

École Agnes Davidson



2020/21 Annual Education Results Report

Vision Statement

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

Mission Statement

Lethbridge School Division is inclusive,
forward-thinking, and accountable
for engaging students in quality learning experiences
that develop strong foundations, innovative minds
and responsible citizens

Accountability Pillar Results

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.5	93.7	90.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.2	95.7	94.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.2	85.6	78.5	79.5	81.8	81.4	n/a	n/a	n/a

Highlights

Highlights

- Education Quality has maintained and even slightly increased from previous years.
- We have a community who is welcoming, caring, respectful, in safe learning environments

Challenges to Address

Challenges

- Our citizenship has decreased. We have found with Covid restrictions, there are more challenges with connecting as a school community and being part of a larger community (school and the community outside the school)
- Parental involvement has also decreased quite a bit. With lifted Covid restrictions, we hope to further engage our parent community in the school

Lethbridge School Division Priority: Achievement

OUTCOMES:

- Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
- Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
- Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
- Indigenous student achievement relative to provincial standards will improve.
- School administrators are highly skilled in all areas of the School Leader Quality Standard.
- Teachers are highly skilled in all areas of the Teaching Quality Standard.
- Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
- Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
- A comprehensive wellness approach promotes well-being and fosters learning.
- The education system demonstrates collaboration and engagement to further Division priorities.
- Effective management of growth and capacity building to support learning spaces and the provision of programs.

Performance Measures

1. Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96	84.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	96.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	58.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	98.6

Evaluation

A few statements about what the school will be doing to improve student learning engagement.

- Our focus needs to be on the students as they do not feel they are engaged in their learning.
- Focus on best practices which really engage students in their learning (thinking routines, hands on learning, differentiated instruction, student choice as applicable)
- Shift in language and mindset—Teachers are not “giving” students works to do, but rather Teachers are engaging students in learning opportunities.
- Focus on gratitude and the opportunities that exist within our school community (Scientists in School, access to technology, leadership opportunities, extra curricular-activities as allowed, field trips as allowed, etc.)

Performance Measures

2. Education Quality

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	221	89.2	117	91.6	117	94.6	113	95.7	96	96.2
Parent	22	81.8	14	82.1	19	86.7	17	89.2	20	95.0
Student	176	95.4	80	100.0	81	98.1	72	100.0	53	97.1
Teacher	23	90.5	23	92.8	17	99.0	24	97.9	23	96.4

Evaluation

A few statements about what the school will be doing to improve education quality.

- Focus on best practices with the teaching staff (Math Fluency Kits, Lucy Calkins, GB+ assessments to inform teaching, MIPI, peer-to-peer observations, generative dialogue, thinking routines, etc.)
- Supporting staff with their professional learning goals (Generative Dialogue, PL days, Collaboration Days, etc.)
- Allowing time for teachers to share their best practice ideas with each other during staff meetings
- Meaningful access to technology to support student learning
- Taking opportunities for extra-learning outside of the regular classroom.

Lethbridge School Division Priority: Inclusion

OUTCOMES:

- Schools are welcoming, caring, respectful and safe learning environments.
- Schools are inclusive learning environments where all students are able to grow as learners.

Performance Measures

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

1. Access to Supports and Services

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96	82.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	86.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	85.7

Evaluation

A few statements about what the school is doing to improve access to supports and services.

- Priority on universal supports of our counselling services
- Priority on universal or push-in supports for students accessing speech language supports
- Priority on a push-in model for Educational Assistant support allowing all students access to additional help
- Priority on using the Learning Support Teacher, not as remedial support, but rather as a whole class support, often allowing the teacher to be working with the students who really require the intensive supports
- Creating ISPs and BPs proactivity (not solely when a code is given) to document student needs and supports provided
- Transparency in the process of accessing supports and what supports are available

Performance Measures

2. Welcoming, Caring, Respectful and Safe Learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96	89.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	96.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	78.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	93.1

Evaluation

A few statements about what the school is doing to make the school welcoming, caring, respectful and safe.

- Working with students on problem solving—Universal supports through our counselling model.
- Frequent communications with parents—from teachers and admin. as needed
- Culture of greeting students and parents
- Kindness challenge during our morning announcements
- Professional Learning on anti-racism and anti-oppression
- Focus on French Immersion as an all access program

3. Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	45	79.1	37	76.4	36	73.4	41	85.6	43	78.2
Parent	22	67.0	14	68.6	19	56.4	17	75.3	20	69.5
Teacher	23	91.3	23	84.2	17	90.5	24	95.8	23	86.8

Evaluation

A few statements about what the school is doing to involve parents.

- Sharing information with parents through school council (Assurance Plan, budget, results report)
- School calendar of important events and reminders
- Welcoming parents into the school aligning with Covid protocols
- Teachers using a variety of communication methods with their parents (My ClassBlueprint, Class Dojo, School Messenger, Emails, etc.)
- Making Parent-Teacher interviews, School Council meetings, etc. accessible to all parents through the Teams platform

Lethbridge School Division Priority: Innovation

OUTCOMES:

- Learners (students, staff, parents) demonstrate the attributes of innovation, creativity and critical thinking in a concept-based learning environment.
- Breadth of program choice in flexible delivery structures provide opportunities for students to explore and grow as learners.
- All learners (students, staff, parents) use technology effectively as creative and critical thinkers capable of accessing, sharing and creating knowledge.

Performance Measures

1. Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	222	80.9	117	88.6	117	90.3	113	93.7	96	85.5
Parent	22	82.7	14	82.6	19	84.2	17	85.9	20	92.0
Student	177	70.3	80	90.0	81	89.2	72	97.9	53	67.3
Teacher	23	89.6	23	93.0	17	97.6	24	97.4	23	97.3

Evaluation

A few statements about what the school is doing to encourage and grow citizenship.

- Working with students in understanding what is citizenship
- Developing citizenship opportunities in the school as covid permits (Grade 5 leaders, school leaders, community ambassadors, RAK (random acts of kindness) team, etc.)
- School sponsorship of a foster child

2. Lifelong Learning: Percentage of teachers, parents and students who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	45	49.6	36	56.8	34	63.0	41	59.6	38	92.4
Parent	22	41.5	13	50.0	17	53.3	17	48.4	17	90.9
Teacher	23	57.8	23	63.6	17	72.7	24	70.8	21	93.9

Evaluation

A few statements about what the school is doing to develop lifelong learning.

- Infusing Thinking Skills (critical thinking) into all aspects of school (Learning Commons, Morning Announcements,
- Building students curiosity (STEM activities from the Learning Commons, exploration of manipulatives in the classrooms)

School Priority: To what extent does the creation of a French Milieu support the acquisition of the French language, culture, and confidence in students in a French Immersion setting.

Performance Measures:

- Staff are confident in a French Immersion setting
- Evidence of oral and written proficiency in both French and English
- Students have increased opportunities to engage in the French language
- Students engage in French opportunities outside of their regular French instruction
- Students engage with various staff members in French, in different situations
- Students will have an appreciation of the French culture and that French is spoken throughout the world

This priority can be directly tied to the following performance measures as outlined in the this document;

- Student Engagement
- Quality Education
- Citizenship
- Lifelong learning

Evaluation

A few statements about what the school is doing to create a French Milieu.

- Participation in the Odyssey Program
- Commitment to hiring a staff with a strong French proficiency
- Mourning Announcements in French
- Students being supported in the Learning Commons in French
- Opportunities for cultural events (Caban a sucre / Carnaval, Malicounda Drumming, Connections to Metis)
- Diversity in French dialects (language and culture)