



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	181.500	Custodial	1.938000	Salaries	\$1,998,134	95%
Weighted	289.991	Exempt	0.000000	Supplies, Equip., Services	\$100,745	05%
Regular	193	Support	8.950000			
		Teacher	<u>12.076000</u>			
Year Opened	1980	<b>Total</b>	<b>22.964000</b>	<b>Total</b>	<b>\$2,098,879</b>	<b>100%</b>

**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 low 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 the students and 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 a Strategies classroom for grades 4 to 6 and an Individual Support 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 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, the number of students scoring at grade level as measured by the HLAT, MIPI, standardized reading tests, PATs, and grade level of programming will be increased by 50%. This will be achieved by implementing a multi-tiered system of support, providing targeted intervention based on data collected from standardized tests (TOWRE, TOSREC, TOSWRF), common formative and summative assessments, and district measures including the HLAT, MIPI and BAS.

By June 2021, 100% of students in the Empower reading intervention program will demonstrate statistically significant growth of at least half a standard deviation (more than a year's growth in a year's time). This will be achieved by early identification of our poorest readers (by October 1, 2020) and providing them with targeted support by a trained reading specialist. Growth and improvement will be measured by tracking norm-referenced data (TOWRE, TOSREC, TOSWRF) collected 3 times over the course of the year (September 2020, January 2021, and May 2021) for each student.

**Results Achieved:**

These goals were made early in the school year with an expectation that there would be a level of continuity and consistency in which both high quality Tier 1 instruction and a multi-tiered system of support could be implemented. The fluctuation of students attending on-line and in-person by quarter over the course of the year, combined with numerous interruptions to instruction due to individual student and staff quarantines, whole-class quarantines, and government-directed at-home learning, severely impacted our ability to provide regular support. Because comparative measures such as the HLAT and PATs were not possible, standardized data collected at the school level for reading and math, in conjunction with teacher-determined grade-level proficiency were used to compile our results.

Despite the challenges that COVID-19 presented, however, Bannerman students showed an overall improvement in both reading and math. Grades 1 and 2 experienced the most statistically significant growth in the areas of decoding, fluency, and comprehension, demonstrating more than a year's growth in a year's time. This improvement in student achievement is particularly remarkable as these young learners missed critical early reading instruction the previous spring due to the switch to online learning.

Empower, which provides targeted reading support to a small group of students for an hour a day over the course of a year, was significantly impacted by interruptions to learning. The goal we made last year was based on the assumption that all students would complete the program.

Out of 110 lessons:

-grade 5/6 group of 8 students finished 80 lessons

-grade 4 group of 2 students finished 65 lessons

-grade 2 group of 7 students completed 30 lessons

As a result, the data we have is based on partial-delivery of the program. Despite students only receiving a portion of the program, the growth demonstrated is significant, especially in the area of decoding and comprehension (8/13 students demonstrated an additional year of growth in decoding, and 9/13 demonstrated an additional year of growth in comprehension, 2/13 demonstrated an additional year of growth in fluency).

By June 2021, all teachers will have created an Inquiry Based Professional Growth Plan and engaged in action-oriented research with their collaborative teams to improve student achievement in Literacy and Numeracy. This will be achieved by participating in professional development provided in conjunction with the J.P. Das Centre on Developmental and Learning Disabilities, and a community of practice cohort of 28 schools. Teachers will increase their capacity to provide high-quality instruction and assessment by deepening their understanding in the areas of: the 5 Pillars of Reading; Promoting Mathematical Understanding; Early Math Screeners and Intervention; and Word Problem Solving. This will be measured by the Accountability Pillar, teacher feedback on professional development, and reflection on results from team-created SMART goals.

**Results Achieved:**

All areas of this goal were met. A positive by-product of Covid was the rise in access to virtual professional development opportunities and collaborative team work. The teachers at Bannerman effectively engaged in all professional development sessions, and created communities of practice centred around one of the 5 Pillars of Reading that they chose to pursue in their Inquiry based professional growth plans. Teachers met virtually in their COP's several times over the course of the year to discuss best practice related to their area of focus based on their collective inquiry.

To improve numeracy, students at every grade level were screened in math, and teachers were able to take the information about proficiency levels in math computation and fluency, identify foundational deficits in numeracy, and provide targeted support.

A feedback survey collected in the Spring of 2021 reflected an increase in confidence among teachers with their ability to apply pedagogy and specific learning strategies. Teachers were able to articulate and provide examples of successful strategies at both the Tier 1 and Tier 2 levels that resulted in increased student learning. The increased quality of teacher effectiveness is reflected through students, teacher, and parents in the Assurance Survey, where Education Quality has increased to 97.1%.

For the 2020-21 school year, in light of reduced accessibility to face-to-face and walk-up community support services (including food security, mental health supports, and government agencies), Bannerman's goal is to serve our community by being a safe, supportive and reliable partner who will work to connect our families with the appropriate resources. This will be achieved by continuing our work with early childhood and youth service providers (e4c, AYP, Boys and Girls' club), local businesses, and community organizations (C5, Communities United, Bannerman Community League, Sage, Bethel Church) to provide local, timely, accessible supports to Bannerman families. Bannerman School will leverage our social media, and where appropriate, SchoolZone, to amplify communication from our community partners to ensure people are aware of the supports and opportunities in our neighborhood. This will be measured by results from the Accountability Pillar, surveys/feedback from community members, and feedback from our community partners.

**Results Achieved:**

Bannerman met once a month to plan/coordinate a number of activities with a group called Bannerman Community Partners in order to strengthen the role of the school as the heart of the community. This group is comprised of representatives from: C5, Communities United, Bannerman Community League, Sage, Clareview EPL, Bethel Church, Edmonton Eats, E4C, Abbottsfield Youth Project, Boys and Girls Club, City of Edmonton, JD Bracco School, and Bannerman School. By partnering with these groups who are also working to engage members of the community, we were able to combine our efforts to support each other and reach more families. While our ability to attend and support in-person community events and groups was limited due to Covid, we used our ability to get information to families in a timely manner through classroom apps, SchoolZone, and our school social media page. We worked with our partners to connect our families to supports, including: food security, after-school care, tutoring/homework help, employment opportunities, and help at tax time. Additionally, as access to community resources (such as afterschool programs, Edmonton Public Library, etc) were either increased or reduced according to Covid restrictions over the course of the year, we worked to help keep our families informed on current health protocols. In a survey administered to the Bannerman Community Partners, the respondents indicated that they could reliably "partner with the school to directly support families in need", and "feel supported by Bannerman School and see a partnership with the school as 'value-added'". The connections and communication between school and community have likely contributed to 100% of families responding "agree" or "strongly agree" to the Division survey question "My child feels safe in their school community".

**What were the biggest challenges encountered in 2020/21?**

Our biggest challenge was continuity of learning. This took several forms including: shuffling students and teachers by quarter in response to family choice; individual students or teachers having to quarantine; whole classes sent home to quarantine with no opportunity to arrange for materials or technology; difficulty getting supply teachers and EAs, and when we did get supply, many times they were called to quarantine because they were identified as a close contact from another school; and screening for symptoms in general which impacted overall attendance for all staff and students. Each of these factors detracted from our ability to reliably and consistently deliver support. An example is our Tier 3 reading intervention program, Empower, which due to both student and teacher absences, resulted in one group only receiving only 30 of 100 lessons. Additionally, our reading data showed that the group of students that showed a minor regression in reading fluency was the group that experienced the most changes to teachers, and

experienced the most whole-class quarantines.

A challenge that continued to grow is the increasing level of complexity in each classroom. The weighted enrollment in each class was significant, and without being able to cross cohorts, create flexible groupings, or leverage EA support across classrooms, the amount of direct support to special needs students was reduced.

**What are the implications from 2020/21 that will impact your current year plan?**

Last school year saw us with 40% of our students online learning for 1 or more quarters, while our in-person learners experienced a number of interruptions to learning. The data collected last year shows that while overall, classes maintained or showed some growth in reading and math, the individual data fluctuated greatly within classes. It will be critical for teachers to continue to use data to inform and differentiate their instruction, and provide targeted intervention to ensure our students who are below grade level close the gap and achieve grade level proficiency.

50% of our current grade 1 students did not attend kindergarten in-person or at all. We are experiencing a much longer and a more difficult transition as many of our grade 1 students are experiencing the social and academic demands of school for the first time. The grade 1 teacher has had to alter her typical year plan as she is unable to build on prior knowledge normally learned in Kindergarten, including letter-sound recognition, differentiating between letters and numbers, and basic social skills. With supports through the provincial grant to address Covid Learning loss in Division 1, and the Division Equity Achievement project, we have planned to provide considerable Tier 2 and 3 math and reading intervention supports to students identified through school administered standardized reading tests, CAT 4 math and reading data, and the provincial numeracy and literacy screeners.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Bannerman School (7253)



Assurance Domain	Measure	Bannerman School (7253)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	84.2	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	76.3	67.2	56.3	Intermediate	Improved Significantly	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	56.5	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	6.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	97.1	83.7	78.6	Very High	Improved Significantly	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	84.0	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	83.5	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	78.2	94.5	73.0	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

According to baseline data collected through norm-referenced math and reading assessments in September, 2021: 41% of students are achieving grade level or higher in math; 45% of students are achieving grade level or higher in reading.

By June 2022, all students will demonstrate growth in literacy and numeracy. As a school that serves a diverse population including a number of students with complex needs, defining and monitoring student growth must be differentiated to ensure measurable and achievable results for every student. To support success for each student:

- We will increase the number of regular program students performing at grade level in Literacy and Numeracy, measured by norm-referenced tests (TOWRE, TOSREC, TOSWRF, CAT 4), in conjunction with teacher-determined grade-level proficiency. 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 school based common formative and summative assessments.

- We will increase the reading, writing, speaking, listening, and numeracy proficiency of our English Language Learners and refugee students. Growth will be measured by: norm-referenced tests (TOWRE, TOSREC, TOSWRF); the division HLAT; and growth as recorded on each student's ELL Proficiency document. This will be achieved by providing students with both push-in and pull-out supports to ensure acquisition of both basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) to support their success in school.

- All students in the Empower 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). Achievement will be measured by norm-referenced reading measures (TOWRE, TOSREC, TOSWRF) collected 3 times over the course of the year for each student. This will be achieved by early identification of non-proficient readers (by October 1, 2021) and providing them with targeted support by a trained reading specialist.

**Priority 1**

By June 2022, all teachers will create an Inquiry Based Professional Growth Plan and engage in action-oriented research with their collaborative teams to improve student achievement in Literacy and Numeracy. Teachers will increase their capacity to provide high-quality instruction and assessment by deepening their understanding in the areas of: 5 Pillars of Reading; effective practices for teaching writing; promoting Mathematical Understanding; analyzing data to drive instruction and monitor progress. This will be achieved by participating in professional development provided through the Equity Achievement Project (First Steps in Math, school lead teachers, and Division Literacy consultants), and the J.P. Das Centre for Learning Disabilities (writing interventions and the impacts of writing on reading outcomes). This will be measured by the Accountability Pillar, CAT 4 results, and standardized reading tests administered at the school level.

**Priority 2**

By June 2022, we will actively engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction. In light of reduced accessibility to face-to-face and walk-up community support services (including food security, mental health supports, and government agencies), Bannerman's goal is to serve our community by being a safe, supportive and reliable partner who will work to connect our families with the appropriate resources. This will be achieved by continuing our work with early childhood and youth service providers (e4c, AYP, Boys and Girls' club), local businesses, and community organizations (C5, Communities United, Bannerman Community League, Sage, Bethel Church, Edmonton Public Library) to provide local, timely, accessible supports to Bannerman families. Bannerman School will leverage our social media, and where appropriate, SchoolZone, to amplify communication from our community partners to ensure people are aware of supports and opportunities in our neighborhood. This will be measured by results from the Accountability Pillar, and surveys/feedback from our community partners.

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,891,288		2,098,879
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,891,288</b>		<b>2,098,879</b>
Classroom	9.650000	992,329	10.076000	1,036,135
Leadership	1.200000	160,462	2.000000	251,736
Teacher Supply	.000000	28,000	.000000	32,000
<b>TOTAL TEACHER</b>	<b>10.849999</b>	<b>1,180,791</b>	<b>12.076000</b>	<b>1,319,871</b>
(% of Budget)		<b>62.43%</b>		<b>62.88%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	24,000	.000000	24,000
Support	7.750000	446,783	8.950000	509,279
Support (Supply/OT)	.000000	9,000	.000000	12,000
Custodial	1.938000	122,984	1.938000	122,984
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>9.688000</b>	<b>612,767</b>	<b>10.888000</b>	<b>678,263</b>
(% of Budget)		<b>32.4%</b>		<b>32.32%</b>
<b>TOTAL STAFF</b>	<b>20.537999</b>	<b>1,793,558</b>	<b>22.964000</b>	<b>1,998,134</b>
(% of Budget)		<b>94.83%</b>		<b>95.2%</b>
SUPPLIES, EQUIPMENT AND SERVICES		60,030		61,020
INTERNAL SERVICES		37,700		39,425
OTHER INTEREST AND CHARGES		0		300
<b>TOTAL SES</b>		<b>97,730</b>		<b>100,745</b>
(% of Budget)		<b>5.17%</b>		<b>4.8%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,891,288</b>		<b>2,098,879</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0