

Horace Allen School



2022-2023 Annual Education Results Report (AERR)

Vision Statement

'Achieving our personal best in a safe and caring community'

Mission Statement

Horace Allen School is supported by a caring community, involved parents and an exceptional staff. HAS is committed to educating the whole child in a positive and a safe learning environment.

'Take Care of Yourself Take Care of Each Other Take Care of our Environments'



Alberta Education - Provincial Outcomes

Outcome 1: Alberta's students are successful.

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders.

Outcome 4: Alberta's K-12 education system is well governed and managed

Livingstone Range School Division Wildly Important Goals (2022-23)

Leadership: Every student and staff member recognizes that their contributions help make their school and the division a better place.

Culture: Every student and staff member recognizes that they are responsible for positive change.

Academics: Educators empower students to lead their own learning.

Horace Allen School's Wildly Important Goals (2022-23)

Leadership: All HAS staff and students will develop and demonstrate growth in self-advocacy skills (e.g. public speaking, problem solving independently, know how to ask for help when needed, apply for and demonstrate leadership skills).

Culture: All students and staff will have a sense of belonging/importance and feel supported.

Academics: All students will demonstrate growth in literacy and numeracy.

Horace Allen School Data Summary

Perception Data

MRA Overall Results



Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 6105 Horace Allen School

Assurance Domain	Measure	Horace Allen 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	100.0	97.4	97.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	98.3	96.9	93.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	98.6	98.7	99.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.6	100.0	100.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	69.5	82.5	82.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.5	93.8	86.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Livingstone Range Wildly Important Goal 1: Leadership

Every student and staff member recognizes that their contributions help make their school and the division a better place.

HAS Wildly Important Goal 1: Leadership

All HAS staff and students will develop and demonstrate growth in self-advocacy skills (e.g. public speaking, problem solving independently, know how to ask for help when needed, apply for and demonstrate leadership skills).

School Performance Measures

- MRA student results related to leadership (grade 3, staff, parents)
- September and May student and staff interviews; ask “How do I show leadership?” (oral, slides, forms, drawing, writing)
- anecdotal evidence- e.g. written, video

School Leadership Strategies

- increased opportunities for student public speaking; e.g. gr. 1 family artifacts project, skits, readers’ theatre, gr. 3 family treasures, gr. 2 Flat Stanley projects, student-led assemblies and events, passion projects/Genius Hour; application of Kelso’s Choice
- increased opportunities for staff public speaking; e.g. presentations at Whole School Collaboration meetings and PD sessions, School Council meetings; participation on school and divisional leadership teams; contribution to school newsletter;
- students help with daily announcements; e.g. Nature Notes/Friday Funnies read by the contributor, 3 School Rules
- (Continuing 2023-2024) intentional goal setting with reflection and monitoring by individual staff members, school teams, and students
- students applying for staff/student-suggested leadership opportunities
- replace the terms ‘club’ and ‘committees’ with ‘Leadership Team’; e.g. Eco Leadership Team, Garden Leadership Team, Nutrition Leadership Team, Music Leadership Team
- classroom jobs/roles



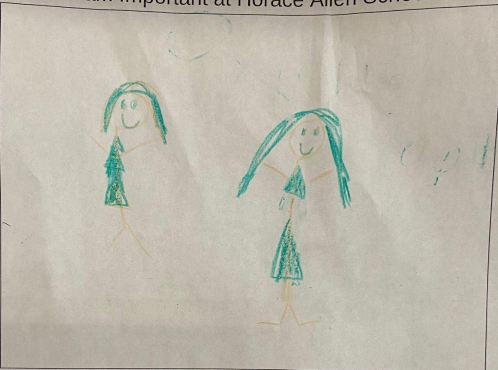
School Leadership Commentary

- HAS Cleaners - grade 2 students created a clean-up club for outside during recess times
- Student led assemblies
- Music Mondays with student leadership
- Classroom jobs
- Public speaking opportunities for students
- Students presented to classmates through slideshows, posters, research sharing
- Students toured “The Pantry” and learned ways to reduce/reuse/recycle, tied into Indigenous ways of knowing/caring for the land → preparing them for leadership at school on ways to take care of the environment
- Trickster Theatre residency and performance - students, staff and families showed leadership through creation and performance
- Choir performed at Peaks to Pines, winter concert and Remembrance Day ceremony
- Grade level contributions to school newsletters
- Staff & student leadership roles in Eco Club (Gold level eco school, Shell Energy Diet Challenge, planting school gardens, writing grants for our outdoor classroom); Teton Science School (place based learning)
- School Council - veggie fundraiser (raised \$3295.00 and over 12,00 lbs of food donated to the local food bank), school t-shirts, helped support Dan Bar-El author presentation, parent worker-bees, support throughout Trickster, Imagination Academy workshop for parents, helped pay for student agendas

Future Goals: clubs/intramurals, milk sellers, recyclers, clean up (centres, tables, etc.), students singing Oh Canada

Evi

I am Important at Horace Allen School

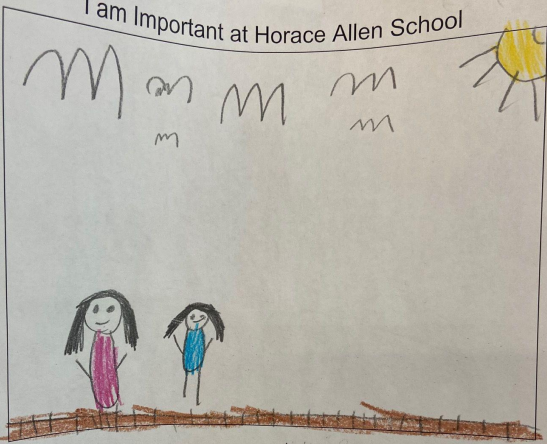


I know I am important in my school Because

I am caring to my friends

Name: Evi

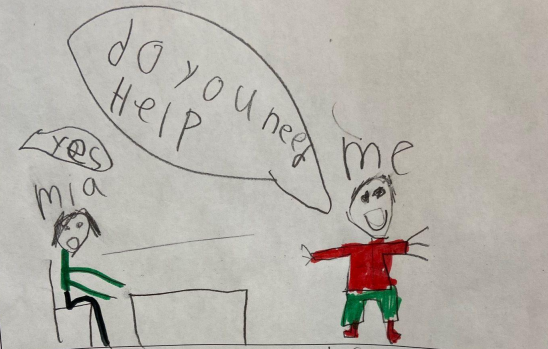
I am Important at Horace Allen School



I know I am important in my school because I am a good friend. I will play and share ideas. I will help them when they are hurt. I will stand up for others and myself.

Name: Roque

I am Important at Horace Allen School



I know I am important in my school because I am a good friend. I stand up for others/myself. I help people. I am unique. I take care of the Levi + environment

Name: _____

Livingstone Range Wildly Important Goal 2: Culture

All staff and students recognize that they are responsible for positive change

HAS Wildly Important Goal 2: Culture

All students and staff will have a sense of belonging/importance and feel supported.

School Culture Measures

- MRA results (grade 3, staff, parents)
- September and May student and staff interviews; ask “How am I important in my school?” (oral, slides, forms, drawing, writing, anecdotal, specific assignments)
- invite feedback and document responses from students and staff after school wide events (2023-2024 - focus on more student responses/reflections)



School Culture Strategies

- Teachers supporting teachers/students in other classrooms (intervention block)
- school goals will be reflected upon monthly at Whole School Collaboration times
- school spirit days monthly (determined by Spirit Leadership Team)
- monthly assemblies
- The LST will schedule intentional time to meet with individual teachers and EAs.
- School-wide implementation of Collaborative Response

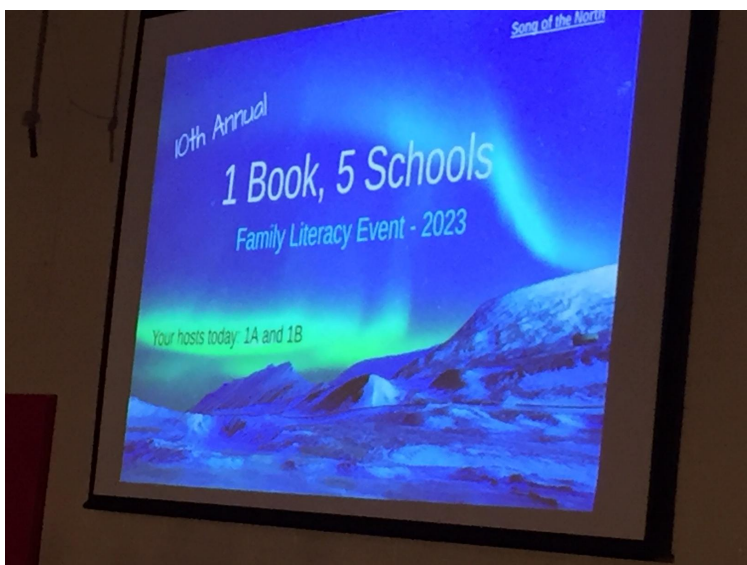
- EAs will attend Whole School Collaboration after-school meetings once monthly *(Due to budget restraints, EAs have access to the minutes and opportunities for questions during their weekly meeting with the LST)*
- L.A.N.D. school-wide days through the year
- Outdoor cross-curricular learning times intentionally scheduled weekly
- Whenever possible, students will add their voice to ISPs and BSPs.
- student photos on display -e.g. front of school, Kelso Superstars
- Kelso Superstar certificates reflect individuals' achievement of personal goals
- lobby monitor to display classroom celebrations and Kelso Superstars *(still working for a better system to utilize this technology - USB transfer challenging)*
- O Canada broadcast in various languages
- Student vs Staff fun games during celebrations *(done in previous years, missed last year, plans to bring this back this year)*
- Buddy classes *(starting to come back after COVID)*
- staff provide intentional teaching and modeling of how to apply the behaviours linked to effective goal achievement (ongoing goal for 2023-2024)
- 1 Book 5 Schools family literacy event



School Culture Commentary

- Livingstone grade 6 students drew superheroes and grade 3 students described them in writing (cross-school connection)
- Music Monday and Terry Fox walk with ISS students
- Livingstone grade 1 and HAS field trip to Allison Lake together
- Frog Jumpers/Literacy Leapers: creating a common language and “buzz” school-wide

- December spirit days (eg. Candy Cane clothing day, crazy sweater day, PJ day)
- Thank You letters from grade 1 to Fire Department, RCMP, library and municipal councillors
- Students writing to soldiers at Remembrance Day time
- Writing letters to Residential School Survivors
- Student led conferences (with MRA for families)
- EL & K joined Wonder Walks
- We Thinkers program builds common language and expectations
- Parent Council - welcome back BBQ, HAS t-shirts
- Year end pizza-picnic
- Music Festival - performing and watching others perform
- Grade 3 transition visit to ISS
- Bee Posters - school wide creation, then posted throughout the community
- CCHS work experience and job shadow programs
- Lions pancake breakfast
- Whole school LAND days
- Dr. Karrah structured literacy PD - common understanding/language for staff
- Gregory/Tarcon- PEAKS Hearing and Sound field trip- students were asked what they enjoyed, favorite part and what they learned. Then put it in memory book.
- Grade 2 - PEAKS - Navigation , compasses visit with nature hike and games with Jason Clifton as facilitator. Students wrote reflections to him as thank you letters.
- Hospital collection of \$100.00 on 100th day by Grade 2.
- SPCA provincial program, SPCA local Drive for Blankets, towels, etc. and writing to the 'cats' program
- Peaks to Pines Lodge friends with grade 2 program- letter-writing, in person visits
- Student -Led Conferences- Two Stars and a Wish from parents
- Staff performances (eg. Music Festival, Trickster)
- End of year - Favourite Things list
- Eco Club -Waste Free Wednesday, Parent volunteer
- Rodeo clown visit





Livingstone Range Wildly Important Goal 3: Academics

Educators empower students to lead their own learning.

HAS Wildly Important Goal 3: Academics

All students will demonstrate growth in literacy and numeracy.

School Performance Measures

- MRA results (grade 3, staff, parents)
- STAR Reading Assessment (gr. 1-9)
- Fountas and Pinnell (K - Gr. 3)
- Lens, CC3 assessments (Gr. 1-3)
- Early Years Evaluation (K)
- Provincial Numeracy Screening Assessment (Gr. 1-3)
- Writing Benchmark results each reporting period
- Tracking classwide stamina for independent reading time and writing time

School Academic Strategies

- Students are able to set their own goal for literacy and numeracy each reporting period, after learning how to apply the behaviours linked to effective goal achievement. (*ongoing in 2023-2024*)
- Each term students will create their own literacy and numeracy goals with input from teachers and parents (*ongoing in 2023-2024*)
- Use 'I can' language for goal setting with students
- share/reflect on goals during student-led conferences (*ongoing in 2023-2024*)
- students share progress on Seesaw/Edsby (self-selected pieces of work for examples/evidence)
- school-wide events to support achieving goals (*ongoing in 2023-2024*)
- Continued implementation of Collaborative Response
- develop Continuum of Supports for Literacy and Numeracy (*Literacy started, numeracy not yet*)
- implementation of Heggerty program (K-Gr. 3)

School Academics Commentary

- UFLI and structured literacy (Dr. Karrah) PD for all staff
- Students made Term 2 F&P reading level goals (they have their levels in the individual books bins that change based on progress throughout the term); posted to Seesaw to share with families

- In addition to F & P reading goal, grade 1 students chose a writing goal that was posted in the room as a reminder and sent home to parents as well (Seesaw post)
- Grade 3 continued with F and P's, Star Early Literacy and Star Reader assessments. Used arbookfinder.com to increase levels of reading (chart in classroom showed growth). This allowed the students opportunities to read/share books from home as well. Decodable books were used to practice reading in class and sent home. Celebrated students reading growth when they move up levels. Parents were notified in the agenda.
- Letter name and sound growth check-ins, shared and celebrated with students and shared for families on Seesaw, class goal of “unlocking” new sounds on Sound Wall
- Star reading tracking each week, students recorded their current reading level in their journal and wrote a goal for their level in February.
- Students set AR goals following Star Reader assessments. Students worked to increase their AR level/points.
- Sent home leveled books and shared successes with families. Students made goals for F and P as well as writing.



STAR Reading Assessment (Grades 1 - 9) The Star Reading Assessment is a comprehensive examination that tests the range of students' knowledge of reading and language.

June 2023 Data (number of students)	Urgent Intervention	Intervention	On Watch	At or Above Benchmark
Grade 1 (35)	8	10	2	15
Grade 2 (49)	16	15	6	12
Grade 3 (43)	18	9	4	12

LeNS (Grades 1 - 2) LeNS assesses a student's ability to sound out single letters and letter combinations (for example, n, d, e, ch, ay, oa, oy).

Grade (number of students)	At Risk 1st Assessment September Grades 2 & 3 January Grade 1	At Risk 2nd Assessment June Grade 1 - 3
Grade 1 (35)	9	6
Grade 2 (49)	12	11

CC3 assessments (Grades 1 - 3) The Castles and Coltheart 3 (CC3) assessment is an English word-reading test designed to identify the nature of a student's reading difficulties. CC3 assesses a student's ability to recall familiar and irregular words (for example, take, hand, island, cough), and their ability to sound out non words (for example, norf, framp, gurve) that were created specially for this assessment and are meant to be fictitious and without meaning.

Grade (number of students)	At Risk 1st Assessment September Grades 2 & 3 January Grade 1	At Risk 2nd Assessment June Grade 1 - 3
Grade 1 (34)	6	2
Grade 2 (45)	12	8
Grade 3 (46)	17	15

Provincial Numeracy Screening Assessment (Grades 1 -3) The Numeracy Screening Assessment package is designed to assess the number skills that form the building blocks for mathematical development. These collections of tasks are designed to help teachers understand their students' underlying knowledge of the number system, basic number operations and proportional reasoning skills.

Grade (number of students)	At Risk 1st Assessment September Grades 2 & 3 January Grade 1	At Risk 2nd Assessment June Grade 1 - 3
Grade 1 (36)	6	4
Grade 2 (43)	20	19
Grade 3 (46)	11	9

Early Years Evaluation (Kindergarten) Early Years Evaluation -Teacher Assessment is a skill-based assessment tool designed to assess skills of 3 - 6 year old children. It assesses five domains related to readiness to learn at school and readiness to learn to read. 1. Physical Development 2. Awareness of Self and Environment 3. Social Skills, Behaviour, & Approaches to learning 4. Cognitive Skills 5. Language and communication

November, 2022

Total Number of Students Assessed	Tier 1	Tier 2	Tier 3
45	25	12	8

May, 2023

Total Number of Students Assessed	Tier 1	Tier 2	Tier 3
5	1	3	1

Report Card Data

Reading Comprehension from Fountas & Pinnell Benchmarks on June 2023 Report Card

June 2023 Data* (number of students)	NY	B	P	E
Kindergarten (46)	5	10	14	17
Grade 1 (38)	10	8	9	11
Grade 2 (51)	11	8	7	25
Grade 3 (49)	15	5	7	22

*New EALA curriculum implemented for grades K to 3

Numeracy Progression - Number Strand on June 2023 Report Card

June 2023 Data* (number of students)	NY	B	P	E
Kindergarten (46)	6	3	19	20
Grade 1 (38)	4	7	18	9
Grade 2 (51)	2	13	14	16
Grade 3 (49)	5	4	19	21

*New Numeracy curriculum implemented for grades K to 3