prev Year</th> <th>Prev Year (2017-18)</th> <th>Target</th> <th>Prev Year</th> <th>Prev Year (2017-18)</th> <th>Assessment</th> <th>Measure Status</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Student Learning Outcomes</td> <td>494 - Academic</td> <td>81.0</td> <td>80.0</td> <td>80.0</td> <td>80.0</td> <td>81.0</td> <td>80.0</td> <td>Met</td> <td>Met</td> <td>Met</td> </tr> <tr> <td>495 - Social-Emotional</td> <td>80.0</td> <td>79.0</td> <td>79.0</td> <td>79.0</td> <td>80.0</td> <td>79.0</td> <td>Met</td> <td>Met</td> <td>Met</td> </tr> <tr> <td>496 - Physical Education</td> <td>80.0</td> <td>79.0</td> <td>79.0</td> <td>79.0</td> <td>80.0</td> <td>79.0</td> <td>Met</td> <td>Met</td> <td>Met</td> </tr> <tr> <td rowspan="3">Student Learning Experiences</td> <td>497 - Learning Environment</td> <td>80.0</td> <td>79.0</td> <td>79.0</td> <td>79.0</td> <td>80.0</td> <td>79.0</td> <td>Met</td> <td>Met</td> <td>Met</td> </tr> <tr> <td>498 - 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Student Well-being	80.0	79.0	79.0	79.0	80.0	79.0	Met	Met	Met	<p>Baseline BAS/DORA/MiPI data for all students will be collected.</p> <p>Collaboration Days will be used to analyze data and determine targeted intervention needs.</p> <p>Anecdotal feedback from parents and community regarding communication.</p>	<p>There may be opportunities to allow some teachers to attend the CRM workshop in January.</p>
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		<ul style="list-style-type: none"> ○ Jody Carrington ○ Farm Safety ○ Mental Health (The Foundation for Success) ○ Others that arise ● Continuing to strengthen partnerships with community organizations <ul style="list-style-type: none"> ○ Town Meetings ○ Mental Health 			Cost of participation and dinner costs will come from our School PD budget. Estimated \$30.00 per staff member
<p>Success Stories:</p> <ul style="list-style-type: none"> - created a tiered support to determine areas in which our staff supports learning - created norms to use school wide to for CRM meetings - Squads - Cross graded activities (welcome back breakfast, Christmas Banquet, etc) - Student led announcements - SAVY communication - cell phone policy - presentations at School Council - Using school resource officer to support our breakfast program 					
Literacy	Daysland School Staff will continue to develop competence and confidence in analyzing and using BAS and DORA data to inform daily practice.	<ul style="list-style-type: none"> ● One teacher currently participating in BRSD Literacy Cohort ● Collaborative Day will allocate time for staff to work on analyzing data and determining actionable items. ● Implementation of high impact literacy strategies at each grade level ● Utilize Levelled Literacy Intervention materials to support struggling readers. 	<p>See Appendix below</p> <p>Our 2018-2019 BAS data show 18 students at proficient, 7 students achieving, 2 students developing and 2 students not meeting expectations.</p> <ul style="list-style-type: none"> ● See appendix below <p>Link to full summary of data</p>	<p>Compare spring DORA testing with baseline data to analyze results and determine high impact strategies for moving forward in the 2019-2020 school year..</p> <p>Track cohort BAS data year to year to measure growth.</p> <p>Observation of increased use of language that supports a literacy infused classroom.</p>	Continue to enhance school libraries. Budget allocated to support learning resources in K-12.
<p>Success Stories:</p> <ul style="list-style-type: none"> - LLI interventions - vertical alignment of outcomes - targeted supports for Google Read and Write 					
Numeracy	<p>Daysland teachers will engage in the analysis of evidence, be cognizant in the identified areas of concern and intentionally facilitate growth through integrated lesson planning.</p> <p>Support staff will develop awareness of the focus through exposure to individual program plans, student accommodations and collegial conversations.</p>	<ul style="list-style-type: none"> - Six teachers are currently participating in BRSD Math Cohorts - Collaborative Day time dedicated to collaborative MiPI analysis of K-12 Math Teachers. - Develop a common understanding of numeracy <ul style="list-style-type: none"> - access the BRSD Numeracy Resource to understand the 	<p>Our 2018-2019 MiPI Data shows a corresponding trend of students below benchmark and grade level. Staff will continue to analyze data to determine target areas.</p> <p>*See appendix below</p> <p>Link to full summary of data</p>	<p>Review the results of the on the next assessment cycle and reflect on the changes according to the evidence.</p> <p>Observation of increased use of language that supports a numeracy infused classroom.</p>	Budget allocated to support learning resources in K-12.

framework and the resources that support it

Success Stories:

- looking to implement numeracy stations (1-6) to allow for CRM time and intentional interventions for students
- vertical alignment of outcomes
- Utilizing Randy Roth to support teaching and learning in Senior Math (instruction in math -1,-2 classes)

Teaching and Learning (21st Century)

Daysland School staff will work to enhance our vision by June 2019 and begin aligning practices to meet that vision.

Staff will engage in effective professional learning that fosters capacity building in using targeted instructional strategies and increases learning supports.

- Develop an intentional Professional Learning Plan that builds capacity
 - Solution Focused Workshops to allow for teacher driven, collaborative professional learning
- Ensure Collaborative Learning Opportunities for Staff
 - Use Collaborative Days for staff conversations that focus on
 - Essential Outcomes
 - Common Assessments
 - Collaborative Data Analysis
 - Collaborative Planning of Instruction and Grouping of Students
- Utilize data analysis supports at Grade 12 level for diploma courses
- Accessing Pat Whittleton and Diana White regarding their collected information from Diploma Exam visits
- Access support from Randy Roth, Division 3 and 4 math support

PAT Results (Grade 6 and 9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
School: 4702 Daysland School

Course	Measure	Department School						Alberta					
		Achievement	Engagement	Overall	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts 6	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 6	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
English Language Arts 6	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 6	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Mathematics 6	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Mathematics 6	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Science 6	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Science 6	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
French Language Arts 6	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
French Language Arts 6	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
English Language Arts 9	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 9	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Mathematics 9	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Mathematics 9	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Science 9	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Science 9	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
French Language Arts 9	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
French Language Arts 9	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	

Our PAT results show a decrease in the acceptable standard and standard of excellence. Staff will collect BAS/DORA/MiPI evidence to investigate specific learning needs of students.

Diploma Results

Diploma Exam Results Course By Course Summary With Measure Evaluation
School: 4702 Daysland School

Course	Measure	Department School						Alberta					
		Achievement	Engagement	Overall	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts 30C	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 30C	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
English Language Arts 30C	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 30C	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Mathematics 30C	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Mathematics 30C	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Science 30C	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Science 30C	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
French Language Arts 30C	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
French Language Arts 30C	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
English Language Arts 30	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
English Language Arts 30	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Mathematics 30	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Mathematics 30	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
Science 30	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
Science 30	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	
French Language Arts 30	Acceptable Standard	High	Medium	Good	85	87.8	21	86.9	81.540	85.5	48,248	92.7	
French Language Arts 30	Standard of Excellence	Very Low	Low	Low	10	8.2	21	20.0	15.040	13.9	40,248	10.0	

Our PAT Acceptable Standard and Standard of Excellence results at both the

Anecdotal feedback from Staff exit slips after Professional Learning

Observation of a common language amongst staff.

Daysland School Staff will continue to develop competence and confidence in analyzing and using BAS and DORA data to inform daily practice.

		<ul style="list-style-type: none"> ● Continue to moving forward with High School Design: <ul style="list-style-type: none"> ○ Increase access of opportunities for students and student engagement levels ○ Understand the foundational principles of MFWHSR including Mastery Learning, Flexible Learning Environments and Rigorous and Relevant Curriculum. ● Access Divisional Supports for Integration of Technology for Universal student supports. <ul style="list-style-type: none"> ○ Krsyta Rathwell 	<p>Grade 6 and 9 level are below provincial average and identified as an area of issue or concern (ELA 6, Math 6 and Math 9) in our APORI data. Our target will be to increase our PAT and DIP marks in ELA and Math.</p>		<p>Budget allocation to support the purchases of resources for the Learning Commons.</p>
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Success Stories:

- targeted supports for Google Read and Write
- Ed Tech support for our exchange students
- Work Experience and RAP in the school and community (23 placements)
- Collaboration with Bawlf School around senior high programming (Bio 30 on Google Hangouts)
- Working with Battle River Online for credit recovery
- Ensuring students are set up for retroactive credits if they haven't been successful in a course



Appendix

MiPI School Analysis - 2018-2019

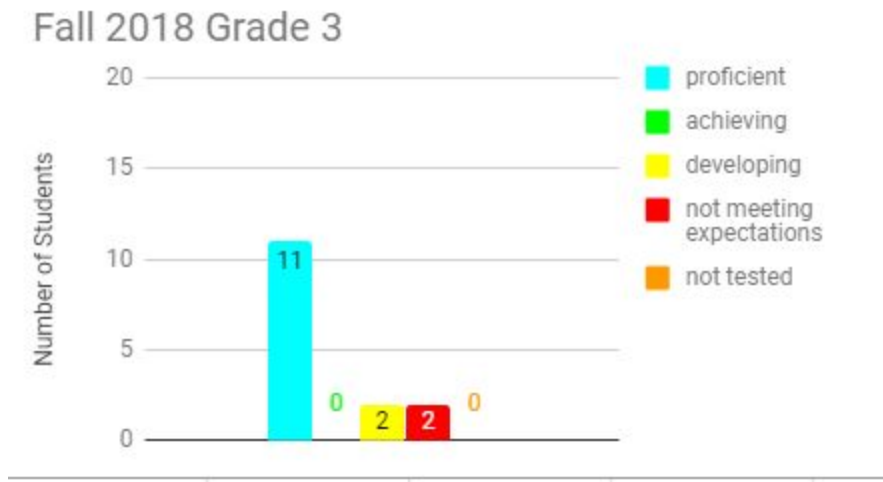
Grade	MIPI Summary	Grade	MIPI Summary																																
Grade 2	<table border="1"> <tr> <td>Points Possible</td> <td>20</td> <td></td> <td></td> </tr> <tr> <td>Average Points</td> <td>18.50</td> <td>Avg.</td> <td>92.50%</td> </tr> <tr> <td>Counted Submissions</td> <td>6</td> <td># Students Below Benchmark</td> <td>0</td> </tr> <tr> <td>Number of Low Scoring Questions</td> <td>0</td> <td>% of Students Below Benchmark</td> <td>0.00%</td> </tr> </table>	Points Possible	20			Average Points	18.50	Avg.	92.50%	Counted Submissions	6	# Students Below Benchmark	0	Number of Low Scoring Questions	0	% of Students Below Benchmark	0.00%	Grade 6	<table border="1"> <tr> <td>Points Possible</td> <td>31</td> <td></td> <td></td> </tr> <tr> <td>Average Points</td> <td>22.00</td> <td>Avg.</td> <td>70.97%</td> </tr> <tr> <td>Counted Submissions</td> <td>19</td> <td># Students Below Benchmark</td> <td>5</td> </tr> <tr> <td>Number of Low Scoring Questions</td> <td>7</td> <td>% of Students Below Benchmark</td> <td>26.32%</td> </tr> </table>	Points Possible	31			Average Points	22.00	Avg.	70.97%	Counted Submissions	19	# Students Below Benchmark	5	Number of Low Scoring Questions	7	% of Students Below Benchmark	26.32%
Points Possible	20																																		
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Number of Low Scoring Questions	2	% of Students Below Benchmark	26.67%																																
Points Possible	26																																		
Average Points	15.88	Avg.	61.06%																																
Counted Submissions	16	# Students Below Benchmark	7																																
Number of Low Scoring Questions	15	% of Students Below Benchmark	43.75%																																

Grade	Points Possible	Average Points	Avg.	# Students Below Benchmark	% of Students Below Benchmark
Grade 4	25	17.00	68.00%		
				5	
	Counted Submissions	20			
	Number of Low Scoring Questions	7			25.00%
Grade 5	30	18.53	61.76%		
				6	
	Counted Submissions	17			
	Number of Low Scoring Questions	13			35.29%
Grade 8	29	15.41	53.13%		
				17	
	Counted Submissions	27			
	Number of Low Scoring Questions	17			62.96%
Grade 9	27	10.58	39.20%		
				10	
	Counted Submissions	12			
	Number of Low Scoring Questions	23			83.33%

BAS School Analysis 2018-2019

Grade	Fall 2018 Summary	Spring 2019 Summary												
Grade 1	<p>Fall 2018 Grade 1</p> <table border="1"> <caption>Fall 2018 Grade 1 Performance Data</caption> <thead> <tr> <th>Performance Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>proficient</td> <td>3</td> </tr> <tr> <td>achieving</td> <td>4</td> </tr> <tr> <td>developing</td> <td>4</td> </tr> <tr> <td>not meeting expectations</td> <td>0</td> </tr> <tr> <td>not tested</td> <td>0</td> </tr> </tbody> </table>	Performance Level	Number of Students	proficient	3	achieving	4	developing	4	not meeting expectations	0	not tested	0	
Performance Level	Number of Students													
proficient	3													
achieving	4													
developing	4													
not meeting expectations	0													
not tested	0													
Grade 2	<p>Fall 2018 Grade 2</p> <table border="1"> <caption>Fall 2018 Grade 2 Performance Data</caption> <thead> <tr> <th>Performance Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>proficient</td> <td>3</td> </tr> <tr> <td>achieving</td> <td>3</td> </tr> <tr> <td>developing</td> <td>0</td> </tr> <tr> <td>not meeting expectations</td> <td>0</td> </tr> <tr> <td>not tested</td> <td>0</td> </tr> </tbody> </table>	Performance Level	Number of Students	proficient	3	achieving	3	developing	0	not meeting expectations	0	not tested	0	
Performance Level	Number of Students													
proficient	3													
achieving	3													
developing	0													
not meeting expectations	0													
not tested	0													

Grade 3



DORA Analysis 2018-2019

Grade

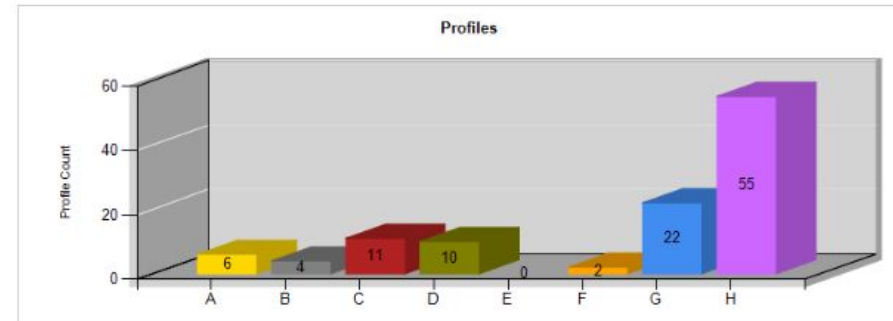
Fall 2018 Summary

Spring 2019

Grades 4-10

Class DORA Profile

Number of Students: 110
 Date Range: 10/02/2018 To 10/25/2018
 Grade Range: 0 To 9.99



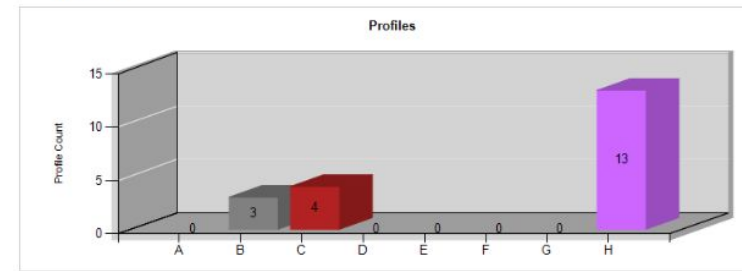
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B	Low	Med-High	Low	4
C	Med-High	Med-High	Low	11
D	Med-High	Low	Low	10
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	2
G	Med-High	Low	Med-High	22
H	Med-High	Med-High	Med-High	55

Sites: 4702

Grade 4

Class DORA Profile

Number of Students: 20
 Date Range: 10/03/2018 To 10/25/2018
 Grade Range: 4 To 4.99



Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	0
B	Low	Med-High	Low	3
C	Med-High	Med-High	Low	4
D	Med-High	Low	Low	0
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	0
G	Med-High	Low	Med-High	0
H	Med-High	Med-High	Med-High	13

Sites: 4702

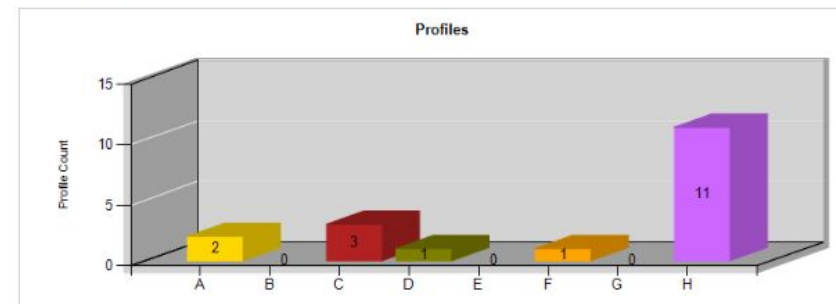
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Grade 5

Class DORA Profile

Number of Students: 18
 Date Range: 10/03/2018 To 10/25/2018
 Grade Range: 5 To 5.99



Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	2
B	Low	Med-High	Low	0
C	Med-High	Med-High	Low	3
D	Med-High	Low	Low	1
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	1
G	Med-High	Low	Med-High	0
H	Med-High	Med-High	Med-High	11

Sites: 4702

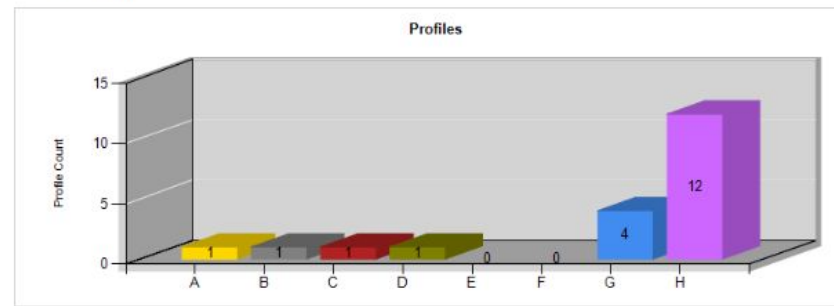
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Grade 6

Class DORA Profile

Number of Students: 20
 Date Range: 10/03/2018 To 10/25/2018
 Grade Range: 6 To 6.99

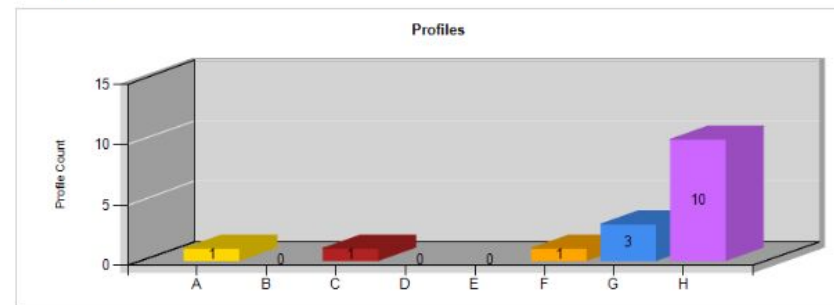


Profiles	Decoding	Vocabulary	Comprehension	Profile Count	Sites: 4702
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B	Low	Med-High	Low	1	
C	Med-High	Med-High	Low	1	
D	Med-High	Low	Low	1	
E	Low	Low	Med-High	0	
F	Low	Med-High	Med-High	0	
G	Med-High	Low	Med-High	4	
H	Med-High	Med-High	Med-High	12	

Grade 7

Class DORA Profile

Number of Students: 16
 Date Range: 10/03/2018 To 10/25/2018
 Grade Range: 7 To 7.99



Profiles	Decoding	Vocabulary	Comprehension	Profile Count	Sites: 4702
A	Low	Low	Low	1	
B	Low	Med-High	Low	0	
C	Med-High	Med-High	Low	1	
D	Med-High	Low	Low	0	
E	Low	Low	Med-High	0	
F	Low	Med-High	Med-High	1	
G	Med-High	Low	Med-High	3	
H	Med-High	Med-High	Med-High	10	

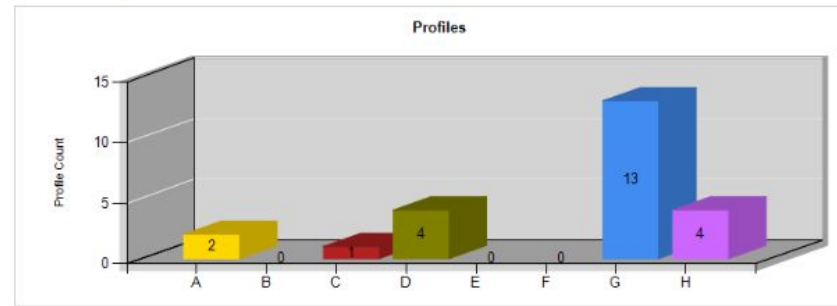
Grade 8

Class DORA Profile

Number of Students: 24

Date Range: 10/03/2018 To 10/25/2018

Grade Range: 8 To 8.99



Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	2
B	Low	Med-High	Low	0
C	Med-High	Med-High	Low	1
D	Med-High	Low	Low	4
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	0
G	Med-High	Low	Med-High	13
H	Med-High	Med-High	Med-High	4

Sites: 4702

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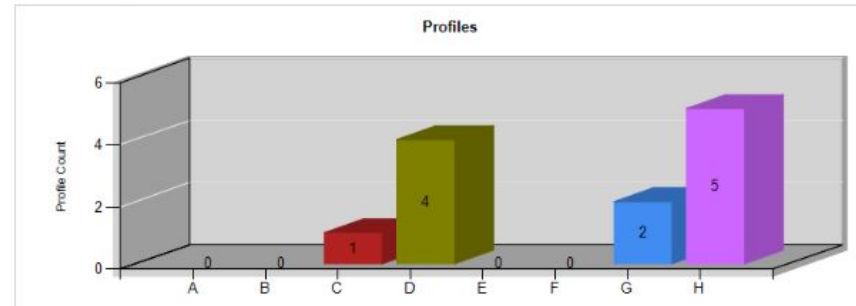
Grade 9

Class DORA Profile

Number of Students: 12

Date Range: 10/03/2018 To 10/25/2018

Grade Range: 9 To 9.99



Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	0
B	Low	Med-High	Low	0
C	Med-High	Med-High	Low	1
D	Med-High	Low	Low	4
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	0
G	Med-High	Low	Med-High	2
H	Med-High	Med-High	Med-High	5

Sites: 4702

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Grade 10

ELA 10-1 and ELA 10-2 are scheduled for Semester 2

