

Every Student, Every Day, a Success.



Daysland School

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: 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 Daysland School 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.

	<u>Nov 29, 2023</u>		<u>Nov 29th/2023</u>
Parent Council Chair	Date	Principal	Date

Daysland School

Profile

Daysland School provides a full range of educational programming for approximately 215 Kindergarten to Grade 12 students living in the town of Daysland and surrounding rural areas. Families in the Daysland School community are from predominantly agricultural backgrounds. The town of Daysland has a population of approximately 800 people and is located 45 km east of Camrose. In addition to our excellent academic program we also offer numerous extra-curricular opportunities to greatly enhance the experience of our students.

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

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

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 Literacy	School	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS, mClass)	95% (CC3) 96.6% (LENS) 89.8 (mClass)	
Percentage of students in Grades 1 to 8 who are reading at or above grade level (mClass)	74.8%	
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	70%	71.6%
Percentage of students who achieve the acceptable standard in English 30–2 Diploma Exam.	88.9%	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	10%	3.5%
Percentage of students who achieve the standard of excellence in English 30–2 Diploma Exam.	0%	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	81%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	9.5%	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	75%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	12.5%	15%

Numeracy	School	BRSD
Percentage of students in grades 1 to 10 above the 60% benchmark on the MiPi Assessment	49%	
Percentage of students who achieve the acceptable standard in Math 30-1	25%	47.8%
Percentage of students who achieve the acceptable standard in Math 30-2	55%	48%
Percentage of students who achieve the standard of excellence in Math 30-1	0%	7.5%
Percentage of students who achieve the standard of excellence in Math 30-2	0%	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	42.9%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	0%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	75%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	12.5%	8.2%

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

We have focused on literacy over the past two years in our school and our results are demonstrating the success of those efforts, especially at our Div 1 level. Going forward, we will continue to support our students in Div 1, but also shift more focus to our Div 2 and 3 students who are struggling.

Numeracy is an area of growth for us at all levels. We recognize that, going forward, shifting some of our targeted support from literacy to numeracy intervention may provide more balance in the growth and success we are seeing in our assessment results.

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 in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;mClass).	95% (CC3) 96.6% (LENS) 89.8 (mClass)		
Percentage of students in Grades 4 to 8 who are reading at grade level (mClass).	65.2%		
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.	64.8%	62%	
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.	13.3%	11.3%	
Overall satisfaction with the quality of basic education.	89.5%	87%	
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	80.6%	75.6%
	4 yrs	96.1%	87.3%
	5 yrs	84.3%	90%
High school post-secondary transition rate of students within six years of entering Grade 10.	61.7%	54.4%	
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	84.8%	82.3%	

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	86.1%	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.	84.1%	73.8%

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

Again, we are pleased with the results we have achieved at the Division 1 level regarding Literacy. It is clear that as a school, we are meeting and exceeding the standards set for high quality teaching and optimum learning. We still need to aim for improvement in the Division 2 and 3 literacy as these are students that were heavily impacted by the disruption to learning during the pandemic.

Our scores remain above Division levels in all other areas, but there are still some targets that we must address. Our standards of acceptable and excellence have room to grow, and this can largely be addressed through our refocus on Numeracy skills. As we transition into supporting students and teachers with a new curriculum at the elementary level, we can apply some of the good practice we have utilized in Literacy to Numeracy. This includes teacher collaboration on resources and practice. Having a blueprint for success will help us make the improvements we seek in these areas.

Priority 3: Equity

All students unique backgrounds will be fostered and honored 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 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.	93.7%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	82.5%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	89.7%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	84.5%	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	70%	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.6%	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	85.9%	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	77.2%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.8%	76.8%

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

Our results compared to Division levels continue to be strong. The percentage of stakeholders that feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school is quite high. However, this is an area that we should be aiming for 100%. Our stakeholders had somewhat less satisfaction in the opportunities that students receive in a broad program of studies. This is an area we may want to inquire more about by creating a survey of our own to identify which areas that they feel are lacking or could see improvement.

School Year Summary

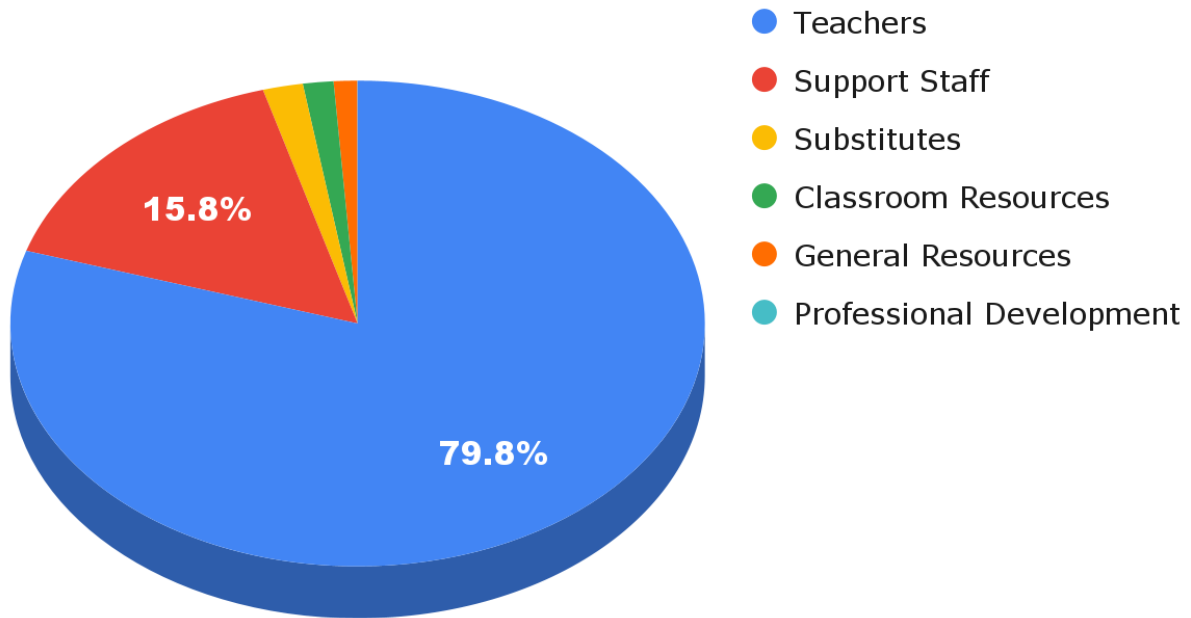
The data would indicate that we are making positive strides in Literacy and Equity. Our focus for the past two years has been to improve the literacy skills of our students, particularly in elementary. The results we have collected tell us that the students are benefiting, as does the feedback from our BRSD leadership. Moving forward, we recognize that work still needs to be completed. We need to expand our efforts to support our junior high students struggling with literacy, and we are looking at ways to help them.

We can also see throughout Equity data that our school community has benefited from our focus on welcoming and caring through celebration. A high percentage (94%) of our stakeholders feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. We aim to improve this further, with the ultimate goal being 100%. We will continue to utilize assemblies, Squads and our Student of the Week program to build culture and community within our school. We will continue to access supports like Equity Coordinator and our Mental Health Capacity Builder to improve in this area. We will emphasize continuing to build our understanding of First Nations, Metis and Inuit in conjunction with the BRSD Equity Coordinator.

A new area of focus will be Numeracy. We can see through the data that we have students struggling in different math areas. As a staff, we will dig deeper into the data to specify which areas to focus on. We will also investigate how to transfer our literacy blueprint for success to our numeracy. This includes using individual and small group support, common resources, and teaching practice.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	1,436,744.24
Support Staff	283,702.48
Substitutes	33,590
Classroom Resources	25,581.10
General Resources	19,655.87
Professional Development	271.74



Stakeholder Engagement

- Consultation with BRSD Senior Leadership
- School Council Sharing and Review
- Staff Opportunity for Input

School Education Plan 2023-2024

Literacy Goal: All students in Gr. 1-8 will be reading at or above grade level according to our mClass data.	
High Quality Teaching involves: <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 	Optimum Learning involves: <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
Strategies: <ol style="list-style-type: none"> 1. Provide teaching staff with targeted literacy support periods to work one on one or in small groups with specific students. 2. Division 1 support will be provided through the adoption of the UFLI resource to develop improved letter sound recognition. 3. Division 1 teachers will continue to use consistent resources such as UFLI, Sounds to Spelling and Secret Stories. 4. Division 2 and 3 literacy support will be provided to targeted students. These students will receive intervention using mClass intervention lessons which are specific to student needs identified in Dibels. 5. Division 2 and 3 literacy support will possibly be supplemented by the ReadWorks program. 6. Partner older students with younger students during Learning Commons periods. 	
Measures: <ol style="list-style-type: none"> 1. mClass data 2. Provincial Achievement Data 3. Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks. 4. CTM notes and records 5. CRM Data 6. LENS 7. CC3 	
Implementation Plan: <ol style="list-style-type: none"> 1. Allocated FTE to literacy support. 2. Designate Literacy Leads on staff and administration. 3. Provide training to staff to ensure that they are able to interpret data from mClass. 4. Provide training to staff to ensure that they are able to implement lessons from Dibels. 5. Routinely focus on students who are struggling with literacy during our Collaborative Team Meetings. 6. Collaborate with division leadership to implement ReadWorks literacy program at the Junior High level to address struggling readers. 7. Utilize our Learning Commons Facilitator and the Learning Commons as a space to promote literacy in our K-9 classes. 8. Continue to ensure that our Division 1 teachers continue to implement consistent programming through UFLI, Secret Stories and Sounds to Spelling. 	
Allocation of Resources:	Professional Learning:

<ol style="list-style-type: none"> 1. Teaching FTE for Literacy Support 2. Purchasing of Literacy resources for elementary and junior high. 	<ol style="list-style-type: none"> 1. BRSD Learning Series Opportunities with CARC 2. Junior High Support Teachers will possibly be provided Professional Development in the ReadWorks resource.
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<p>Numeracy Goal: Improve the percentage of students in grades 1 to 10 above the 60% benchmark on the BOY Math Assessments by 10%.</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 type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Allocating teacher FTE in second semester for individual and small group Numeracy Support. 2. Focus on MIPI strands during staff collaboration days to identify common teaching practices and resources. 3. Provide Math 15 in second semester for Gr. 9 students. 	
<p>Measures:</p> <ol style="list-style-type: none"> 1. BOY Assessment results. 2. Provincial Exam results. 3. Numeracy Screeners in Division 1. 4. CRM Data 	
<p>Implementation Plan:</p> <ol style="list-style-type: none"> 1. Utilize time at the December Collaboration Day to determine at risk students in need of numeracy support based on EICS Numeracy Screener and the MIPI. 2. Starting in February, we will reassign some of the support periods designated for Literacy and begin to direct them towards Numeracy in Division 1-3. 3. Staff will participate in CARC Numeracy sessions during our Professional Learning Series Days. 	
<p>Allocation of Resources:</p> <ol style="list-style-type: none"> 1. Teaching FTE directed towards Numeracy Support. 2. Investing in potential common resources at the Elementary Level. 	<p>Professional Learning:</p> <ol style="list-style-type: none"> 1. CARC sessions specific to implementing the new Numeracy curriculum.

Equity Goal:

Ensure that Daysland School is a welcoming and caring school by accessing stakeholder voices and celebrating the positive accomplishments of students and staff in our school.

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:

1. Continue to access student voice through our SAVY program in Gr. 7-12.
2. Expand SAVY to our Division 2 classes (Gr. 4-6) by the end of the year.
3. Use our student-led Mental Health Committee to promote the wellness of students, particularly in Gr. 7-12.
4. Monthly assemblies
5. Cross graded squads
6. Mental Health Capacity Building program
 - a. Mental Health Committee
 - b. ACAA Programming
7. Family School Liaison Support
8. BRSD Equity Coordinator
9. Student Services Coordinator
10. Staff recognition at staff meetings and school council meetings.

Measures:

1. AEA Data - Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe will improve from the current percentage of 89.7.
2. SAVY survey of students in Gr. 7-12.
3. School survey of Daysland School families to determine feedback on what our school is doing well in the area of welcoming and caring, as well as what areas we could improve.
4. Feedback from staff during year end exit meetings.

Implementation Plan:

1. Bi-weekly SAVY meetings to plan school events and gather student feedback on school directions and plans.
2. Develop leadership at the elementary level by creating an elementary SAVY leadership group to consult with on a semi regular basis and have present at school assemblies.
3. Through the work of our Student Mental Health Committee, we will develop student interest groups that students can participate in during lunch hours. This will be accomplished through the funding of the SOARING grant.
4. Student/Staff of the week program will continue to celebrate and recognize individuals for their contributions to the school community.
5. Monthly assemblies will be on the first Tuesday of every month. The purpose will be to celebrate staff and students for their accomplishments during the month. This includes student of the week, academics, and extra-curriculars.

6. Squads will continue to build culture by creating relationships between students from K to 12. This will provide valuable leadership opportunities for older students to mentor the younger ones.
7. Our Mental Health Capacity Builder will provide information age appropriate lessons regarding Sexual Harassment and Consent (high school only).
8. Our BRSD Equity Coordinator will be working to build our students' awareness of First Nations, Metis and Inuit and make strides towards Truth and Reconciliation at Daysland School.
9. Introduction to Restorative Justice Practices with Christie Badry.

Allocation of Resources:

1. FNMI budget allocations for presentations and speakers.
2. Prizes for Students of the Week and Assemblies to recognize students for positive behaviours.

Professional Learning:

1. Restorative Justice practices