

# Agnes Davidson School



## 2017/18 Three Year Education Plan

and

## 2016/17 Results Report

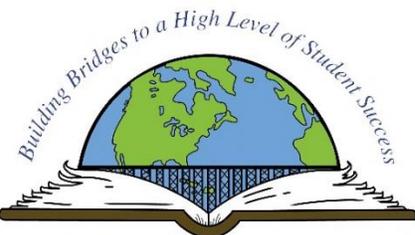
### **Vision Statement**

**Our learners are innovative thinkers who are successful, confident, and caring.**

### **Mission Statement**

**Lethbridge School District No. 51 is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens**

[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



Lethbridge School District No. 51



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## Lethbridge School District Priority: Supporting Student Achievement.

### PROVINCIAL GOALS

- Every student is successful.
- FNMI achievement gap
- Quality teaching and school leadership.
- Engaged and effective governance.

### OUTCOMES:

- Students achieve learning outcomes with strong foundation skills in numeracy and literacy.
  - Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition to further education, credentialing, or the world of work.
- FNMI student achievement will meet or exceed provincial standards.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- \* Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.

### Performance Measures

- Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy.
- Teachers effectively engage students and instructional practice reflects the Teaching Quality Standard.
- Accountability pillar outcomes relative to achievement of all students and growth in FNMI outcomes

### Strategies

#### Literacy and Numeracy:

- Teachers will measure student achievement in literacy and numeracy through the use of formative and summative assessments (GB +, Fountas and Pinnell, Daily 5, grade level assessments, performance tasks).
- Teachers' use of Best Practices in the classroom with new resources such as the Lucy Calkins program and the Mathology program.
- Each grade level will develop a literacy plan that addresses 2 areas of concern identified in their literacy assessment. These plans will include timeline, strategies and resources required. The grade level literacy plans will be compiled to a school wide literacy plan.
- Through a collaborative approach, teachers will use the school pyramid of intervention to respond to students' learning needs using a variety of teaching strategies (Daily 5, Precision Reading, Math groups, performances tasks, guided reading).
- Students and staff will use the Library Learning Commons as an active learning space to enhance literacy and numeracy by using a variety of resources (print and digital).
- Increase the use of student self-assessments and descriptive feedback.
- Infuse critical thinking strategies and hands-on learning into literacy and numeracy instruction.
- Instructional Reflection resource used by administration in classroom observations along with a collaborative model leading teachers through discussions around best practices.
- Mini Grants
- Student triggers/strategies/interest folder
- Pineapple Board

#### Professional Learning:

#### **Competencies**

- Develop common understanding of the 8 competencies and how they increase student learning (know how to learn, think critically, identify and solve complex problems, manage information, innovate, create opportunities, apply multiple literacies, demonstrate good communication skills and the ability to work cooperatively with others, demonstrate global and cultural understanding, identify and apply career and life skills).
- Use formative and summative assessment in literacy and numeracy in order to identify our students on the pyramid of intervention. There will be a plan to review students' progress in a specified time period to determine if the interventions have made an impact on students' learning.
- Link the 8 competencies with the curricular outcomes.
- Use a four-tiered pyramid of intervention model. In tier one, the focus is on the teachers delivering high impact universal classroom strategies such as direct instruction, formative assessment, and feedback. In tier two, teachers will use differentiated instruction to target struggling students. In tier three, we will use our school based intervention programs including: learning support, early literacy, speech, counseling, etc. Finally, in tier four, we will use intensive support in order to meet the needs of the students who are still struggling. Such support could include: district psychologist, outside agencies, etc.
- Access School PD funds to provide release time for teachers to synergize by using their strengths and collective knowledge in order to focus on the learning needs of the students.
- District supported days for teacher collaboration – 3 opportunities throughout the school year embedded in the timetable.
- Collaboration model where teachers have the opportunity to share best practices with one another,

## Teacher Quality Standards

- The Teacher Quality Standards will be reviewed every first staff meeting of the year.
- The school administrative team will ensure that the teachers' growth plan aligns with the TQS and the school's annual plan.
- We will infuse the TQS language in our school professional days, staff meetings, and professional conversations with teachers.
- Professional Learning topics will be embedded in our monthly staff meetings.
- The administrative team has developed a classroom visitation schedule whereas the focus will be on collecting data pertinent to the annual plan goals.

## Lethbridge School District Priority: Supporting the implementation of initiatives designed to develop innovative thinkers

### OUTCOMES:

- Students demonstrate the attributes of innovation, creativity and critical thinking.
- Learning is process-based supported by instructional practices that engage students in creative and critical thinking
- All learners effectively use technology as creative and critical thinkers
- A breadth of high quality programs within and outside the classroom foster innovative thinking.
- The school demonstrates collaboration and engagement.

## Performance Measures

- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Opportunity for students to receive a broad program of studies,
- Teacher, parent and student satisfaction with the overall quality of basic education, school improvement and decision making

## Strategies

- Integrate the general and specific outcomes of the program of studies for technology in the core areas across all grade levels.
- Increase the use of technology as a means to differentiate instruction (Ipad, laptops, assistive technology, Smartboards, document reader).
- Explore other resources to support the integration of technology in our instructional practices (Alberta Education web site, 2Learn Alliance site, Studyladder, Raz-Kids, Mathletics, Brain Pop, Bitstrip).
- Engage students in innovative student projects by using technologies.
- Prototype the use of FreshGrade as a communication tool with parents and motivational instrument for students.
- Facilitate an active and consistent use of the Learning Commons as a creative and innovative learning environment.
- Tech center in each classroom to include more IPads, laptops, or desktops
- Staff mini grants

## PROVINCIAL GOALS

- Every student is successful.
- Quality teaching and leadership.
- Engaged and effective governance.

## Lethbridge School District Priority: Supporting Student Diversity

### OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments.
- Students with diverse learning and social needs are supported.
- Schools are learning environments that promote healthy lifestyles.

## Performance Measures

- Improvement on the continuum of the Indicators of Inclusive Schools.
- Students model the characteristics of active citizenship.
- Students are safe at school, learning about the importance of caring and respect for others and are treated fairly at school.

## Strategies

- Continue training new staff members with the *Leader in Me* program.
- School assemblies where students from grade level teams lead the assembly and teach the habits to the school. These school assemblies meet every six weeks to engage in the seven habits.
- Provide resources to teachers to support the implementation of the program within the curriculum.
- Align our school vision and mission to *Leader in Me* philosophy.
- Staff and students will develop class mission statements.
- Ensure the involvement of each student in a leadership role within their classroom (student jobs).
- Implement school-wide leadership roles.
- Post "7 Habits" visuals throughout the school.
- Involve the majority of our staff in a variety of committees in order to build leadership and help ensure that the *Leader in Me* program is part of our daily life and our school culture.
- Look at rewriting our school song to include the 7 habits and the *Leader in Me* language.
- BUG focus on Leader in Me and health curriculum objectives. Focus on school level topics of concern and social issues.
- Leadership opportunities for students in specialized programs
- Lunch Leader Program for grade 4 and 5 students.
- Student Job Board, with student application process in place for leadership opportunities including lunch leaders, student job board, and student clubs
- Student Club focus and opportunities for students, including RAK team.
- Focus on PL of Self Regulation, yoga club, Self Regulation boxes, development of our multi sensory room, desk bicycles
- Staff PL on FNMI heritage including Blanket activity.

## School Priority:

### Outcomes:

- Continue to improve and maintain a high quality French Immersion program, where students become functionally bilingual in reading, writing and speaking while valuing the Francophone culture.

## Performance Measures

- Students are using their French Language skills in and outside the classroom.
- Students are expanding their vocabulary skills in French.
- Students are meeting grade level standards in reading and writing.
- Students are valuing the French culture and the importance and benefits of learning a second language.

## Strategies

- Continue with daily bilingual announcements.
- Post visual signs throughout the school in both languages.
- Continue to use bilingual agendas.
- Continue to offer bilingual cultural presentations.
- Incorporate French Day (cross school activities), Jour au Paris, Carnival, Francofun Day
- Student mentorship from LCI
- Make sure that our Learning Commons and Library have a variety of resources in both languages.
- Continue to offer early literacy and LST supports in both languages.
- Continue to provide differentiated programs and approaches to meet the needs of our students with special needs in our French Immersion program.
- Work in collaborative teams in both languages.
- Use of the French Immersion grant to increase early literacy support in our French Immersion program.
- Use of the OLEP grant to provide more opportunities for professional development in French.
- *Create different focus group to address our French Immersion needs and issues: develop "I can" statements in French, translate Math assessments resources, establish a French grammar continuum, translate Leader In Me material in French.*
- Cultural committee with connections to ACFA
- Focused conversations with other jurisdictions. Staff visits to and from other jurisdictions.
- French Immersion programming as standing item on staff meeting agenda.
- Working in partnership with Gilberta Paterson, including greater articulation strategies, community and cultural activities, student leaders and professional learning.

# Accountability Pillar Results



Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2017  
School: 6435 Ecole Agnes Davidson School

Measure Category	Measure	Ecole Agnes Davidson 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	<a href="#">Safe and Caring</a>	85.8	90.3	91.9	89.5	89.5	89.3	High	Declined	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	79.0	81.0	84.3	81.9	81.9	81.5	High	Maintained	Good
	<a href="#">Education Quality</a>	89.2	90.5	92.4	90.1	90.1	89.8	High	Declined	Acceptable
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	77.9	78.5	78.1	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
	<a href="#">Transition Rate (8 yr)</a>	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	72.4	83.5	83.6	82.7	82.6	81.9	Low	Declined	Issue
	<a href="#">Citizenship</a>	80.9	83.9	85.4	83.7	83.9	83.6	High	Declined	Acceptable
Parental Involvement	<a href="#">Parental Involvement</a>	79.1	78.9	83.3	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	<a href="#">School Improvement</a>	77.4	87.6	82.2	81.4	81.2	80.2	High	Declined	Acceptable

## Highlights

- Ecole Agnes Davidson School has a culture of high standards for students academically and socially. This is supported with a variety of co-curricular and extracurricular programs.
- Overall the APORI results reveal several areas of strength but some challenges exist regarding programming and an overall decreasing trend. (to be looked at in challenges)
- Ecole Agnes Davidson School has a very supportive and engaged parent council group that is supportive of the educational goals of the school. This parent group is active in the school in many capacities and supports a culture of high expectations and achievement.
- Ecole Agnes Davidson has a very strong and passionate staff that are committed to student excellence and high achievement.
- Movement of students to Nicholas Sheran which has decreased the tension on physical space in the building and allowing for easier facilitation staff connections

## Challenges to Address

- Staffing process and finding qualified staff for French Immersion positions.
- Working with staff to provide professional learning that supports differentiated instruction in French Immersion.
- Finding French Immersion assessments that align with district priorities.
- Connecting with the French Immersion teaching staff at Nicholas Sheran which is a new dynamic.
- Working through new class configurations, which have not traditionally been present particularly in the French Immersion program.