

# Granum School

## 2022-2023 Annual Education Results Report (AERR)



### ***Vision Statement***

Engaging, Educating, Empowering

### ***Mission Statement***

*Granum School engages, inspires and empowers leaders.*

### **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*

Assurance Domain	Measure	Granum Schools			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	<a href="#">Student Learning Engagement</a>	72.5	89.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	69.0	86.5	86.8	81.4	83.2	83.1	Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	55.3	n/a	48.1	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	5.3	n/a	5.8	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
	<a href="#">Education Quality</a>	81.5	96.4	93.2	89.0	89.6	90.3	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	78.1	91.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	77.6	93.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	85.7	96.7	100.0	78.8	79.5	81.5	Very High	Declined	Good

## 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.***

### School Performance Measures

- Alberta Education Assurance Measures Survey results
- Leader in Me MRA assessment
- Student participation in Leadership Opportunities
- Feedback from parents, students and staff around Synergy activities and The Leader in Me

### School Strategies (Lead Measures)

- Continued focus on developing student leadership opportunities through 7 Habits/Leader in Me
- Synergy periods and Synergy Friday's - provide an element of student choice and expanded programming
- Participation in breakfast program and nutrition program to ensure students have access to healthy options each day
- Student Leadership Club to develop activities for all students to participate in (expanding to include and mentor students from younger ages)
- Increased emphasis on student leadership roles both in classrooms and throughout the school
- Continuation of the Granum Greatness challenge - students are recognized for being leaders at the school.
- Continuation of the student WIG tracking and finding ways to engage students in achieving WIGs
- Student led assemblies planned and carried out by the student leadership group.
- Participation in the Livingstone Leaders group by select division three students.

Commentary:

- We will be continuing with our Leader in Me programming this year. Our focus is on student goal setting and student leadership. We will track goals on a public bulletin board and more voice and control will be given to the student leadership group.
- The MRA survey will be administered in the spring and will guide our planning moving forward.

## Livingstone Range Wildly Important Goal 2: Culture

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

### School Performance Measures

- Leader in Me MRA assessment
- Alberta Education Assurance Measures Survey results
- Teacher, parent and student anecdotal data

### School Strategies (Lead Measures)

- Focus on developing Leadership, Synergy and Citizenship Skills (Leadership Culture in classes, celebrate student leadership publically, student/teacher created mission statements, students developing expectations)
- Cross grade groupings to develop relationships between all students and all staff.
- Timetable to allow students to work with a variety of staff throughout the day
- Increased FNMI awareness (lead by FNMI committee member) (invite community members in to lead activities)
- Focus on expanding extra-curricular opportunities for students (volleyball, basketball, archery...) based on what programs are run by LRSD during the pandemic
- Continuation of the Granum Greatness challenge - students are recognized for going above and beyond what is expected
- Creation of the student WIG pie contest to engage students in achieving student WIGs
- Involvement of Family School Liaison Counselor (FSLC) on Professional Development days to allow for collaboration between FSLC and teaching staff
- Collaborative Response meetings held every 4-6 weeks to discuss student issues

Commentary:

- The MRA will also be our guide moving forward in the area of culture. We have been using TLIM to build the school culture for several years now. The Granum Greatness challenge has proved successful and we will continue with that. We will also add a new WIG pie scoreboard to encourage individual student growth.

## Livingstone Range Wildly Important Goal 3: Academics

*Educators empower students to lead their own learning.*

### School Performance Measures

- Fountas and Pinnell (administered three times throughout the school year - students improving and students meeting grade level benchmarks)
- Accelerated Reader (students reaching goals as determined with teacher)
- MIPI (written by students in grades 2 - 9 at the beginning of the school year)
- Provincial Achievement Tests (performance as measured by achievement on PATs in grades 6 and 9)
- Teacher Report Cards (marks and comments)
- EYE test for Kindergarten
- Lens and CC3 assessments for grades 1-3 students

### School Strategies (Lead Measures)

- Provide ongoing training and support for staff on Guided Reading interventions and Fountas and Pinnell assessment
- Provide opportunities for teachers to attend literacy and numeracy Professional Development. Staff will share learning with staff on Professional Development days (Divisional committees and PD of choice)
- Collaboration time on Professional Development days to share strategies and knowledge
- Partnership with PAL to provide extra reading support to identified students
- Analysis of MIPI results to inform teaching practice
- Use of Numeracy assessments (Equals) to inform instruction and planning for individual students
- Use of Mathletics, Prodigy and Math Zorbits as an assessment, reinforcement and engagement tool
- Literacy and/or Numeracy day with student and parent involvement (if possible during the pandemic)
- Collaborative Response meetings held every 4-6 weeks to discuss student academic issues
- Creation of Granum Experiential Learning Days where community volunteers offer classes and special projects to students.

Commentary:

- We will be reintegrating PAT data that we didn't have due to Covid. We will also once again be able to use PAL readers. Lastly we will be adding data at the younger ages from the LENS and CC3 assessments.

- We will create an experiential learning day. This will be done with Granum community members, where volunteers will come in and teach the kids various things that they are passionate about.
- Reflecting on school data, particularly results on assessments, it is difficult to determine the validity of those results as far as comparisons of year to year averages as the sample size of students is only a few each year. As such, our goals and strategies take into account results from the same cohort of students from year to year.