

# **Chester Ronning School**

## *Three-Year Education Plan / Annual Educational Results Report*

2016 – 2019



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## **Message from the Principal**

The purpose of the Three-Year Education Plan/AERR is to:

- Identify goals, priorities and strategies that will guide our programs and services;
- Evaluate the growth of our school by assessing a variety of measures
- Provide parents and other stakeholders with information about our school
- Meet the requirements of Alberta Education by providing an annual record of the plans/reports of the school.

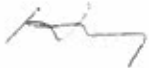
The information in this Three-Year Education Plan is based on both quantitative and qualitative data. Our direction is set through continuous discussions amongst staff and community members and through an ongoing evaluation of the data at hand (i.e. Accountability Pillar data). The 2016-2019 Three Year Education Plan has its foundation in the **BRSD Everyday 4 – Literacy, Numeracy, 21st Century Learning, and Welcoming and Caring Schools**. Work in these four areas is supported by the Chester Ronning School vision, mission, and beliefs. The School's approach includes a balanced focus on academics and character.

The results reflected in this report indicate that Chester Ronning School maintains consistency or improvement in many categories. The strands of Literacy, Numeracy, 21st Century Learning and Welcoming and Caring Schools, continue to be a focus and are fully embedded in the work we do every day.

We believe that all students can be successful learners, and that every student has the right to an enjoyable and engaging education. Our learning environment is positive and caring, which supports individual differences, allowing all students to take risks in their pursuit of excellence. We strive to build strong relationships between staff, students, families, and the school community. We continue to challenge students and assist them in becoming responsible learners. The relationship between home and school is essential to the success of the student. We look forward to working in partnership with parents to ensure the success of their children and our students as we embark on this new school year.

*Every Student, Every Day, A Success.*

Respectfully,




Mr. Brian D. Horbay, B.Ed., M.Ed.  
Principal

## **Accountability Statement**

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2016 for Chester Ronning School was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management Act*.

This document was developed in the context of the provincial government's business and fiscal plans. Chester Ronning has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results.

Chester Ronning School and School Council approved the Education Plan for 2016-2019 for submission to Alberta Education.



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Principal



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School Council Chair

## **Communication of our Plan**

Copies of the plan are made available to all staff and School Council members for discussion and feedback. Copies of the report are available at the school office and School Website. Chester Ronning School believes this Three Year Education Plan and AERR must be a living document to assist the school in achieving the goals for continuous improvement and success.

## **Foundation Statements**

### *Vision:*

*Every Student, Every Day, A Success.*

### *Mission:*

*At Chester Ronning Elementary School we will strive to provide a safe and caring community where all students are accepted and encouraged to strive for success and meet their full potential as respectful citizens.*

### *Beliefs:*

*Our aim is to create a learning environment that:*

- Fosters responsibility and accountability
- Addresses varied learning styles
- Encourages development of good communication skills
- Promotes physical, emotional, and social well-being
- Develops an appreciation of the value and importance of life-long learning
- Helps students become adaptable in an ever-changing world

## **Our School Profile**

Chester Ronning School serves most of the southwest section of the City of Camrose. Its attendance area includes Duggan Park and areas north to the highway, east to Mirror Lake, and south to Marler Drive. The school provides a full educational program for E.C.S. to Grade 5 with a strong focus on academics, relationship building, and character development. Currently, 270 students attend Chester Ronning. There is a robust Music program that may include choir, instrumental music, and grade five band. Students in grade 4 and 5 receive French as a second language instruction. The school has a well-earned reputation for its success in meeting the needs of students who have unique physical or mental challenges. The *Circle of Courage* and *Leader in Me* philosophies guide staff and students in developing a sense of community in which all are valued.

The BRSD Opportunity Room is located at Chester Ronning School. Students come to school with diverse learning needs and this EOR (Elementary Opportunity Room) allows the students to be in an educational setting where it is easier to receive one-to-one instruction.. We are committed to provide learning experiences that meet their needs in our Division sponsored learning room with integration into classrooms with peers in an inclusive, flexible manner that meets their needs with Educational Assistant support.

## **Summary of Accomplishments**

### **Accountability Pillar Results**

The October 2016 Accountability Pillar Overall Summary for Chester Ronning School indicated that in the following five categories, our achievement and overall level of satisfaction was positive:

- Safe and Caring (Achievement: High; Overall: Good)
- Program of Studies (Achievement: Very High; Overall: Excellent)
- Education Quality (Achievement: Very High; Overall: Excellent)
- Parental Involvement (Achievement: High; Overall: Good)
- School Improvement (Achievement: Very High; Overall: Excellent)

The October 2016 Accountability Pillar Overall Summary for Chester Ronning School indicated that in the following two categories, our results need to be improved.

- Citizenship (Achievement: Intermediate; Overall: Acceptable )
- Work Preparation (Achievement: Low; Overall: Issue)

### **Summary of Other Accomplishments**

- *Leader in Me/Circle of Courage* Character Education Program
- Breakfast Program
- Terry Fox Fundraiser
- Student participation in extra-curricular programs
- Various field trips
- Recycling program
- Variety of cross graded activities
- Book Fairs; Literacy Day
- Welcome Back BBQ and Open House
- Christmas Concerts
- Book Fair
- Literacy Day

**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 4542 Chester Ronning School**

Measure Category	Measure Category Evaluation	Measure	Chester Ronning 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	Good	Safe and Caring	85.6	88.6	85.6	89.5	89.2	89.1	High	Maintained	Good
		Program of Studies	86.5	85.8	87.4	81.9	81.3	81.4	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Education Quality	90.9	92.2	89.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
		PAT - Acceptable	n/a	n/a	75.5	73.8	72.9	73.4	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	PAT - Excellence	n/a	n/a	16.3	19.4	18.8	18.6	n/a	n/a	n/a
		Diploma - Acceptable	n/a	n/a	n/a	86.0	85.2	85.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Diploma - Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.8	54.4	53.5	n/a	n/a	n/a
Parental Involvement	Good	Extracurricular Scholarship Eligibility Rate	n/a	n/a	n/a	80.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	n/a	n/a	n/a	69.4	59.7	59.3	n/a	n/a	n/a
Continuous Improvement	Excellent	Work Preparation	87.1	85.8	76.3	82.6	82.0	81.1	Low	Maintained	Issue
		Citizenship	77.3	79.0	76.1	83.9	83.5	83.4	Intermediate	Maintained	Acceptable
School Improvement	n/a	Parental Involvement	79.7	81.5	76.1	80.9	80.7	80.5	High	Maintained	Good
		School Improvement	96.3	74.8	70.4	81.2	79.6	80.0	Very High	Improved Significantly	Excellent

**Notes:**

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI)
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, KAE), Mathematics (6, 9, KAE), Science (Grades 6, 9, KAE), Social Studies (Grades 6, 9, KAE)
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, French Language Arts 30-2, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## **School-Based Data**

### **School Satisfaction Survey Results**

#### **Parents**

- 96% believe their child experiences some success at school each day
- 94% believe their child has at least one adult he/she can turn to for assistance
- 93% believe Chester Ronning School acknowledges and embraces diversity and inclusion
- 95% believe their child is safe at school
- 95% believe the approach to literacy used at Chester Ronning School encourages their child to read more
- 87% feel that numeracy is promoted in all subject areas at Chester Ronning School
- 97% believe students use information technology to help them learn

#### **Grade 4 & 5 Students**

- 90% feel their teachers allow them to show what they know in a variety of ways
- 85% believe there is a staff member who cares about them
- 80% believe the approach to literacy used at school encourages them to read more
- 90% believe they can use math in many areas of their lives
- 89% believe they have success at school each day
- 92% feel they know what they are learning and they know how they are doing.
- 86% feel confident in their ability to do math

### **Grade 4 & 5 *Tell Them From Me* Survey Results**

- 95% of students value school outcomes (Canada norm 96%)
- 83% of students have positive relationships (Canada norm 80%)
- 86% of students are interested and motivated in their learning (Canada norm 74%)
- 96% of students try hard to succeed (Canada norm 92%)
- 77% of students feel they have someone at school who consistently provides encouragement (Canada norm 51%)

## **Grade 4 & 5 Tell Them from Me Survey Results (continued)**

### **Selected Student Written Responses**

**The question asked of the students was, “Please share ways the teachers and students help you feel welcome and cared for at Chester Ronning”.**

- *They help me learn things that I don't already know*
- *The teachers always say “hello” when I come into the school*
- *We all try to agree with each other and get along. The teachers say “hi” or greet us*
- *They always make me feel like home and welcome*
- *The student play games with me at recess and help me. The teachers help me when I don't know what to do*
- *I do really like the teachers in Chester Ronning*
- *They take time to help other kids in other classrooms, help you learn and they do some fun stuff and they make sure that you are not hurt outside and they help with the learning. They switch classes sometimes with the teachers and they try to do as much fun stuff as they can but try to still make room for learning*
- *I feel welcome because the teachers say thing to kids when someone hurts you at recess. And they care about you at school*
- *Every day there is always a teacher there to say, “Hi” and asks, “How was your evening?”*

**The second question asked of the students was, “Please tell us some of the ways you have shown leadership in your classroom and in the school, or some new ideas on how to show leadership at school.”**

- *We help others when they need it*
- *I show leadership by caring about people when they get hurt and helping each other and setting a good example for the littler kids*
- *Sometimes kids do stuff that they shouldn't do and I tell them to stop so they don't get in trouble. At recess, some kids are play fighting and I keep telling them to stop*
- *I like helping others and I think that is showing leadership*
- *I participate in many activities at school such as, recess, mentors, Chester Chums, volleyball, etc.*
- *I have shown leadership by doing the right thing and other kids doing the right thing and in class this year, I help other kids*
- *When the teacher asks a question and know the answer, I am eager to raise my hand, even if I'm guessing, I raise my hand. I try to be kind at school but don't always do it but I often do it*
- *I show leadership by showing the little kids by doing what's right from wrong*

## **School Goals for 2016-2017**

### **1. Alberta Education Desired Outcome One: Every student is successful**

#### **BRSD Goals**

- All students will demonstrate proficiency in literacy and numeracy at or exceeding their developmental level through quality programming
- All students will demonstrate engaged thinking, ethical citizenship, and the entrepreneurial spirit embedded within the 21<sup>st</sup> century learning

#### **School Goals**

- Every student is successful
- Staff will become familiar with our combined character education program (*Leader in Me/Circle of Courage*) and put implementation strategies in place
- Every student will be helped and encouraged towards success, as determined according to achievement of the programmed curricular outcomes as well as in relation to previously demonstrated levels of achievement and characteristics of successful learning

#### **Strategies**

- A teacher will be part of the BRSD Numeracy Committee
- Establish a Literacy Committee at school to form a cohesive plan for student literacy development and build consistent practices and strengthen literacy and numeracy practices
- Hold school-wide assemblies each month to celebrate student success with *Circle of Courage* Awards and build confidence in students by recognizing accomplishments
- Establish a committee (Lighthouse Team) to combine the *Leader in Me* and *Circle of Courage* character education programs so that our school has a concise character education program
- Students who achieve at a high level will be provided with enrichment activities
- Continue to design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's/ behavior plans, offer a variety of teaching strategies and accommodations
- Use a variety of data driven and qualitative strategies to work with students to improve learning (eg. Fountas & Pinnell, DORA, SLA)
- Create visible messages of the Character Education Program at our school
- Provide descriptive feedback, with a focus on what the student next needs to do in order to achieve at a higher level or to achieve higher within a level
- Develop implementation strategies for our Character Education Program
- Provide Literacy Place and Daily Five support for teachers
- Continue small group 'Early Literacy Intervention' for primary students where needed
- Build staff awareness of the numeracy benchmarks and best practices as well as the ELL benchmarks and strategies
- Develop understanding of similarities and differences between mathematics and numeracy and ways to support numeracy across subject areas and grade levels.

**2. Alberta Education Desired Outcome Two: The achievement gap between First Nations, Metis, and Inuit (FNMI) students and all other students is eliminated**

**BRSD Goals**

- The achievement gap between First Nations, Metis, and Inuit (FNMI) students and all other students is eliminated

**School Goals**

- The achievement gap between First Nations, Metis, and Inuit (FNMI) students and all other students is eliminated at Chester Ronning School
- Recognize the core cultural value of FNMI students and to use these insights to build belonging, capacity and success.
- All students (including First Nations, Metis, Inuit, QSA, and all other) will be included in school activities and opportunities at Chester Ronning School

**Strategies**

- Incorporate messaging into staff meetings that recognizes the FNMI traditional use of this Treaty 6 land
- Integrate the Circle of Courage into the Character Education Program by educating staff, students and community members on the FMNI philosophy of the program
- To connect with the community and establish cultural relevance in the curriculum
- Invite FMNI community members to come into the school and perform traditional dance and provide insight
- Invite guest speakers to help staff and students relate to culture and background of FNMI
- Teachers will design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's and behavior plans, and offer a variety of teaching strategies and accommodations in order to assist First Nations, Metis and Inuit students

### **3. Alberta Education Desired Outcome Three: Alberta's education system is inclusive**

#### **BRSD Goals**

- BRSD#31 will provide a safe, caring, welcoming and inclusive environment for all
- Effective leadership along with the voice of stakeholders, will allow students and community members to possess a strong connection to their schools as an inclusive, safe, welcoming and caring environment

#### **School Goals**

- Chester Ronning School is inclusive
- Chester Ronning School provides a safe, caring, welcoming and inclusive environment for all
- Effective student, parent, support staff, teacher and administrative leadership, along with the voice of stakeholders, will continue to allow students and community members to possess a strong connection to their school as an inclusive, safe, welcoming and caring environment

#### **Strategies**

- Continue to make inclusive schooling a core aspect of our school culture
- Continue to design and adopt modified and adapted programs, incorporate Assistive Technology, design IPP's/ behavior plans, offer a variety of teaching strategies and accommodations
- All students are included in school opportunities and events
- Continue to look for the best possible situation to educate students so that they gain the education they deserve and, at the same time, feel included
- Host transition meetings so staff and parents/guardians can collaborate and decide what is best for each student who is coded
- Provide engaging learning environments for all students to support their diversity and academic needs (i.e. field trips, camps, conferences, events, etc.)
- Celebrate students success through assemblies, ceremonies, newsletters and electronic communications
- Chester Ronning will continue to build relationships and foster a safe, caring, welcoming and an inclusive environment (i.e. challenge day, student presentations, school council in-service, etc.)
- Staff will participate in a review of inclusive education in BRSD

#### **4. Alberta Education Desired Outcome Four: Alberta has quality teaching and school leadership**

##### **BRSD Goals**

- Effective learning and teaching is achieved through collaborative leadership, high standards and support for professional growth towards best practice.

##### **School Goals**

- Chester Ronning School has quality teaching and school leadership at all levels
- Staff members will continue to develop their skills and competencies (i.e. 21<sup>st</sup> century learning, self-directed PD, school-based PD, BRSD#31 professional learning series, department meetings, specialist council conferences, team building, staff collaboration, webinars, outside agency seminars, etc.)

##### **Strategies**

- Teachers will ensure they employ outcome-based assessments and reporting
- New staff will be provided with a mentor teacher
- Dedicated time will be established during staff meetings for teachers to collaborate and share Recognize staff members who have specialized expertise in various data programs and technology knowledge and provide them with the opportunity to expand their expertise so they can better assist other staff members (i.e. Google, Maplewood, PE)
- Provide support for staff members to get trained in a variety of technologies that support learning (i.e. Chromebooks, Google Apps for Education)
- Teachers will share Project-Based learning activities so all teachers can adapt it to their own areas
- Staff will participate in the BRSD Learning Series
- Staff will participate on committees and planning teams such as our literacy and numeracy committees as well as the Lighthouse Team to facilitate their collaboration on literacy, numeracy, 21<sup>st</sup> century learning, and character education
- Establish a committee (Lighthouse Team) to combine the *Leader in Me* and *Circle of Courage* character education programs so that our school has one concise character education program

**5. Alberta Education Desired Outcome Five: Alberta's education system is well-governed and managed**

**BRSD Goals**

- Effective leadership, along with the voice of stakeholders, will allow students and community members to possess a strong connection to their schools as an inclusive, safe, healthy, welcoming and caring environment.

**School Goals**

- Chester Ronning School is well-governed and managed
- School leadership will foster a school culture that will encourage students and community members to have a strong connection to their schools as an inclusive, safe, healthy, welcoming and caring environment.
- Leaders at Chester Ronning School will consult and collaborate with staff, students, parents/guardians and community members on decisions that impact the school

**Strategies**

- Establish a student council to acknowledge student voice
- Use of website, school newsletters, announcements and School Council meetings to communicate information and invite participation in school activities such as assemblies, class projects/presentations and school assemblies
- Communicate with home regarding our character education program in newsletters, student handbook and other communication
- Provide greater opportunity for parents/guardians to complete Accountability Pillar/BRSD surveys by sending out the link via email, allowing parents to fill surveys during parent-teacher interviews in spring and continuing to put survey link on website and newsletter.
- Host whole school assemblies each month to celebrate student success with parents and community in order to build confidence in students
- Create programs that incorporate parent volunteers

### **Three Year Plan-AERR Creation**

Chester Ronning School has aligned our school goals with the Alberta Education desired outcomes and the Battle River School Division #31 goals. School administration has met with our staff, parents/guardians and students to develop our school goals and strategies.

Chester Ronning Administration put together the message from the Principal, our accountability statement, communication plan, foundational statements, school profiles, summary of accomplishments, special programs, accountability pillar overall summaries, and survey results.

Then, we summarized our three year education plan-AERR creation, parental involvement, timelines and communication, school council involvement and our Chester Ronning staff professional development plan.

### **Parental Involvement**

Chester Ronning School is required to prepare a three-year plan that aligns with and based on the BRSD goals and priorities. Our school three-year plan is shared with our School Council. Parents can access this Plan via our website at <http://www.brsd.ab.ca/school/cronning>. Throughout the course of the year, Chester Ronning capitalizes on many school events to bring the messages of the Three-Year Plan/AERR to our school community. Some of these opportunities include a September Open House, staff meetings, school council meetings, monthly assemblies, and more.

The BRSD School and Community Engagement Process has directly impacted the development of this three-year plan/AERR through the identification of stakeholder priorities for academics, character and relationship development.

### **Timelines and Communication**

Chester Ronning School communicates with stakeholders in a variety of ways: school website, school newsletter, individual teacher messages, planner notes and e mail messaging. This is ongoing communication that occurs throughout the year. Other examples include:

- Comprehensive student handbook sent home to all families in September
- School webpage
- Monthly publication of a newsletter
- Monthly assemblies
- Use of agendas by all students from grades K-5
- Open house for our school community
- Report cards and parent teacher interviews
- Student-led conferences



## **School Council**

The Three-Year Plan/AERR is an ever-changing document and is intended as a starting point – not an end point. As school council meetings take place, this plan is altered to better reflect the wishes of our stakeholders. The school council chairperson signs off on this document. The school council is provided with a copy of the Three-Year Plan/AERR and their feedback is continuous.

## **Professional Development Plans**

Teachers at Chester Ronning all create their own Professional Learning Plan and collaborate on the goals in their PLP. They align their professional development goals with those of the school, the School Division and ultimately, the Province. Chester Ronning School aligns its professional development with the BRSD Professional Development Plan. We will be focusing our professional growth plan around supporting staff and student needs, and enhancing relationships to constantly improve school culture. School staff will collaborate regularly and have continuous professional development opportunities. School-based staff professional development will include conversations and work around safe/caring/welcoming/inclusive/ and numeracy, literacy, 21<sup>st</sup> century learning/teaching, electronic liability, first aid, ASEBP support for teachers, and staff attendance (SRB) data entry. Staff will also be provided with three professional learning series/self-directed days to drive their own professional learning. Examples include:

- Lighthouse Team training
- ELL training day with Candace McLeod (BRSD consultant)
- BRSD Learning Series
- Ongoing staff collaboration on literacy and numeracy