

# Grassland Community School

## Annual Education

## Results Report

2023-24



**Small School. Big Heart. Bigger Community Spirit.**

# Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

## **Student Growth & 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 & Leading**

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.

## **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.

## **Governance**

Processes that determine strategic direction, establish policy and manage fiscal resources.

## **Local & Societal Context**

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

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.



## Required Alberta Education Assurance Measures Overall Summary Fall 2024

Assurance Domain	Measure	Grassland Community 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	<a href="#">Student Learning Engagement</a>	83.2	86.8	83.5	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	85.5	84.9	74.1	79.4	80.3	80.9	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	*	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	*	68.1	88.1	88.6	87.3	*	*	*
	<a href="#">PAT6: Acceptable</a>	62.5	83.3	83.3	68.5	66.2	66.2	Low	Maintained	Issue
	<a href="#">PAT6: Excellence</a>	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	<a href="#">PAT9: Acceptable</a>	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.3	90.5	83.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.5	86.9	79.3	84.0	84.7	85.4	n/a	Improved	n/a
	<a href="#">Access to Supports and Services</a>	83.9	78.8	72.8	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	90.9	86.0	74.0	79.5	79.1	78.9	Very High	Improved	Excellent



### Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Grassland School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	83.2%	80.1%	86.8%	83.2%	n/a	85.6	85.1	84.4	83.7%
	Citizenship	92.8%	87.4%	63.3%	84.9%	85.5%	83.3	83.2	81.4	80.3	79.4%
	PAT: Acceptable	81.3%	n/a	n/a	73.1%	62.5%	n/a	na	64.3	63.3	*68.5%
	PAT: Excellent	33.3%	n/a	n/a	17.3%	0.0%	n/a	na	17.7	16.0	*19.8%
Teaching & Leading	Education Quality	93.6%	85.6%	75.8%	90.5%	89.3%	90.3	89.6	89.0	88.1	87.6%
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	88.0%	71.7%	86.9%	87.5%	n/a	87.8	86.1	84.7	84.0%
	Access to Supports and Services	n/a	75.5%	66.8%	78.8%	83.9%	n/a	82.6	81.6	80.6	79.9%
Governance	Parental Involvement	97.1%	72.4%	62.1%	86.0%	90.9%	81.8	79.5	78.8	79.1	79.5%

\* This is only for the Grade 6 PATs





<b>Priority One</b>	<b>Student Success and Completion</b>
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p>

<b>Provincial Achievement Tests (Standards Demonstrated by All Students)</b>					
Subject	Number of Students	Grassland School Acceptable (%)	Alberta Acceptable (%)	Grassland School Excellent (%)	Alberta Excellent (%)
PAT Overall	9	60.7		0.0	
English Language Arts 6	Not administered				
English Language Arts 9	3	*	69.5	*	11.8
Math 6	Not administered				
Math 9	2	*	51.4	*	13.7
Science 6	8	62.5	68.8	0.0	25.6
Science 9	2	*	66.8	*	20.9
Social Studies 6	8	62.5	68.5	0.0	19.8
Social Studies 9	2	*	60	*	15.9
K&E Math 9	1	*	52	*	9.9
K&E Sci 9	1	*	52.3	*	9
K&E Social 9	1	*	50.4	*	11.3

\* Number values have been suppressed for less than 6 students



## Provincial Achievement Tests: Observations and Next Steps

In Science 6, two students of the eight in Grade 6 were excused from the Science 6 and Science 9 PATs. Alberta Education regards that as a student not achieving the Acceptable standard. Taking that into account, of the six students who wrote the Science PAT, 83.3% achieved the Acceptable standard. 83.3% of those same students achieved the Acceptable standard for the Social Studies 6 PAT as well.

Because there were only 2 Grade 9 students writing the PAT and 1 Grade 9 student writing Knowledge and Employability (K&E) PATs, the data has been suppressed so cannot be commented on.

School administration along with teachers have looked over the PAT results on a deeper level to see if there is an area or areas that need further focus and instruction. With the numeracy framework that teachers have been using, which includes more focused work with problem solving and using more pictorial representations vs. concrete, it is hoped that Math 6 and 9 results will improve overall. Language Arts teachers will work with students on organizing and writing, along with analyzing texts based on their organizational traits. Teachers will also be planning for adequate review time prior to the PATs.



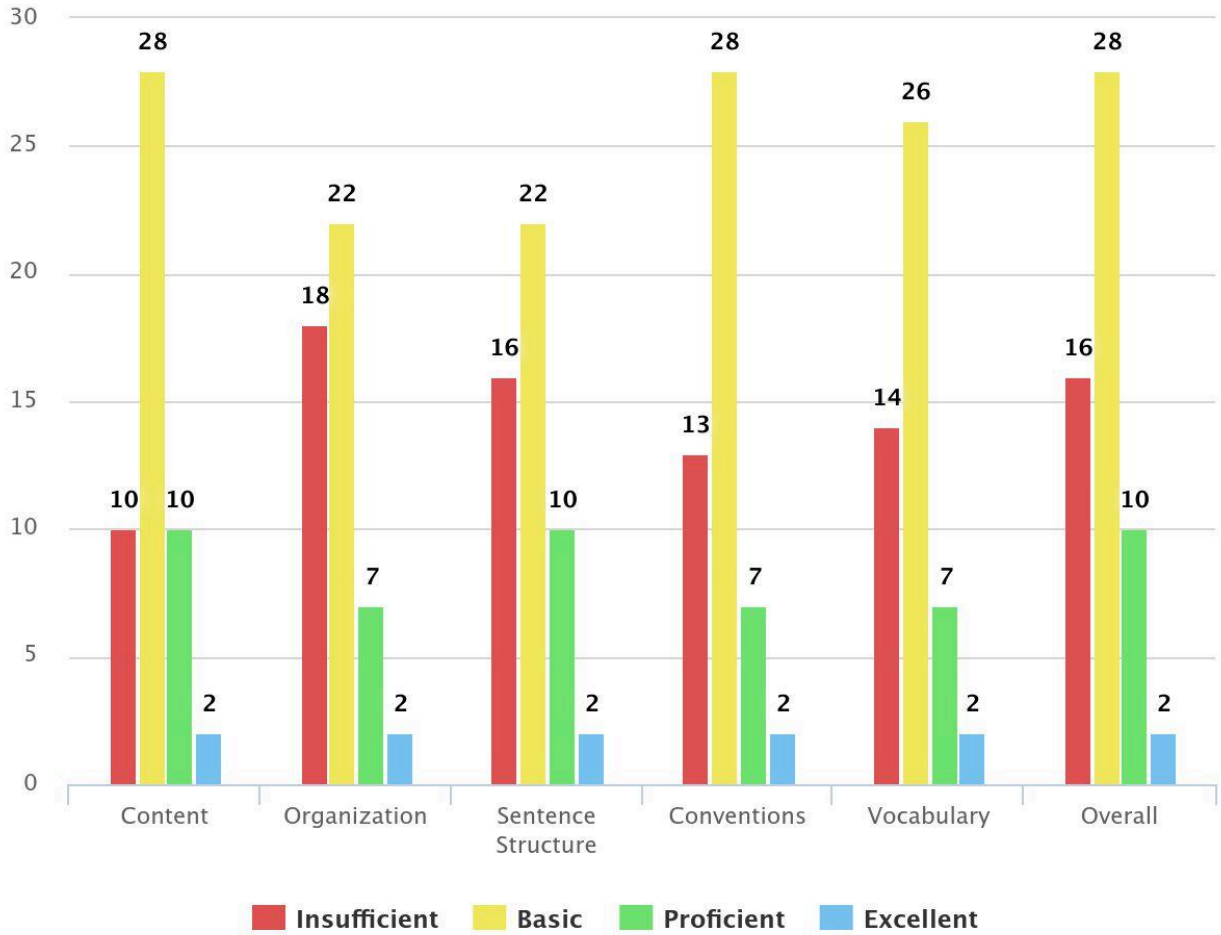
<b>Fountas and Pinnell Literacy Assessment June 2024</b>				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	83	—	—	17
2	75	—	—	25
3	—	—	—	100
4	83	—	—	17
5	53	20	7	20
6	75	12.5	—	12.5
Gr.1-6	48	20	9	23

<b>Common Writing Assessment June 2024</b>				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	67	33	—	—
2	33	67	—	—
3	—	25	75	—
4	50	33	17	—
5	27	67	6	—
6	25	63	12	—
7	17	50	33	—
8	20	20	20	40



# CWA Results

Count of Students – 56 Students. School Year: 2023 – 2024; School: Grassland School;  
Period: June



Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	3	3	3
Grade 2	3	0	0



CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	3	0	1
Grade 2	3	2	2
Grade 3	4	1	0
Grade 4	5	4	3

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	3	1	2
Grade 2	3	2	2
Grade 3	5	1	1
Grade 4	5	3	3





## Literacy and Numeracy: Observations and Next Steps

Our students in Grades 1-6 completed Fountas and Pinnell literacy assessments in June 2024. Students in Grade 1-4 completed Alberta Education Literacy and Numeracy screens in September 2023 and June 2024. Students in Grades 1-8 also completed Aspen View Common Writing Assessments.

We continue to see that students that were identified “at risk” have not been moving out of that category, even though there has been extra time allotted to work with those students. Learning Loss government funding has been provided to allow us to have an educational assistant to do some small-group sessions to try to improve results for those students. School administration, teachers, and educational assistants will have to work together to find an effective way to instruct those students “at risk”.

Our results for both literacy and numeracy continue to be a concern. In terms of literacy, Grassland School is moving away from relying on the Leveled Literacy Intervention (LLI) used in the past and focusing more on a comprehensive literacy approach that involves a variety of components such as read-alouds, shared and independent reading. Teachers will be more focused on teaching more pre-reading skills, phonics, phonemic awareness, and morphology.

Our Common Writing Assessment results have shown a need for instructing students how to better organize their thoughts prior to writing. Teachers will be using exemplars and discussions to model effective writing to students.

In terms of numeracy, there will be more focus on small group and targeted instruction practices - a combination of regular classroom instruction and intervention programming. This will include working with students who are beyond grade level. Mathology, JUMP Math, and Mathletics programs will be used to enhance student learning.

Another reason for our lower results, especially with literacy, is that Grassland School has had an influx of English as an Alternative Language (EAL) learners. 19 of our 76 (25%) students currently in Grade K-9 are EAL students. Grassland School is priding itself on welcoming these students and providing them with the necessary skills to learn English while they are in school. Time is taken out of the day to work in a small group setting that starts with basic vocabulary and expands from there. For example, we had a group of students that arrived in November 2023 at Grassland School that did not speak any English. By the end of June their English was quite proficient. It is also beneficial for these students to be in a small-school setting since they also have the support of their classmates to help them learn English.





<b>Student Learning Engagement</b>					
	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	83.2	-3.6	-0.5	83.4	84.4
Parent	89.5	+0.6	+2.8	87.2	87.6
Student	60.2	-11.4	-9.1	69.6	70.5
Teacher	100.0	0.0	+4.9	100.0	95.2

<b>Citizenship</b>					
	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	85.5	+0.6	+6.1	77.9	80.4
Parent	88.3	-1.0	+9.6	85.6	79.5
Student	71.5	+2.7	+1.9	62.5	71.0
Teacher	96.7	+0.1	+6.9	96.6	90.6



## Observations and Next Steps

In 2023, 15 parents completed the Assurance Survey. This increased to 19 parents in 2024. Steps will be taken by school administration to have that number increase further. There are currently 39 families of students in Grassland School.

We continue to see that our parents are more satisfied with Student Engagement and Citizenship compared with other parents in Alberta. The staff of Grassland School has set high expectations of students in regards to behavior and commitment to community involvement.

While student satisfaction with Citizenship has increased from the previous year, the number of students satisfied with Student Engagement has decreased. It will be up to school administration and school staff to have conversations with students to see how they would like learning to become more engaging.

A student council was formed in the 2023-24 school year and will continue for the 2024-25 school year. It is hoped that they will also come up with ideas to improve student engagement.



<b>Priority Two</b>	<b>Wellness</b>
<b>Alberta Education Assurance Area</b>	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
<b>Outcomes</b>	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to supports.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

<b>Education Quality:</b> Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	57	89.3	-1.2	+1.7	85.2	88.2
Parent	19	83.2	-5.6	-0.6	82.1	84.8
Student	32	84.6	+1.9	-0.3	81.6	85.5
Teacher	6	100.0	0.0	+6.1	100.0	94.5



### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

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

	Number of Responses	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	57	87.5	+0.6	+3.5	82.1	84.9
Parent	19	90.7	-2.6	+5.4	88.9	85.9
Student	32	74.3	+6.9	-0.9	67.5	76.5
Teacher	6	97.6	-2.4	+6.0	98.8	92.4

### Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	57	83.9	+5.1	+4.0	76.5	80.7
Parent	19	76.3	+5.6	+0.9	67.9	76.2
Student	36	75.3	+9.7	-3.4	72.6	79.6
Teacher	6	100.0	0.0	+14.4	100.0	86.4

### Grassland School Professional Development 2023 2024

With an increase of Science Technology Engineering and Math (STEM) programming that is happening, staff were trained on coding and programming Micro:bits. This assisted in getting students ready for the annual Aspen View Robotics Competition, and to engage students who have shown an interest in this area.

Some of our students have either been diagnosed or suspected to have Fetal Alcohol Spectrum Disorder (FASD). Staff received training in strategies to work with these students that can also be used in the general classroom setting.

Staff continue to be committed to Truth and Reconciliation. They attended a Division Wide Day that was focused on Education for Reconciliation. In May of 2024, staff were able to tour the Blue Quills Residential School site.





## Grassland School Wellness Continuum of Supports

Staff have been doing an excellent job at promoting what supports are available for Grassland School students. Students have an adult in the school they can connect with when they need assistance. For higher tier supports, the school has access to an Aspen View School Counselor once per week (on average), as well as a Family and Community Support Services (FCSS) School Liaison, who meets with individual students as well as having opportunities to lead small group sessions.

Staff are committed to using a variety of methods (i.e. brain breaks, movement breaks) in order to build wellness practices into their classrooms.

Staff have access to a wide variety of mental and physical health supports through an Aspen View supported Employee Assistance Program.



<b>Priority Three</b>	<b>Engagement</b>
<b>Alberta Education Assurance Area</b>	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
<b>Outcomes</b>	<p>Positive community relations contribute towards student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

<b>Parental Involvement:</b> Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Grassland School 2024	Grassland School Comparison to 2023 (+/-)	Grassland School Comparison to Alberta 2024 (+/-)	Grassland School 3 Year Average	Alberta 3 Year Average
Overall	25	90.9	+4.9	+11.4	79.6	79.1
Parent	19	81.7	+9.7	+7.3	71.9	73.1
Teacher	6	100.0	0.0	+15.4	100.0	85.2

<b>Student Attendance Rates 2023 2024 (%)</b>	<b>90+</b>	<b>80 - 89</b>	<b>70 - 79</b>	<b>&lt;70</b>
Percentage of Students	25.7	47.3	23.0	4.0





### Engagement Observations and Next Steps

Grassland School is committed to ensuring community partnerships are maintained (County of Athabasca, RCMP, Fire Department, local businesses, local community groups). The school will ensure that community groups will be invited to school activities such as the annual Turkey Trot, Remembrance Day ceremony, and Christmas Concert. Students will be made available to assist with groups such as Grassland Agricultural Society events and any other community fundraising events. Students have learned the value of connecting with their local community.

The school will look for opportunities to have community members come into the school to work with our students (i.e. sewing). Student feedback from these opportunities has been positive.

The school has an excellent and active Parent Council that works closely with school administration and staff to make decisions regarding student success.

<b>Strategic Priority</b>	<b>First Nations, Métis, and Inuit Student Success</b>
<b>Outcomes</b>	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives  First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity

### Observations and Next Steps

Grassland School is dedicated to ensuring that the spirit of Treaty 6 is honored and respected. The school has brought in a variety of First Nations and Métis performers and has attended the Indigenous Peoples' Day event hosted by the Buffalo Lake Métis Settlement.

The school is committed to erecting a teepee behind the school in the fall and spring.

The school has a student who has been trained to lead smudging in our school.

It is hoped that the school will be able to connect with a local Indigenous elder or knowledge keeper in the future to work with all our students.



## Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

The school is committed to communicating with parents and stakeholders through telephone, email, meetings, the school website, PowerSchool, Alert Solutions messaging, Facebook and other media resources.

The school will stay committed to reaching out to families who do not currently attend Grassland School, but could in the future.

This report has been created with the input of all staff at Grassland School.

This report has been shared with Parent Council for feedback prior to the final publication. The final report will also be shared with the Grassland Agricultural Society and any other community groups that make a request.

