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Graminia School: Results Report
November, 2022

GRAMINIA DEVELOPMENT PLAN 2021-2022 FOCUS AREAS: TEACHERS AND LEADERS



For the 2021-2022 school year, every Parkland School Division school has chosen one primary assurance element from the Division Education Plan as their area of focus, and two secondary elements as their supplementary areas of interest. With these elements in mind, the school consults with staff and stakeholders to determine where their practices sit at present and outline this information in a Baseline Report.

Graminia School's Development Plan is an integral component of our school accountability and assurance. This plan is an extension of the Parkland School Division Education Plan, which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities. A strong plan implements strategies to maintain or improve student learning and achievement - while monitoring and adjusting as needed - and to help the school and division in making evidence-based decisions.

Through thoughtful discussions, stakeholder feedback and staff collaboration, with recognition of the impact of COVID - 19 pandemic, Graminia moved its school primary focus to promoting literacy and numeracy. With

increased student absences due to illness and guidelines put forth by the Alberta Government, the year brought both increased freedoms, and restrictions which caused staff, students and community to continue to be flexible and rely on each other. As the foundation to learning, literacy and numeracy competency is essential for our students to achieve success and wellbeing.

Using student data to reflect on the successes and challenges of the 2021-22 school year, will allow our staff to refine skills and strategies to support student learning. With new 2022 assessments put forward by Alberta Education for students Grades Kindergarten to Four, increased data points in literacy and numeracy are available to enhance instruction. As a school we continue to use baseline screeners in literacy and numeracy at all grade levels to inform classroom teaching and intervention approaches.

Graminia's primary area of focus for the 2021-22 school year, drawn from the Parkland School Division Education Plan was: ***Teachers and Leaders Promote Literacy and Numeracy.*** This report will reflect on success and areas of growth specific to success in literacy and numeracy through student data, while also taking into account contextual factors. Data includes Provincial Achievement Tests which were reintroduced in May and June of 2022, after not being completed during the 2019-2020 and 2020-21 school years. School based assessments in reading, writing and numeracy will also be addressed. Additionally, the results from the Alberta Assurance Assessment will be reflected in terms of Graminia worked towards modelling and promoting wellness.



Parkland School Division Education Plan

Graminia School's areas of focus are derived from [Parkland School Division's Education Plan](#). The Domains specific to Graminia's goals for 2022-23 are *Student Growth and Achievement* and *Teaching and Leading* and *Learning Supports*.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

Assurance Element 2: Students Demonstrate Well-Being

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

Assurance Element 4: PSD Staff Expand Success in Literacy and Numeracy

School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.

Assurance Element 8: SUPPORT SYSTEMS PROMOTE EQUITY, COMMUNITY AND BELONGING

School division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community

Provincial Achievement Results

2021-22 saw a return to Provincial Achievement Testing for grade 6 & 9 students.

English Language Arts Grade 9 June 2022	
<p>School Based Results</p> <ul style="list-style-type: none"> 91.8% of students at acceptable standard 18.0% of students at standard of excellence 8.2% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> 69.6% of students at acceptable standard 12.9% of students at standard of excellence 11.9% of students below acceptable standard
<p>Areas of Celebration: <i>Graminia students scored higher than the province at the acceptable standard, standard of excellence and our percentage of students scoring below acceptable is lower than the province.</i></p>	

English Language Arts Grade 6 June 2022	
<p>School Based Results</p> <ul style="list-style-type: none"> 86.9% of students at acceptable standard 9.8% of students at standard of excellence 9.8% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> 76.1% of students at acceptable standard 18.9% of students at standard of excellence 8.7% of students below acceptable standard
<p>Areas of Celebration: <i>Graminia students scored higher than the province at the acceptable standard.</i></p> <p>Areas of Concern: <i>Graminia students scored 9.1% less than the rest of the province in standard of excellence and 1.1% more of Graminia students scored below the acceptable standard than the province.</i></p>	

Social Studies Grade 9 June 2022	
<p>School Based Results</p> <ul style="list-style-type: none"> 85.5% of students at acceptable standard 25.8% of students at standard of excellence 12.9% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> 60% of students at acceptable standard 17% of students at standard of excellence 22.8% of students below acceptable standard
<p>Areas of Celebration: <i>Graminia students scored higher than the province at the acceptable standard and standard of excellence and has less students in the below acceptable standard.</i></p>	

Social Studies Grade 6 June 2022	
School Based Results	Provincial Results

- 80.3% of students at acceptable standard
- 8.2% of students at standard of excellence
- 19.7% of students below acceptable standard

- 67.9% of students at acceptable standard
- 20.8% of students at standard of excellence
- 16.8% of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard.

Areas of Concern:

2.9% more Graminia students scored below the acceptable standard than the province and Graminia students scored 12.6% below the province at the standard of excellence.

Mathematics Grade 9 June 2022

School Based Results

- 77.4% of students at acceptable standard
- 12.9% of students at standard of excellence
- 21.0% of students below acceptable standard

Provincial Results

- 51.6% of students at acceptable standard
- 16.1% of students at standard of excellence
- 30.6% of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard and there were 9.6% less Graminia students below the acceptable standard.

Areas of Concern:

3.2% less Graminia students scored at the standard of excellence.

Mathematics Grade 6 June 2022

School Based Results

- 80.3% of students at acceptable standard
- 8.2% of students at standard of excellence
- 13.1% of students below acceptable standard

Provincial Results

- 63% of students at acceptable standard
- 12.4% of students at standard of excellence
- 21.6% of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard and had 8.5% less students than the province below the acceptable standard.

Areas of concern: Graminia students scored 4.2% less than the province at the standard of excellence.

Science Grade 9 June 2022	
<p>School Based Results</p> <ul style="list-style-type: none"> ● 88.7% of students at acceptable standard ● 50.0% of students at standard of excellence ● 9.7% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> ● 67.2% of students at acceptable standard ● 22.7% of students at standard of excellence ● 14.8% of students below acceptable standard
<p>Areas of Celebration: <i>Graminia students scored higher than the province at the acceptable standard and standard of excellence and has fewer students below the acceptable standard.</i></p>	

Science Grade 6 June 2022	
<p>School Based Results</p> <ul style="list-style-type: none"> ● 91.8% of students at acceptable standard ● 29.5% of students at standard of excellence ● 8.2% of students below acceptable standard 	<p>Provincial Results</p> <ul style="list-style-type: none"> ● 71.4% of students at acceptable standard ● 24.3% of students at standard of excellence ● 13.6% of students below acceptable standard
<p>Areas of Celebration: <i>Graminnia students scored higher than the province at the acceptable standard and standard of excellence and had fewer students below the acceptable standard.</i></p>	

Summary Reflections:

The School surpassed the Province of Alberta's results on:

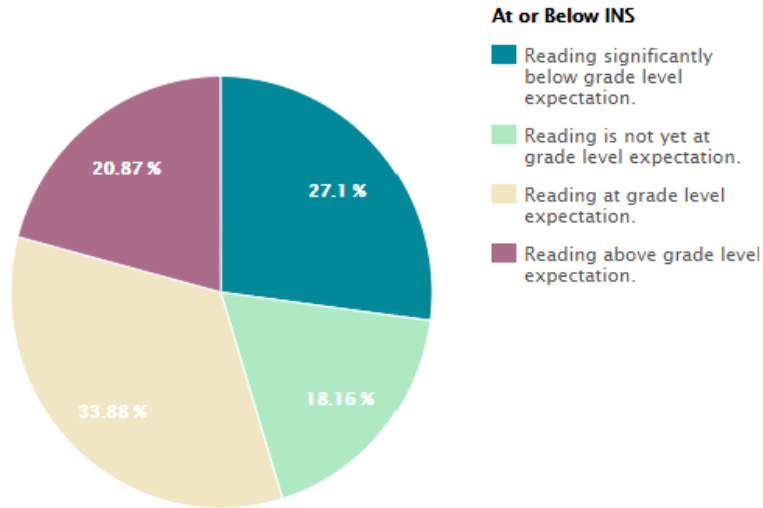
- 8 of 8 Provincial Achievement Tests at the Acceptable Standard; and
- 4 of 8 Provincial Achievement Tests at the Standard of Excellence

Areas for Growth

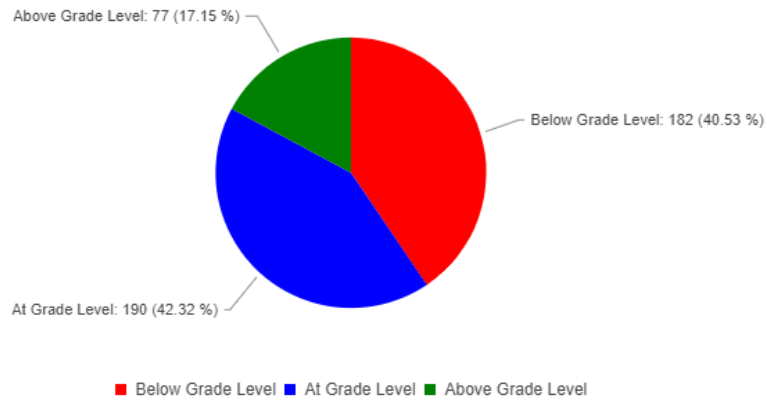
- Explore strategies to increase achievement at the Standard of Excellence in Grade 6 English Language Arts, Math and Social Studies
- Explore strategies to increase achievement at the Standard of Excellence in Grade 9 Mathematics
- Explore strategies to support learners who are achieving below the acceptable standard in all domains

Literacy

Fountas and Pinnell Results Grds 2-6 September 2021



Student Level Breakdown
2021 - 2022 (449)
for All Schools, All Grades, All Rooms, Latest Results



Literacy	
<p>Reading Levels Grades 2-9 September 2021:</p> <ul style="list-style-type: none"> • 20.87% of students above grade level • 33.88% of students at grade level • 45.26% of students below grade level 	<p>Reading Levels Grades 2-9 June 2022:</p> <ul style="list-style-type: none"> • 17.15% of students above grade level • 42.32% of students at grade level • 40.53% of students below grade level
<p><i>Increase 4.73% at or above Grade Level</i></p>	

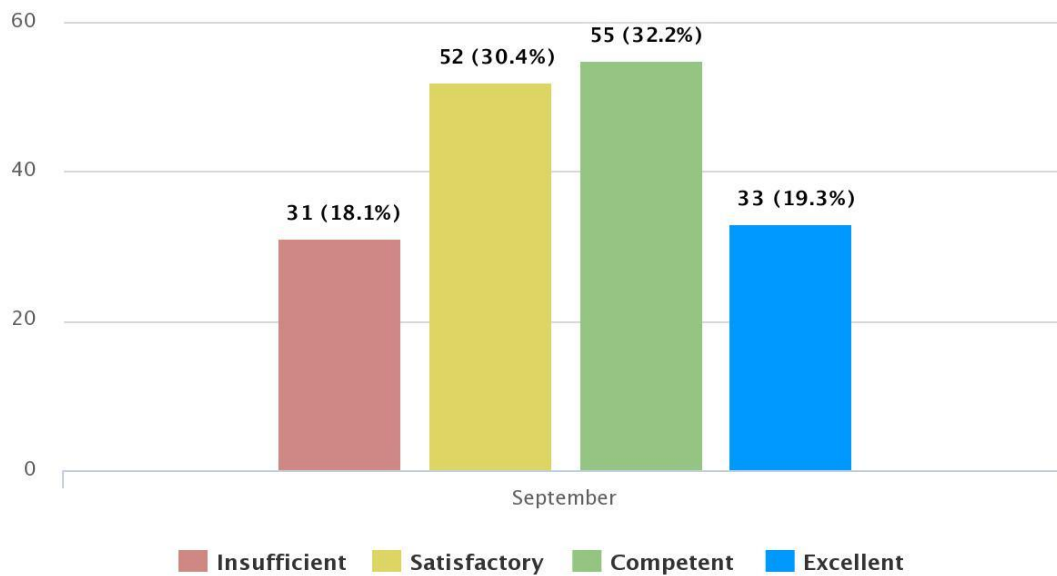
RCAT Results September 2022

Grade Level of Students	Percent of Students Achieving at a Insufficient Level	Percent of Students Achieving at a Competent or Excellent level
Grade 7	11.3%	62.9%
Grade 8	28.9%	36.9%
Grade 9	8.9%	62.3%

RCAT Results September 2022 Grds 7-9

RCAT Results – All Periods

School Year: 2022–2023, School: Graminia School



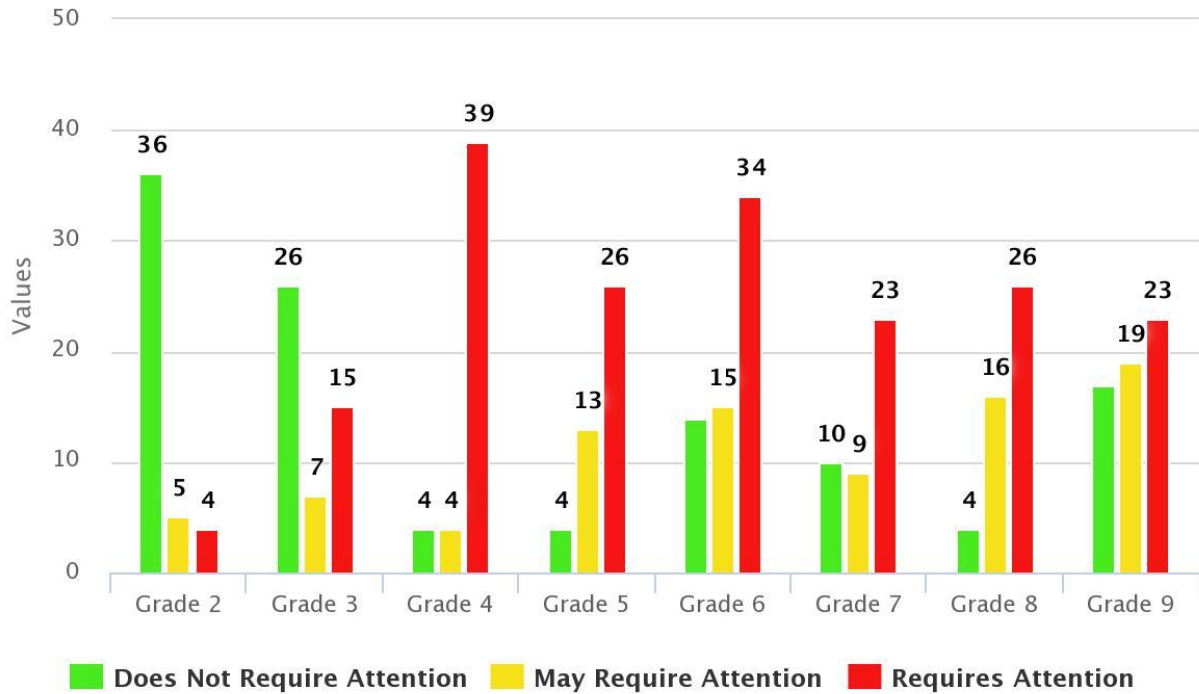
Reflections

Strategies implemented in the 2021-22 school year had an overall positive impact on student reading levels. Increases were noted in the number of students reading at and above grade level when comparing September 2021 data with June 2022 data. This is significant to note due to continued interruptions to student learning due to the COVID-19 Pandemic. Continued strategies for reading are needed into 2022-2023 school year to impact the learning gap in early elementary and Jr High grades.

Numeracy

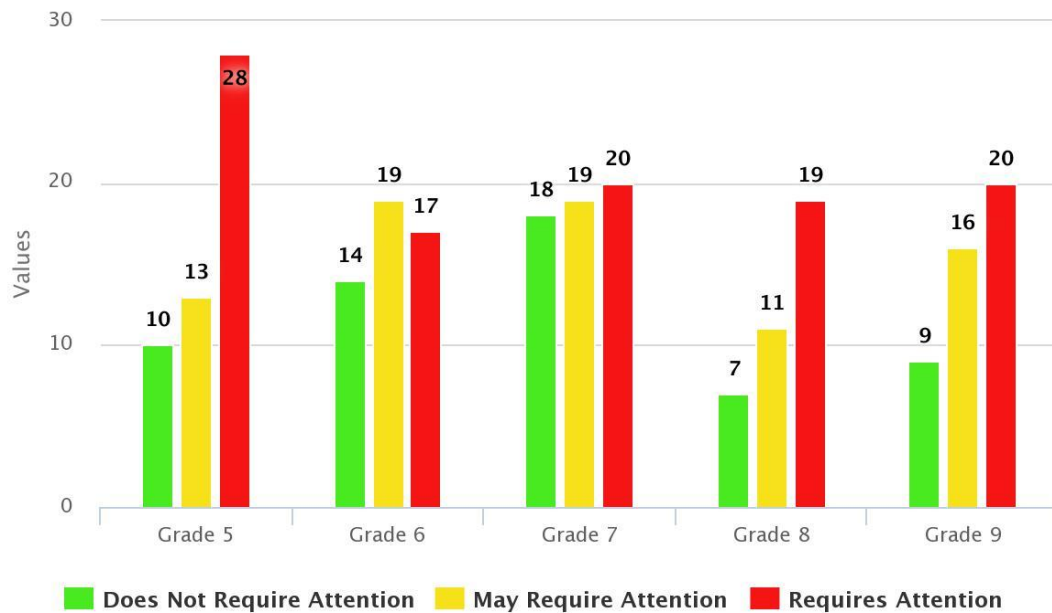
September 2021 MIPI Results Grades 2-9

Expectation per Grade Breakdown Results for 393 students



September 2022 MIPI Results Grades 5 - 9

Expectation per Grade Breakdown Results for 240 students



Reflections

In the fall of 2022, Alberta Education introduced numeracy assessments for students grades 1-4. As a result, the MIPI was not used as a baseline measure for these grades. Data provided examines grade 5-9 students including those who may be working on programming at an adjusted grade level.

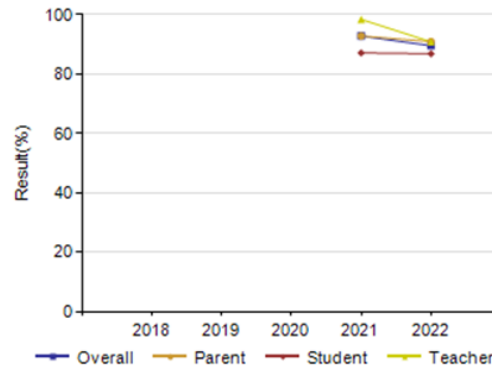
School-wide MIPI results indicated in September 2021 - 48% of students do not possess a full understanding of key curricular outcomes from instruction during their previous school year. When comparing gr 5-9 data in September 2021 53% of students required attention to mathematical learning outcomes whereas in September 2022 in Grades 5-9, 43%. This is a 10 % decrease. New strategies are continuing for 2022-23 to address conceptual mathematical learning in all

Alberta Education Assurance Measures Results 2022

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

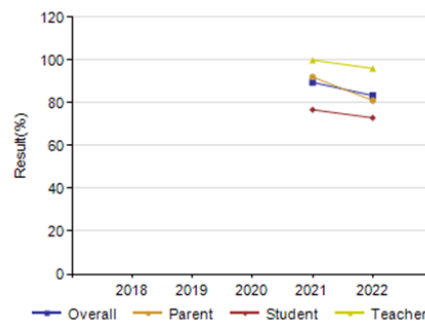
Graminia	PSD	Province
89.5%	84.1 %	86.1%



Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

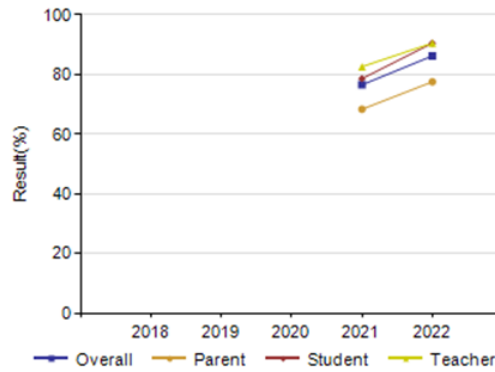
Graminia	PSD	Province
83.4%	82.3 %	85.1%



Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

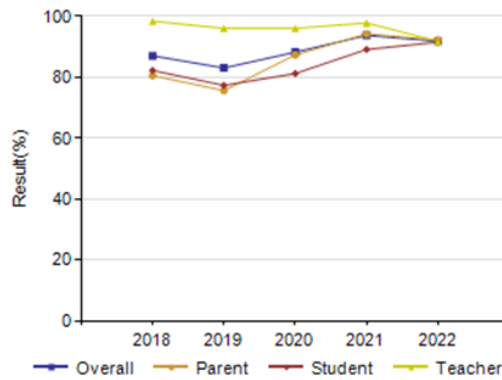
Graminia	PSD	Province
86.2%	88.4 %	81.6%



Safe and Caring

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.

Graminia	PSD	Province
91.8%	85.5%	88.8%



Reflections

In all 3 of the 4 areas to gain feedback on Modeling and Promoting Wellness, Graminia School had more parents, students and teachers believe we were successful than the rest of the province. The area of student engagement is below that of the province but it is higher than the average within the Parkland School Division. The 2022-2023 Development Plan focuses on Element 2 and Element 8, both Elements will continue to focus on these areas as well as additional areas of the Alberta Education Assurance Measures Results to measure growth.



Results of the 2021-22 Development Plan: Lessons Learned

Contextual Considerations

During the 2021-22 school year, the COVID-19 pandemic had a continued impact on many aspects of teaching and learning.

Community:

- In September 2021, some community building activities such as *Meet the Teacher* were held virtually, creating a disconnect between community and the school
- Changing Guidelines regarding health measures impacted school operations including field trips and cohorts. This resulted in a disconnect amongst some of the school community as individuals and staff attempted to support all learners

Staff and Student Wellness:

- Extra curricular sports were reestablished with some adjustments (limited spectators at times) during the 2021-22 school year, impacting those students and families who thrive in these domains
- Student movement was (at times) restricted to homeroom cohorts resulting in a perceived lack of motivation and connection in the classroom, particularly at the Jr High level
- Access to online learning through googleclassroom was prioritised as students experienced higher levels of absenteeism due to sickness
- In May/June many school wide activities resumed including field trips and year end activities

Instructional Practice and Professional Development:

Graminia School implemented the QPAS assessment for students below the expected reading level in Kindergarten - Grade 3. This led to the development of phonological awareness groups and a shift in small group practice within the classroom

- The Alberta Government announced Learning Loss Funding which was used to increase staff resources for small group intervention in literacy and numeracy
- Anecdotally, teachers and support staff continued to experience increased levels of stress related to the teaching realities of the COVID-19 pandemic (time, virtual teaching environment, increased focus on health and safety protocols, isolation from colleagues and community)
- Professional Development plan incorporated key areas:
 - RCAT (Jr High reading comprehension)
 - Numeracy Interview (K-4 numeracy intervention tool)
 - Phonological Awareness tools/strategies
 - Words Their Way programming & Word Study kits (word study and vocabulary)
- Lead Literacy and Numeracy position was essential for communication, reporting and clear programming.

- School based Literacy and numeracy intervention program was developed for Gr 1-3 students based on the Literacy Screens and Numeracy Interview assessment tool
- Collaborative Response Planning Team established to build planning time, create structure for collaboration and consistency

Initiatives to Continue from 2021-22

- Continue Collaborative Response Professional Development for the whole school
- Numeracy support and junior high numeracy assessment implementation through weekly team time
- Accurate baseline comprehension assessment for students grades 7-9 using the RCAT
- Comprehensive Literacy Program in all grades - small group instruction K-9
- Collaborative Response meetings focused on Engagement, Literacy and Numeracy strategies
- Small group phonological awareness intervention gr 1-3
- Small group numeracy intervention gr 1-3
- Word study programs K-6
- Lead Literacy and Numeracy Teacher
- Staff and student wellness initiatives

Initiatives to Establish 2022-23

- Collaborative Response Implementation - Create a school schedule that supports embedded collaborative planning time weekly for grade and/or curricular teams, through PE/Music. Monthly goals for team time at each grade/curricular level (proactive planning to support data collection and next steps in instruction)
- Create a continuum of supports for Engagement, Literacy and Numeracy
- Create a Comprehensive School Health Plan including counselling position (3 days a week)
- Begin the whole school initiative for engagement through our Hawks Spirit and Hawk Nest initiative to create more positive interactions between grade levels, teachers and the community.
- Analyse MIPI results to inform instruction and develop teaching plans which include small group instruction
- Create a Junior High Literacy intervention weekly, whole group and embedded small group
- Focus on new curriculum PD for K-6 teachers