



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	183.000	Custodial	1.938000	Salaries	\$2,423,902	96.60%
Weighted	366.342	Exempt	0.000000	Supplies, Equip., Services	\$85,330	03.40%
Regular	197	Support	11.250000			
		Teacher	<u>13.556000</u>			
Year Opened	1980	Total	26.744000	Total	\$2,509,232	100.00%

School Philosophy

The mission of Bannerman School is to ensure high-levels of learning for all. The achievement of our students and their roles as our future neighbors, workforce, and leaders makes this a critical mission. When we say "learning for all", however, we don't just mean each student. All stakeholders are valuable resources and supports in the growth and development of our children, and it is a priority to connect teachers, support staff, and families to learning opportunities that will help our learners achieve our mission.

Community Profile

Bannerman is located in the northeast community of Clareview. It serves families from a broad range of socio-economic backgrounds. The Bannerman community is made up of a large number of single family homes, as well as many multi-family housing units including several rental units coordinated by Community Services. Many new families are arriving in the neighborhood from various backgrounds creating a family-like community that is rich in culture and diversity. The school works diligently in partnership with a range of community organizations and businesses to support students and their families.

Programs and Organization

Bannerman School promotes a safe and secure family environment for learning. We offer a diverse range of programs to meet the unique needs of our students. Bannerman School programs for students in K - 6, with a focus on improving student achievement in literacy, numeracy and citizenship skills. We are also a District site for the Individual Support Program for grades 1 - 6, and the Interactions Program for grades 1-6.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Abbottsfield Youth Project, Bannerman Community League, Bethel Church, Boys & Girls Big Brothers Big Sisters, E4C, The Family Centre

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, all students will demonstrate growth in literacy. Bannerman will provide high-quality teaching, tailored support to students in needed areas in addition to regular classroom instruction, and regular monitoring of each child's progress and timely actions in response to this information.

- We will increase the number of regular program students performing at grade level in Literacy by implementing a multi-tiered system of support and providing targeted intervention based on data collected from a combination of standardized tests and school based common formative and summative assessments.
- All students in the Empower Tier 3 reading intervention program will demonstrate statistically significant growth of at least half a standard deviation (an additional year's growth in a year's time). This will be achieved by early identification of non-proficient readers (by September 23, 2023) and providing them with targeted decoding and/or comprehension support by a trained reading specialist.

According to baseline data collected through norm-referenced reading assessments (CAT 4, TOSWRF, TOWRE, and TOSREC) in September, 2023, 51% of students are achieving grade level or higher in reading. 55% of students are achieving grade level or higher in writing as measured by the HLAT.

Results Achieved:

Reading: 63% of students in grades 1-6 achieving at or above grade level in June 2024 (increase of 23/144 students).

Writing: 65% of students achieving grade level writing on HLAT in April 2023 :

92% of students demonstrated 1 or more year's growth in 1 years time = 109/119

19% of students (grade 2-6) increased 2 or more grade levels = 27/142

Tier 3 Empower Students:

15/15 students who received Empower Reading Comprehension and Vocabulary intervention demonstrated more than 1 years' growth in reading based on age-norm referenced standardized assessments.

13/15 demonstrated statistically significant growth in reading (2 or more years growth in 1 year's time).

Bannerman is dedicated to closing the achievement gap and reducing the number of students performing below grade-level by providing additional time and support to students in a timely manner. We are providing outstanding learning opportunities for all students by ensuring our Tier 1 instruction is based on research and evidence; we are building on that foundation of learning by providing Tier 2 targeted support and Tier 3 intensive support to ensure those students who are below grade-level experience accelerated growth in order to reach grade-level proficiency. This is evidenced by the number of students who have increased by 2 or more years of growth in 1 year's time. Additionally, Bannerman (93.2) exceeds the Province (87.6) on the Alberta Education Assurance Survey in the area of Education Quality.

By June 2024, all students will demonstrate growth in numeracy. Bannerman will provide high-quality teaching, tailored support to students in needed areas in addition to regular classroom instruction, and regular monitoring of each child's progress and timely actions in response to this information.

- We will increase the number of regular program students performing at grade level in Math by implementing a multi-tiered system of support and providing targeted intervention based on data collected from a combination of standardized tests, diagnostic tasks from First Steps in Math, and teacher-created common assessments. This will include implementing a school-wide, cross-grade intervention model to support students develop targeted skills in addition to intensive, Tier 3 support by numeracy specialists.

According to baseline data collected through norm-referenced numeracy assessments (CAT 4, provincial numeracy screeners) in September, 2023, 62% of students are achieving grade level or higher in math.

Results Achieved:

75% of students achieved at or above grade level in math by June 2024 (14/141 students).

23/71 (33%) students in Division 2 increased 2 or more stanine points as measured by the norm-referenced standardized CAT 4 assessment (2-3 stanine points is equivalent to improving by an additional grade level).

Bannerman is dedicated to closing the achievement gap and reducing the number of students performing below grade-level by providing additional time and support to students in a timely manner. We are providing outstanding learning opportunities for all students by ensuring our Tier 1 instruction is based on research and evidence; we are building on that foundation of learning by providing Tier 2 targeted support and Tier 3 intensive support to ensure those students who are below grade-level experience accelerated growth in order to reach grade-level proficiency. This is evidenced by the number of students who have increased by 2 or more years of growth in 1 year's time.

The Tier 2 Math Intervention has continued to evolve, and we continue to refine and improve our ability to respond to student learning needs. Bannerman created a school-wide intervention plan with flexible groupings based on assessing proficiency levels of essential learning outcomes, assigning students to small groups to receive targeted instruction, and re-assessment to determine if the desired proficiency had been achieved or if the student needed another "dose". This intervention also provided extension activities where older students designed code challenges and break-out rooms, and younger students worked together to solve more complex math problems. This collaborative approach by all teachers to take collective responsibility for all students in the building not only contributed to increased student achievement, but also contributed to positive school culture and greater sense of student engagement. This is supported by the Student Learning Engagement measure in the Alberta Education Assurance Survey where Bannerman (86.2) continues to exceed the Province (83.7).

What were the biggest challenges encountered in 2023-2024?

Our biggest challenges were in relation to being able to maintain consistent and reliable supports due to supply staff shortages within the division. We planned around known absences and anticipated not getting EA supply, but unplanned EA absences and unfilled teacher supply positions impacted student achievement, staff and student safety, and staff wellness.

While creating small, targeted intervention groups that are the shared responsibility of all adults in the building has a significant impact in improving student achievement and school culture, it also puts tremendous strain on such an interdependent system when one or more parts are missing. Unfilled EA and/or teacher supply positions meant that interventions had to be cancelled or drastically modified at the last moment, thereby impacting their effectiveness. In our highly complex inclusive classrooms, EAs play a very important role to support the academics, behaviour, and self-regulation of multiple students in the classroom. Additionally, we count on having a consistent number of adults in the building to ensure we have enough supervision. On days where multiple EA and teacher absences go unfilled, we are placed in positions where we do not have enough staff to safely provide adequate supervision. In terms of staff wellness, there is not an issue with staff helping out or covering here and there; it is a sense of frustration with having plans repeatedly changed or altered after investing time in careful planning of instruction, transitions, and materials only to have things change last minute. This not only impacts the staff in the school, but also the persons away as they feel guilt or stress that they have let their team down.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Increased student voice around accessing extra help, extension activities, extra-curricular clubs, and sports was a welcome change in our Division survey. As our students are becoming more proficient in reading, writing, and math, they have expressed their desire for more opportunities to demonstrate and extend their learning. We are looking to continue leveraging student voice and leadership opportunities by working with our students to establish teams and clubs that enhance learning and school culture. By working to ensure our students are active participants in their school community, we hope to increase student sense of belonging and connection to adults in the building.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7253 Bannerman School

Assurance Domain	Measure	Bannerman 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	86.2	86.9	83.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.0	74.0	75.9	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	81.3	38.2	38.2	68.5	66.2	66.2	High	Improved Significantly	Good
	PAT6: Excellence	40.6	2.9	2.9	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	93.2	92.6	89.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	80.3	79.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.2	80.1	80.5	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	86.7	77.2	82.2	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2025, all students currently achieving grade-level proficiency in Reading and Writing will continue to grow a minimum of one-year's growth in one year's time. This will be achieved by providing excellent Tier 1 instruction, additional time and support when necessary as determined through timely assessments, and extension activities to deepen and enrich learning.

By June 2025, all students identified as being "close to achieving grade-level proficiency" will meet grade level standards. This will be achieved through the administration of frequent formative assessments, the timely identification of areas of required support, and targeted, small group interventions. Tier 2 interventions will be selected from research and evidence-based instructional methods different from the method of initial instruction, and implemented by division-level collaborative teams.

By June 2025, all students in the EMPOWER Tier 3 reading intervention program will demonstrate accelerated growth (7 standard score points or more, which is an additional year's growth in a year's time). This will be achieved by early-identification of non-proficient readers (by October 6, 2024) and assigning reading specialists to provide Tier 3 intervention (EMPOWER Decoding & Spelling, EMPOWER Comprehension & Vocabulary).

According to baseline data collected through norm referenced reading assessments (CAT 4, TOSREC, TOSWRF, TOWRE, and LeNS), in September, 2024, 43% of students in grades 1-6 are reading proficiently at grade level; 16% of students are close-to grade level proficiency. 58% of students are writing at grade level as measured by the HLAT.

23 students from grades 2-6 have been assigned to receive an EMPOWER Tier 3 decoding or comprehension reading intervention.

What data will you use to track continuous improvement?

Reading will be measured by standardized assessments - LeNS, TOSREC, TOSWRF, TOWRE and CAT 4. An increase of at least 7 standard score points and/or 2-3 stanine points indicates an additional year's growth in one year's time. Writing will be measured by HLAT results from 2024 to Spring 2025, and classroom-based formative and summative writing tasks.

Division Priority 1

By June 2025, all students currently achieving grade-level proficiency in Math will continue to grow a minimum of one-year's growth in one year's time. This will be achieved by receiving excellent Tier 1 instruction, additional time and support when necessary as determined through timely assessments, and extension activities to deepen and enrich learning.

By June 2025, all students identified as being "close to achieving grade-level proficiency" will meet grade level standards. This will be achieved by implementing a multi-tiered system of support and providing targeted intervention based on data collected from a combination of standardized tests, and teacher-created common assessments. This will include implementing a cross-grade intervention model to support students develop targeted skills in addition to intensive, Tier 3 support by a numeracy specialist.

According to baseline data collected through norm referenced reading assessments (CAT 4, Key Math 3, and Provincial Numeracy Screener Assessment), in September, 2024, 39% of students in grades 1-6 are proficient at grade level; 28% of students are close-to grade level proficiency.

What data will you use to track continuous improvement?

Growth will be measured by standardized, norm-referenced assessments - the Provincial Numeracy Screener Assessment for grades 1-3, and the CAT 4 for division 2. An increase of at least 7 standard score points and/or 2-3 stanine points indicates an additional year's growth in one year's time.

Division Priority 1

By June 2025, all students in our Division site programs (Individual Support Program and Interactions) will meet their communication learning goal on their Individualized Program Plan. This will be achieved by ensuring universal learning design (UDL) in each classroom, integrating use of visuals and alternative and augmentative communication, and providing appropriate and accessible opportunities for students in our site programs to engage with peers within their program and with regular program students.

What data will you use to track continuous improvement?

Data used to monitor progress and growth as reported in IPPs may include: communication inventories, number of symbols (core and fringe) a student is able to use on a Pragmatic Organization Dynamic Display (PODD) or personal AAC device (using TouchChat), consistent use of gestures, ReadtopiaGo measures, eye movement and/or switches to communicate choice, and/or range in verbal communication.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,414,763		2,509,232
Internal Revenue		0		0
REVENUE TOTAL		2,414,763		2,509,232
Classroom	11.950000	1,291,473	11.556000	1,248,892
Leadership	1.650000	225,966	2.000000	263,903
Teacher Supply	.000000	48,000	.000000	50,813
TOTAL TEACHER	13.599999	1,565,439	13.556000	1,563,608
(% of Budget)		64.83%		62.31%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	24,000	.000000	24,000
Support	9.750000	601,966	11.250000	691,976
Support (Supply/OT)	.000000	4,000	.000000	6,268
Custodial	1.938000	130,064	1.938000	130,064
Custodial (Supply/OT)	.000000	5,000	.000000	7,986
TOTAL NON-TEACHER	11.688000	765,030	13.188000	860,294
(% of Budget)		31.68%		34.29%
TOTAL STAFF	25.287999	2,330,469	26.743999	2,423,902
(% of Budget)		96.51%		96.6%
SUPPLIES, EQUIPMENT AND SERVICES		52,581		53,617
INTERNAL SERVICES		31,713		31,713
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		84,294		85,330
(% of Budget)		3.49%		3.4%
TOTAL AMOUNT BUDGETED		2,414,763		2,509,232