



Chester Ronning
Annual Education Results Report
2022-23
Education Plan
2023-24

Table of Contents

[Alberta Education Assurance Measures](#)

[2022-2023 Accountability Statement](#)

[Whistleblower Protection](#)

[School Profile](#)

[Priority 1: Literacy and Numeracy](#)

[Priority 2: High-Quality Teaching and Optimum Learning](#)

[Priority 3: Equity](#)

[School Year Summary](#)

[School Budget Summary](#)

[Stakeholder Involvement](#)

[School Education Plan 2023-2024](#)

[Literacy Goal](#)

[Numeracy Goal](#)

[Equity Goal](#)

Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The Chester Ronning School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

Parent Council Chair	Date	Principal	Date
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Chester Ronning School

Live until you're old, learn until you're old, and there's still so much to learn.

Chester Ronning (1894-1984)

Profile

Chester Ronning School provides a full educational program for children in Kindergarten to Grade 5. In addition to core learning in English Language Arts and Literature, Mathematics, Science, and Social Studies, all students receive a complement of non-core programming including Physical Education, Music and Art. Students in grades 2 to 5 receive STEAM classes each week. (Science, Technology, Engineering, Art and Mathematics) Students in grades 4 and 5 also receive French as a Second Language instruction. The Circle of Courage (see below for a thorough explanation) guides our character education program and staff and students follow this philosophy in developing a sense of community in which all are valued.

Our Vision:

Chester Ronning School, in conjunction with Battle River School Division and in collaboration with our community will support every student to achieve daily growth toward becoming a lifelong learner and contributing member of society.

Our Mission:

Chester Ronning School builds students' academic success and enjoyment as well as their social-emotional growth by providing quality teaching and optimal learning experiences that emphasize students' literacy skills, wellness and engagement and by teaching students the skills required to develop their own expressions of Belonging, Mastery, Independence and Generosity as well as respecting the expressions of others.

Our Beliefs or Values:

- Every child can learn - not everyone learns at the same pace or in the same ways
- Learning often requires taking risks and making mistakes
- Every child deserves to achieve personal success at school, both academically and socially
- Everyone deserves to be treated with dignity and respect in a safe and caring environment
- Optimal learning occurs when it is engaging and meaningful
- People connect strongly to a community when they feel a sense of BELONGING
- Consistent efforts, grit and perseverance leads to individual MASTERY and collective achievement
- Increased INDEPENDENCE lead to helpful decision-making and responsible citizenship
- GENEROSITY with our gifts and talents improves our community

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Literacy	School	BRSD
Percentage of students in grades K to 3 who demonstrate early literacy development skills (CC3)	89%	
Numeracy	School	BRSD
Percentage of students in grades 1 to 10 above the 60% benchmark on the MiPi Assessment*	62%	
*CRS data is only for Grades 4-5 *Grades 1-3 completed the EICS Numeracy Screener.....	65%	

Results Analysis: (achievements, improvements, areas of growth)

Achievements:

- Number-related skills are comparatively strong
- Geometry- and measurement-related skills are comparatively strong
- Both Grade 4 and 5 average above 60% on MIPI for the second consecutive year
- Over 80% of Gr. 2 and 3 students *Not At-Risk* on Literacy Student Learning Assessments

Improvements:

- Grade 5 Patterns and Relations

Areas for Growth:

- Maintain achievement in higher grades as learning outcomes become more complex

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	School	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3).	89%	
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	78.5	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	75	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	96.2	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	71.5	73.8%

Results Analysis: (achievements, improvements, areas of growth)

Achievements:

- High satisfaction that students are learning attitudes and behaviours that will help them succeed in the workforce

Improvements:

- Satisfaction that students are learning attitudes and behaviours that will help them succeed in the workforce

Areas for Growth:

- Increase the number of students who are excelling and reaching higher levels of achievement in both literacy and numeracy
- Stabilize the number of students who are excelling from grade-to-grade

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.4	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	66.5	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	85.4	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	68.5	76.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	58.2	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	92.2	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.7	76.8%

Results Analysis: (achievements, improvements, areas of growth)

Achievements:

- Our school community indicates feeling comparatively welcomed, cared for, respected and safe at school
- Opportunities to receive a broad program of studies

Improvements:

-

Areas for Growth:

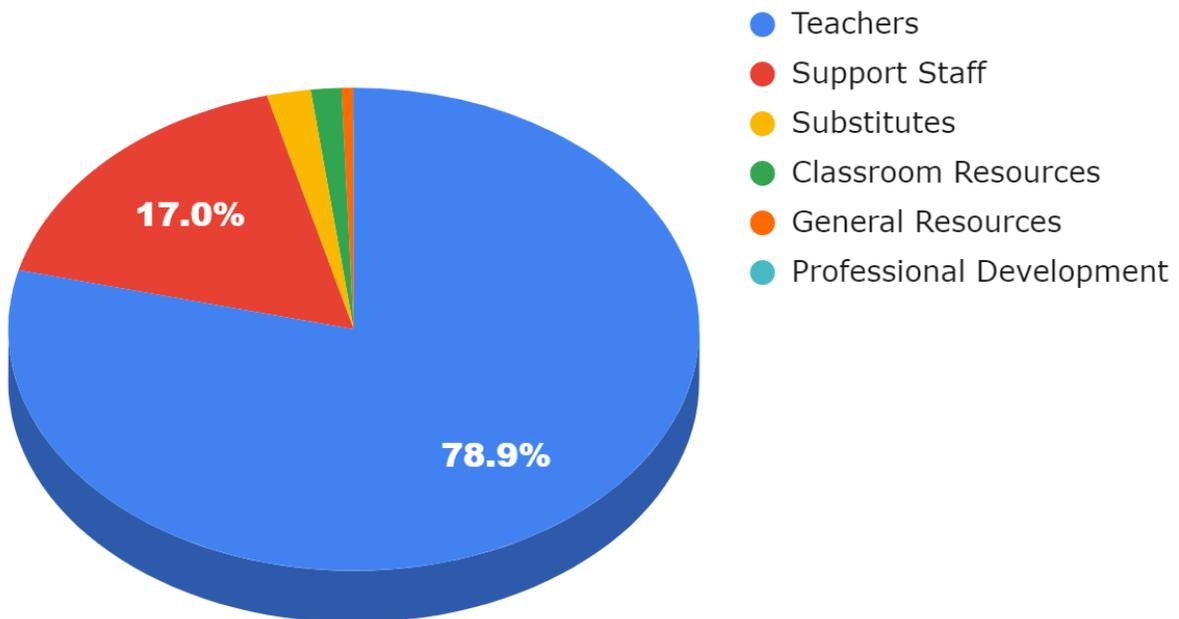
- Data indicates that over the last two years, students indicate a reduced feeling of care, respect, and safety.
- Improving access to appropriate supports and services
- Improving timely access to programs for at-risk students

School Year Summary

The data from the 2022-2023 school year indicate that there are many elements of Chester Ronning School that reflect high-quality teaching and optimum learning. The results also highlight aspects of literacy, numeracy, and equity that require intentional planning and strategy implementation to meet the needs of our students, teachers, and school community.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	1,647,123
Support Staff	355,183
Substitutes	42,814
Classroom Resources	29,810
General Resources	11,193
Professional Development	606



Stakeholder Engagement

- Our 2022 Christmas Activity Night saw 92 members of our school community RSVP and many more attended
- Our 2023 Welcome-Back BBQ and Meet the Teacher event saw 287 members of our school community RSVP
- In 2022-2023, 40+ parents received orientation and were made Agents of the Board to volunteer in the school and on field trips
- Engaging grade 3, 4, and 5 student voice for new playground design that was completed in August, 2023
- In 2022-2023, Parent Teacher Interview attendance averaged 81%
- Parent Council membership and attendance growth

School Education Plan 2023-2024

<p>Literacy Goal: Students will be proficient in their programmed grade-level learning outcomes for all components of literacy: reading, writing, speaking, viewing and listening</p>	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intentional Planning <input type="checkbox"/> Responsive Instruction <input type="checkbox"/> Purposeful Assessment <input type="checkbox"/> Positive Classroom Culture <input type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input type="checkbox"/> Relevant, rigorous & appropriate content <input type="checkbox"/> Learner agency <input type="checkbox"/> Meets diverse needs <input type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● All grade-level groups have daily common literacy time, allowing students to be grouped according to their areas of need for direct instruction to support their growth and improvement ● Restructured classes for non-core subjects to create 21 periods (~0.45 FTE) for teachers to provide literacy support through both push-in and pull-out interventions ● All students complete diagnostic literacy assessments to determine their levels of achievement in both reading and writing, providing teachers with data on how to support their ongoing learning and achievement ● mCLASS burst lessons used to target remediation for at-risk students ● Regular staff collaboration to identify areas of classroom and/or individual students' needs in literacy and to develop plans for improvement ● Utilize data from 2023 writing Highest Level of Achievement Test (HLAT) to inform writing instruction. Spring 2024 data will provide evidence of growth. 	
<p>Measures:</p> <ul style="list-style-type: none"> ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments used three times per year ● Highest Level of Achievement Test (HLAT) writing test used twice per year ● Alberta Education Student Learning Assessments (Gr. 1-3) ● Classroom assessments and teacher observations 	
<p>Implementation Plan:</p> <ul style="list-style-type: none"> ● 2023-2024 - New ELAL curriculum for Grades 4-6 ● 2023-2024 - Common literacy blocks for each grade-level group ● 2023-2024 - Establish Literacy Support Periods within 3 teachers' assignments 	
<p>Allocation of Resources:</p> <ul style="list-style-type: none"> ● ~0.45 FTE teaching assignment dedicated to literacy support programming ● EA support available for all common literacy periods ● \$5,500 budgeted for ELAL resources ● \$3,250 budgeted for staff professional development 	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● K-3 teachers have been trained to use the University of Florida Literacy Institute (UFLI) reading program ● K-3 teachers have been trained in MCLASS literacy assessment platform ● Staff collaboration to build capacity for Gr. 4 and 5 teachers using MCLASS

Numeracy Goal:

Increase the number of students achieving proficiency in numeracy-skills of estimation, problem-solving, number operations and recall of basic facts (+, -, ×, ÷)

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Restructured classes for non-core subjects to create 11 periods (~0.23 FTE) for teachers to provide numeracy support through both push-in and pull-out interventions
- Reflex Math and Frax subscriptions purchased for Grades 3, 4 and 5 to help students build fact fluency and an understanding of fractions
- Regular staff collaboration to identify areas of classroom and/or individual students' needs in numeracy and to develop plans for improvement

Measures:

- Alberta Education-approved diagnostic numeracy screener used for all students in Grades 1-3
- The Math Intervention/Programming Instrument (MIPI) used as a diagnostic assessment for all students in Grades 4-5
- Teachers analyze data from diagnostic assessments to determine programming needs for their classes and/or for individual students

Implementation Plan:

- 2023-2024 - New Math curriculum for Grades 4-6
- 2023-2024 - Establish Numeracy Support Periods within 4 teachers' assignments

Allocation of Resources:

- ~0.23 FTE teaching assignment dedicated to numeracy support programming
- \$1,500 budgeted for Math resources
- \$1,500 budgeted for STEAM resources
- \$3,250 budgeted for staff professional development

Professional Learning:

- Gr. 4 and 5 teachers receiving instruction from Central Alberta Regional Consortium to support implementation of new Mathematics curriculum
- November 1st Professional Learning Series included Curriculum Support for Numeracy Instruction

Equity Goal:

All families will feel a sense of belonging in our school community and that their children are safe, respected and cared for.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Hosting community-building opportunities such as Welcome-Back BBQ, Christmas Activity Night and Student Celebrations of Learning (e.g. Kindergarten and Grade 5 Year-end Ceremonies, Science Fair)
- Meeting with all families that are newcomers to Canada so they can be welcomed to our school and to connect them with Actions For Healthy Communities and the BRSD EAL Coordinator
- Action for Healthy Communities providing year two of classroom presentations on inclusion/anti-bullying
- Use announcements to acknowledge significant holidays that are celebrated by other cultures and religions, especially when it is known to be applicable to our students and their families
- Elders and/or Knowledge Keepers provide Indigenous cultural education regularly throughout the school year
- First Nations, Métis and Inuit Foundational Knowledge lead-teacher supports staff to incorporate Indigenous perspectives into learning opportunities for students
- Indigenous perspectives and other demographics will be represented in school decor and resources such as library books
- School Generated Funds and Parent Council ensure that all students can attend their class field trips
- All students can access the breakfast program and lunches are provided to students as needed
- Prioritizing the use of restorative practices and skill building for positive behaviour support
- Coordinate with external agencies and internal consultative agencies to provide support, intervention, or guidance for student and family safety and wellness

Measures:

- **Student attendance data**
- **Referral and discharge figures (FSLW, therapies, etc.)**
- **Alberta Education Assurance Survey (welcoming, caring, safe)**

Implementation Plan:

- **2023-2024 - First school-wide application to Jordan's Principle**
- **2023-2024 - Year two of inclusion/anti-bullying presentations from A4HC**
- **2023-2024 - Quarterly visits from Elders/Knowledge-Keepers**

Allocation of Resources:

- \$4,025 nutrition funding
- \$2,000 budgeted for Inclusive Education supplies
- \$1,500 budgeted for Indigenous foundational knowledge and cultural education opportunities
- \$2,500 budgeted for library resources
- \$500 budgeted for counselling resources

Professional Learning:

- Indigenous Foundational Knowledge Lead Teacher provides historical background information and teacher resources to staff ahead of key holidays and events (i.e.: Orange Shirt Day, Indigenous People's Day, etc.)
- Action For Healthy Communities