





Graminia Community School
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Graminia School: Results Report
 November, 2023







2022-2023 Graminia School Goals

What we are focusing this year:



Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Learning	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	Teachers Foster Quality Learning and Wellness to Promote Student Achievement	Teachers Engage, Listen and Advocate	Teachers Demonstrate Responsibility	Teachers Plan for Continual Improvement	Teachers Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

-  **Connection**
Promote Student Success and Well-Being
-  **Community**
Promote Equity, Community, and Belonging
-  **Collaboration**
Expand Success in Literacy and Numeracy
-  **Celebration**
Develop and Apply Indigenous Foundational Knowledge

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.

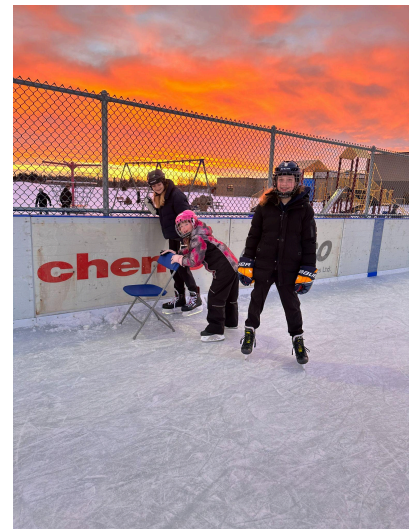
Through thoughtful discussions, stakeholder feedback and staff collaboration, Graminia maintained its school a strong focus to promoting literacy and numeracy but shifted our primary focus to connecting, creating community and collaborating. The 2022-2023 school year still saw students and staff working through increased student absences due to illness, competing priorities for student time with extracurricular events, a need to focus on Literacy and Numeracy and a recognition to rebuild community, and the ability to plan and support collaboration between staff and between students. As the foundation to learning, literacy and numeracy competency and a strong support system is essential for our students to achieve success and wellbeing.

Using student data to reflect on the successes and challenges of the 2022-23 school year, will allow our staff to refine skills and strategies to support student learning. Using the 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. This is balanced against a new curriculum for grade K-3 in Math, English Language Art and Physical Education and Wellness. 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 area of focus for the 2022-2023 school year, drawn from the Parkland School Division Education Plan was:

**Assurance Element 4: PSD Staff Expand Success in Literacy and Numeracy and
Assurance Element 2: Students Demonstrate Well-Being**

This report will reflect on success and areas of growth specific to success in literacy and numeracy and student well-being through data collection, while also taking into account contextual factors. Data includes Provincial Achievement Tests, 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.



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

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

English Language Arts Grade 9 June 2022	
<p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 91.1% of students at acceptable standard ● 20.0% of students at standard of excellence ● 4.4% of students below acceptable standard 	<p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 71.4 %of students at acceptable standard ● 13.4 % of students at standard of excellence ● 12.5% 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 style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 94.3 % of students at acceptable standard ● 26.4 % of students at standard of excellence ● 3.8 % of students below acceptable standard 	<p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 76.2% of students at acceptable standard ● 18.4% of students at standard of excellence ● 8.1% 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>	

Social Studies Grade 9 June 2022	
<p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 82.2 % of students at acceptable standard ● 13.3 % of students at standard of excellence ● 13.3 % of students below acceptable standard 	<p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 57.6 % of students at acceptable standard ● 15.9 % of students at standard of excellence ● 25.8 % 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>	

Social Studies Grade 6 June 2022	
<p style="text-align: center;">School Based Results</p> <ul style="list-style-type: none"> ● 67.9 % of students at acceptable standard 	<p style="text-align: center;">Provincial Results</p> <ul style="list-style-type: none"> ● 66.3 % of students at acceptable standard

- 18.9 % of students at standard of excellence
- 28.3 % of students below acceptable standard

- 18.5 % of students at standard of excellence
- 17.5 % of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard and standard of excellence.

Areas of Concern:

10.8 % more Graminia students scored below the acceptable standard than the province.

Mathematics Grade 9 June 2022

School Based Results

- 75.6 % of students at acceptable standard
- 11.1 % of students at standard of excellence
- 20% of students below acceptable standard

Provincial Results

- 53.2 % of students at acceptable standard
- 13 % of students at standard of excellence
- 30 % of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard and there were 10 % less Graminia students below the acceptable standard.

Areas of Concern:

1.9 % less Graminia students scored at the standard of excellence.

Mathematics Grade 6 June 2022

School Based Results

- 79.2 % of students at acceptable standard
- 13.2 % of students at standard of excellence
- 18.9 % of students below acceptable standard

Provincial Results

- 64.4 % of students at acceptable standard
- 15.8 % of students at standard of excellence
- 19.4 % of students below acceptable standard

Areas of Celebration:

Graminia students scored higher than the province at the acceptable standard and had 0.5% less students than the province below the acceptable standard.

Areas of concern: Graminia students scored 2.6 % less than the province at the standard of excellence.

Science Grade 9 June 2022

School Based Results	Provincial Results
<ul style="list-style-type: none"> ● 91.1% of students at acceptable standard ● 33.3% of students at standard of excellence ● 4.4 % of students below acceptable standard 	<ul style="list-style-type: none"> ● 65.5 % of students at acceptable standard ● 20.1 % of students at standard of excellence ● 17.9 % 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	
School Based Results	Provincial Results
<ul style="list-style-type: none"> ● 81.1 % of students at acceptable standard ● 24.5 % of students at standard of excellence ● 13.2 % of students below acceptable standard 	<ul style="list-style-type: none"> ● 66.7% of students at acceptable standard ● 22.5% of students at standard of excellence ● 16.8% 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:

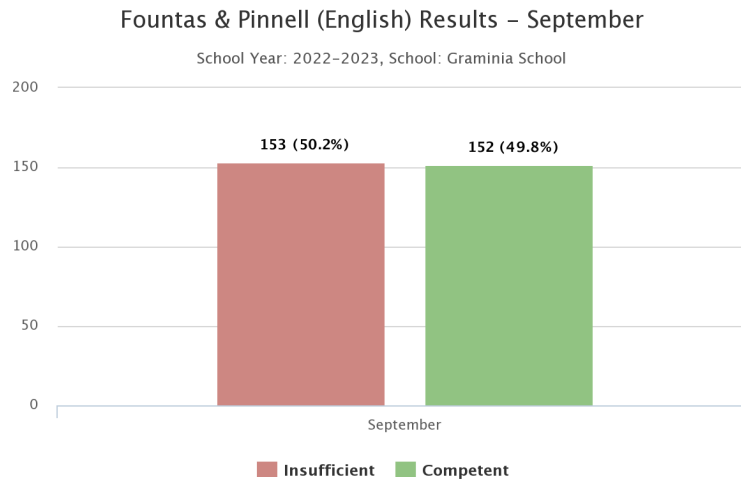
- 8 of 8 Provincial Achievement Tests at the Acceptable Standard; and
- 5 of 8 Provincial Achievement Tests at the Standard of Excellence

Areas for Growth

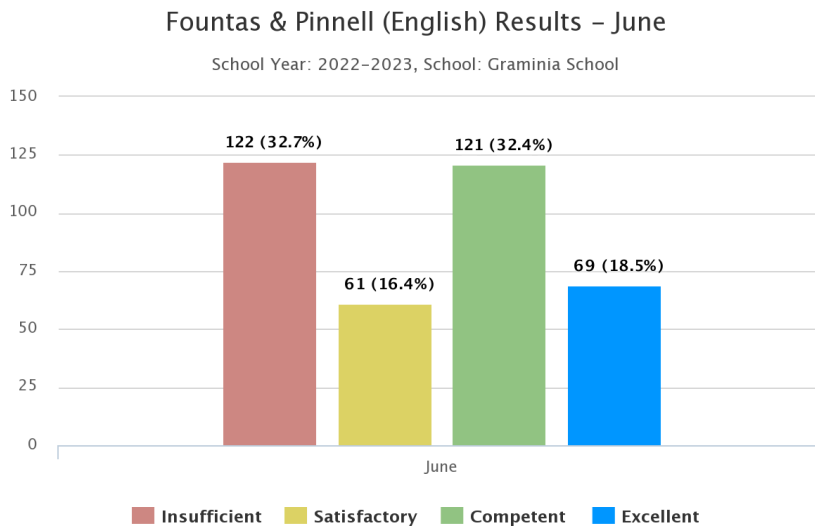
- Explore strategies to increase achievement at the Standard of Excellence in Grade 6 Social Studies, and Math
- Explore strategies to increase achievement at the Standard of Excellence in Grade 9 Mathematics
- Explore strategies to support learners who are achieving below the acceptable standard in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

Literacy

Fountas and Pinnell Results Grds 2-6 September 2022



Fountas and Pinnell Results Grds 1-6 June 2023

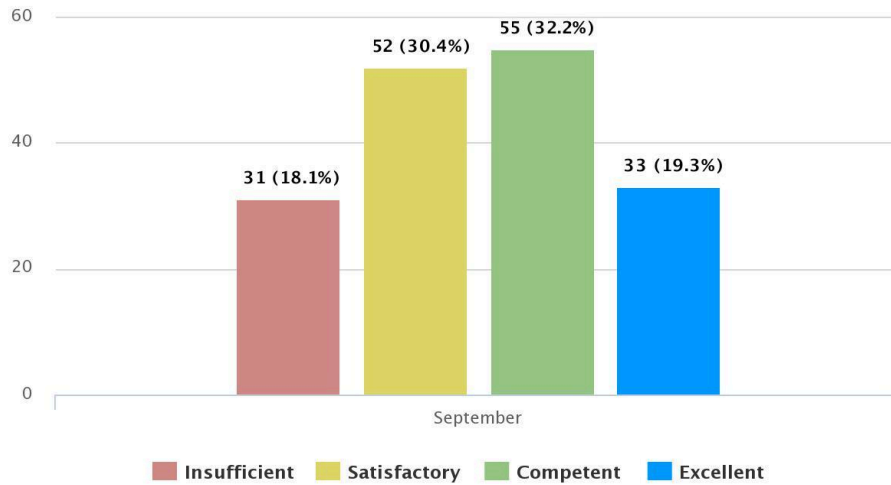


Literacy	
Reading Levels Grades 2-9 September 2021: <ul style="list-style-type: none"> • 50.2 % insufficient • 49.8 % sufficient 	Reading Levels Grades 2-9 June 2022: <ul style="list-style-type: none"> • 32.7% insufficient • 67.3 % sufficient
<i>Increase 18% of sufficient readers</i>	

RCAT Results September 2022

RCAT Results – All Periods

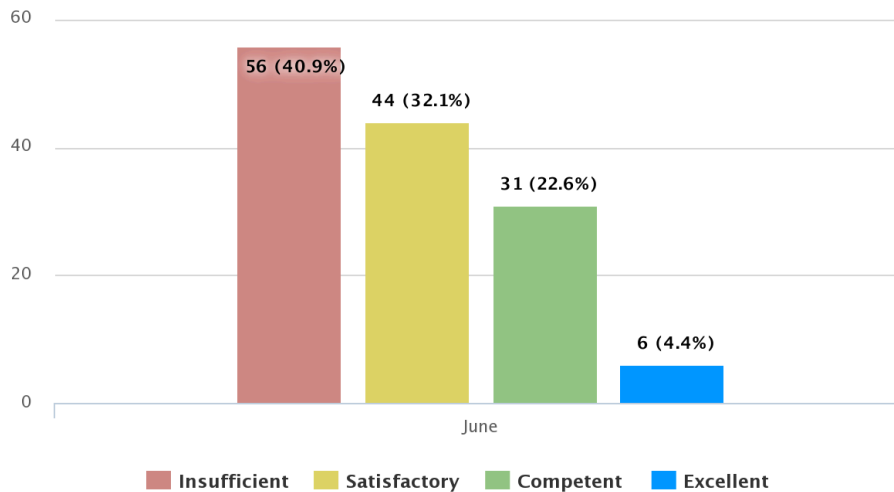
School Year: 2022–2023, School: Graminia School



RCAT Results June 2023

RCAT Results – June

School Year: 2022–2023, School: Graminia School



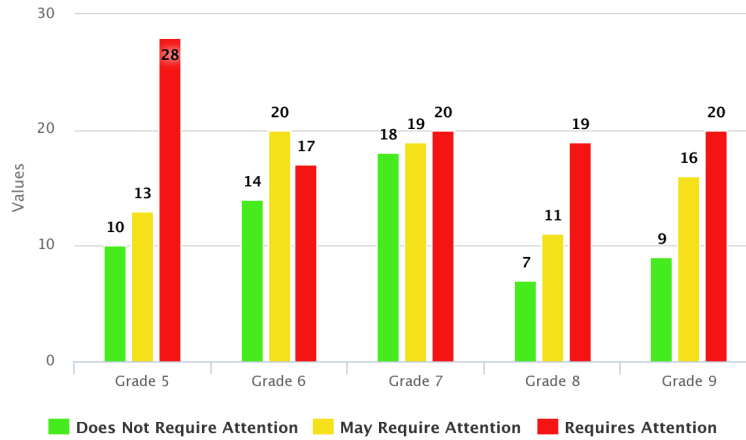
Reflections

Strategies implemented in the 2022-2023 school year had an overall positive impact on student reading levels, except at the gr 7-9 level. There is sufficient concern regarding the results that a deep review of the test and the methods in occurring, specifically when looking at the Provincial Achievement Test results for Language Arts 9 specifically that our student scored 20% higher than the province in achieving an acceptable standard. Increases were noted in the number of students reading at and above grade level when comparing September 2022 data with June 2023 data in all grades 1-6. Continued strategies for reading are needed into the 2023-2024 school year to impact the learning gap in Jr High grades.

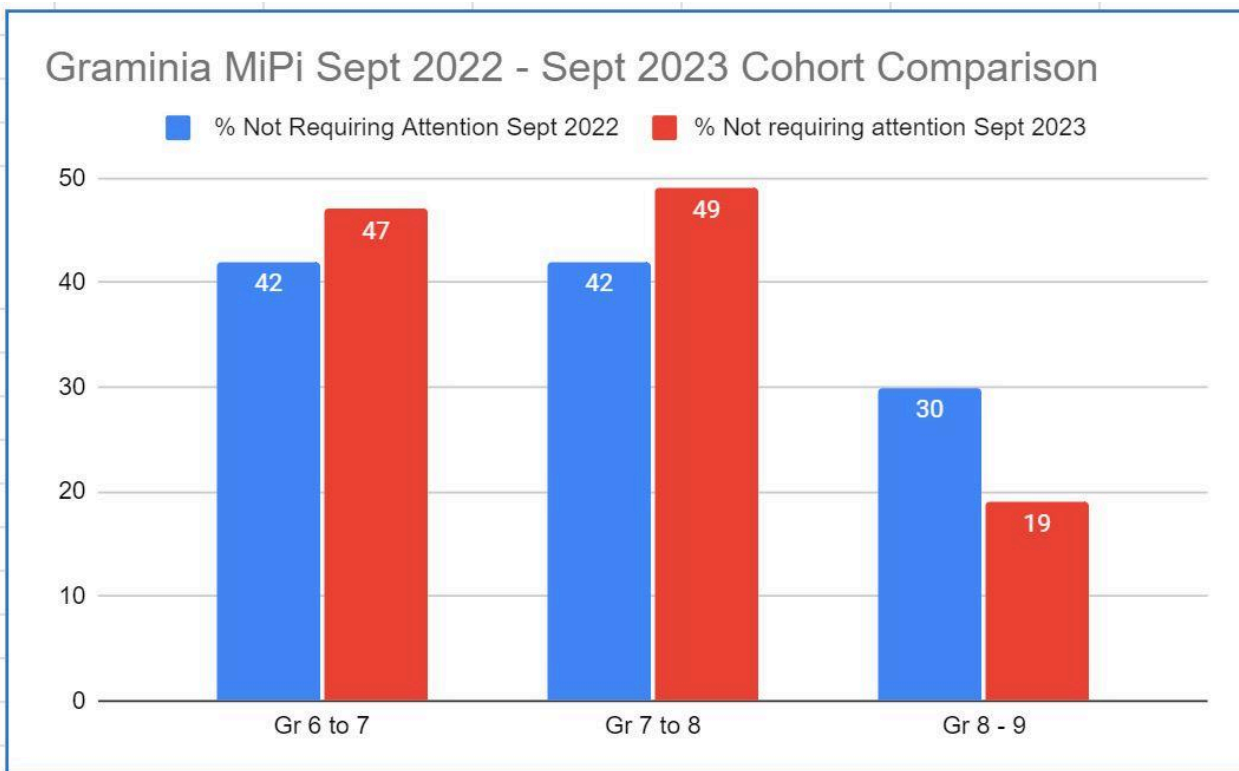
Numeracy

September 2022 MIPI Results Grades 5-9

Expectation per Grade Breakdown Results for 241 students



September 2023 MIPI Results Grades 5 - 9



Reflections

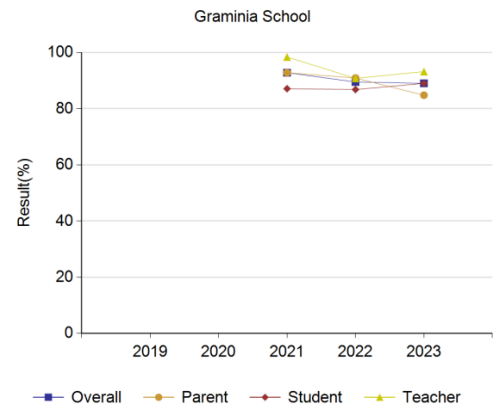
In the fall of 2022, Alberta Education introduced numeracy assessments for students grades 1-4. As a result, the MIPI was not used as a baseline measure for these grades. Data provided examines grade 5-9 students using the MIPI in September 2022 in comparison to September 2023. There was a decrease in students requiring attention in the gr 9 cohort but in gr 7 and 8 the number needing attending increased. Those are also the two grades where we experienced an increase in enrollment.

Alberta Education Assurance Measures Results Fall 2023

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.

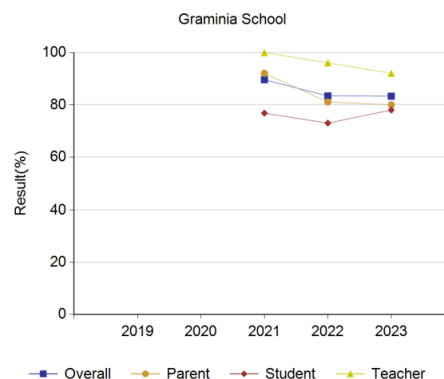
Graminia	PSD	Province
89.0%	78.8 %	84.7%



Student Learning Engagement

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

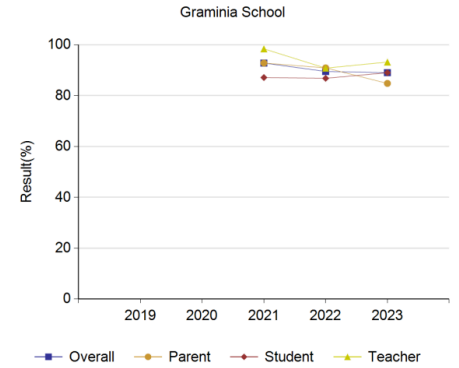
Graminia	PSD	Province
83.3%	79.5 %	84.4%



Welcome, 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.

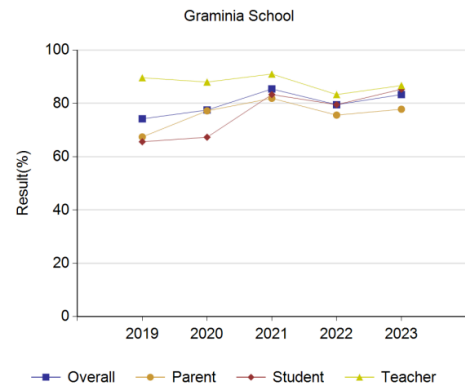
Graminia	PSD	Province
89.0%	78.8 %	84.7 %



Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship

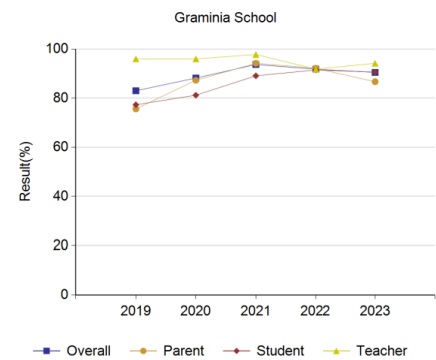
Graminia	PSD	Province
83.3 %	70.8 %	80.3 %



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
90.5 %	82.9 %	87.5 %



Reflections

In all 5 of the 5 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 Parkland School Division average and 4 of 5 five areas are higher than the provincial average . The area of student engagement is below that of the province but it is higher than the average within the Parkland School Division.



Results of the 2021-22 Development Plan: *Lessons Learned*

Contextual Considerations

Students, Families and Staff opened up and planned many opportunities for learning and engagement for students. Challenges included a new curriculum in K-3 and continued intervention for literacy and numeracy at all levels.

Community:

- In September 2022, many community building activities such as Supply Drop off, *Meet the Teacher* and an information session for parents - Graminia 101 were held in person to build community.
- The community built on these experiences in having Christmas Concerts in person, many field trip and overnight excursions returned such as the SunRun to Vancouver and the gr 4 trip to Drumheller.

Staff and Student Wellness:

- Extra curricular sports, the drama program, Band and a new Choir formed to support student exploration of experiences.
- Students were able to move from class to class for Junior High students which led to a directed learning in time management and responsibility
- Access to online learning through googleclassroom was still prioritised as students experienced higher levels of absenteeism due to sickness or vacation
- Year end activities were well attended and Grade 9 Farewell and Awards were a success

Instructional Practice and Professional Development:

Graminia School implemented the CC3 and LENS assessment for students below the expected reading level in Grades 1 - Grade 3. This led to the development of

phonological awareness groups, a shift in small group practice within the classroom and pull out intervention for students.

- Anecdotally, teachers and support staff continued to experience increased levels of stress related to the teaching realities of a challenging world with competing perspectives.
- 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 2022-2023

- Continue Collaborative Response Professional Development for the whole school
- 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 1-6
- Small group numeracy intervention gr 1-6
- Word study programs K-6
- Lead Literacy and Numeracy Teacher
- Staff and student wellness initiatives

Initiatives to Establish 2023-24

- 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)
- Use and implement the continuum of supports for Engagement, Literacy and Numeracy
- Create a Comprehensive School Health Plan including counselling position (3 days a week)
- Continue the whole school initiative for engagement through our Hawks Spirit 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
- Focus on new curriculum PD for K-6 teachers

